

UNIT – VI

LESSON PLANNING

6.1. BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES

The word taxonomy is derived from the Greek word 'taxa' (taxis'-plural), which means 'arrangement', 'division'. It is originally associated with biology where it refers to system of classifying animals and plants typically by division, "class, order. In education, it means systematic organization. Taxonomy of educational objectives is a hierarchical classification of human growth in a given domain" of development.

Dr. Benjamin S. Bloom's initial attention was focused on the 'Cognitive Domain' which was the first published part of Bloom's Taxonomy, featured in the publication: 'Taxonomy of Educational Objectives: Handbook, The cognitive Domain' (Bloom, Engelhart, Furst, Hill, Krathwohl, 1956). The 'Taxonomy of Educational Objectives: Handbook II, The Affective Domain' (Bloom, Masia, Krathwohl) as the title implies, deals with the detail of the second domain, the 'Affective Domain', and was published in 1964. Various people suggested detail for the third 'Psychomotor Domain', which explains why this domain detail varies in different representations of the complete Bloom Taxonomy. The three most popularly references versions of the Psychomotor Domain seem to be those of R. H. Dave (1967/70), E.J. Simpson (1966/72), and A. J. Harrow (1972).

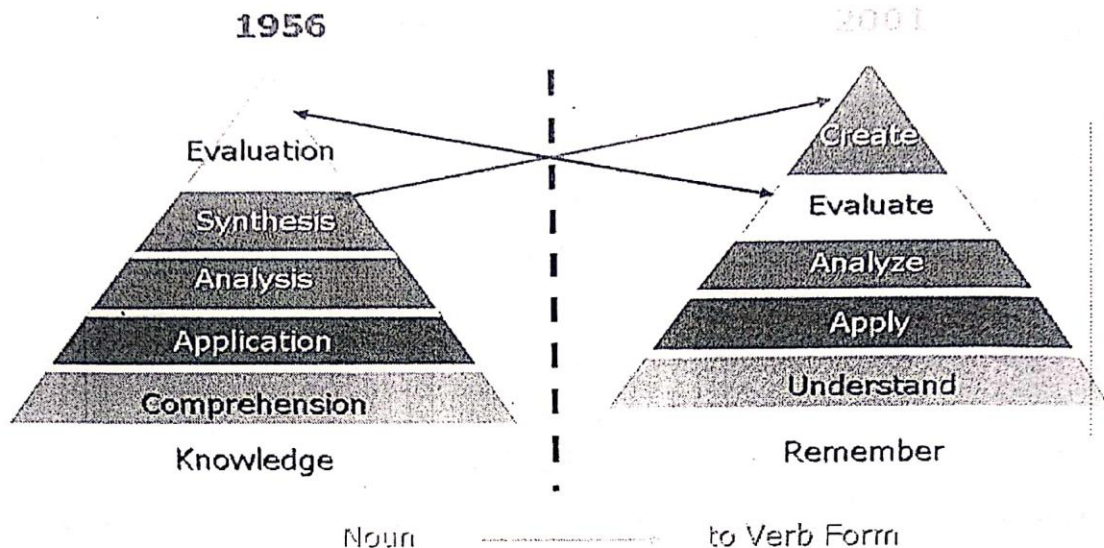
Bloom categorized the cognitive and the affective domain into specifiable and observable learning objectives. For purpose of convenience the taxonomy was divided into three domains: Cognitive domain, Affective domain and psychomotor domain.

6.1.1. COGNITIVE DOMAIN

It was prepared in 1956 by Dr. Benjamin Bloom. In the 1990s Lorin Anderson and Krathwohl (former students of Bloom) revised the taxonomy.

- It emphasizes the development of the head.
- It deals with knowing, thinking and problem solving.
- Means of expressing qualitatively different kinds of thinking.
- Adapted for classroom use as a planning tool.
- Continues to be one of the most universally applied models.
- Provides a way to organize thinking skills into six levels, from the most basic to the higher order levels of thinking on the basis of complexity of tasks.

Changes to Bloom's



1. KNOWLEDGE/REMEMBERING

It is the process of recalling information, specifics and universals that has been previously learnt, recalling methods and processes or the recall of a pattern of structure or setting. It also involves recognition. It represents the lowest level of learning outcomes in the cognitive domain. E.g. Recognising, listing, retrieving, naming, finding.

2. COMPREHENSION/UNDERSTANDING

It is the ability to grasp the meaning of the material and explaining ideas or concepts. It involves getting to the crux of the matter. It goes beyond simple understanding of the material and involves Translation (converting into another form or medium), Interpretation (the action of explaining the meaning of facts, principles and theories) Extrapolation (use a fact valid for one situation to make conclusions about a different or wider situation) E.g. Interpreting, summarizing, paraphrasing, classifying, explaining

3. APPLICATION/APPLYING

It is the ability to use learned information in new and concrete situations. Learning outcomes in this area require a higher level of understanding than

those under comprehension. E.g. implementing, carrying out, using, executing

4. ANALYSIS/ANALYSING

It refers to the process of breaking down information into its component parts to explore understandings and relationships. Learning outcomes represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the organizational structure of the material. E.g. Comparing, organizing, finding, deconstructing, interrogating

5. EVALUATING

It is the process of judging the value of a material (poem, statement, novel, research project) for a given purpose. It involves justifying a decision or course of action. Judgements are to be based on some criteria. It is the weighing of the pros and cons and reaching a decision. It means judging without bias and prejudice and arriving at a conclusion. E.g. checking, hypothesizing, critiquing, experimenting, and judging.

6. CREATING

It is the process of creating new patterns or structures, generating new ideas, products, or ways of viewing things. It involves putting together parts to form a new meaningful whole. It includes production of a unique community, of a plan or proposed set of operations and derivation of a set of abstract relations. E.g. Designing, constructing, planning, producing, inventing. When learning different concepts these levels of the cognitive domain are clearly seen. E.g. Pupil first remembers the elements of the triangle. Then he/she develops understanding of the relationship between the different elements of the triangle. The pupil is then able to apply his knowledge to construct new triangles. When learning theorems on triangles the pupil analyses and evaluates the information. Later the pupil develops the abilities to create designs using the properties of triangles. Similarly other concepts like plants, solar system, constitution, grammar, etc. are learnt.

6.1.2. AFFECTIVE DOMAIN

It was prepared in 1964 by Dr. Bloom, Krathwohl and Masia. It emphasizes the development of the heart. It deals with values, attitudes, interest, and appreciation, social and emotional adjustment. If the objectives of the affective domain are attended to and achieved, the evaluator will be in a position to predict the behaviour of an individual. Affective taxonomy is divided into five major classes arranged in a hierarchical order on the basis of the level of involvement.

- Characterization
- Organization
- Valuating
- Responding
- Receiving

1. RECEIVING

Learner should be sensitized to the existence of certain phenomenon and stimuli in his environment. This includes awareness, willingness to receive and give controlled or selected attention. (Ability to discriminate the stimuli)

2. RESPONDING (INTEREST OBJECTIVE)

This is with response that goes beyond merely attending to phenomena. A person is actively involved in attending to them. This involves responding, willingness to respond and satisfaction in response. The person attaches emotional significance to the stimuli.

3. VALUATING

Stage of internalization-becomes part of the person. This includes acceptance of a value, preference for a value and commitment to a goal, idea or belief or a conviction in regard to a point of view, consistence in behaviour, which can be predicted and forms principles of life and behaviour are based on it.

4. ORGANISATION

For situations where more than one value is relevant the need arises for the organization of the value into a system, the determination of the interrelationship among them and the establishment of the dominant and pervasive value.

5. CHARACTERISATION BY A VALUE OR VALUE COMPLEX

Organization becomes part of the personality and develops his personality-characterisation. At this level the already existing values are organized into some kind of an internally consistent system and control the behaviour of an individual who attains an integration of his beliefs and attitudes into a total philosophy. This organization of values which control his behaviour is called value complex. Values like honesty, truthfulness, friendship develop through these levels of the affective domain. A child first receives a variety of stimuli from his environment. He begins to respond to those which interest and attract him. He always speaks the truth and is honest. He may like to interact with friends. He then values these emotions, feelings and values based on his experiences and rewards and punishments received. The values of truthfulness, honesty and friendship will be assigned some significance. The values which are of importance to him will be placed higher up on the hierarchy and those which are of less value go down, thus creating an organization of values. The individual will then behave in different situations according to his / her value organization. So much so that gradually they become a part of his personality and define his/her character.

6.1.3. PSYCHOMOTOR DOMAIN

It was prepared in 1967/70 by Dr. R. H. Dave. It emphasizes the development of the hand. It deals with the proficiency in neuro-muscular development and coordination. It includes with development of manipulative or motor skills. Psychomotor domain is divided into five major classes arranged in a hierarchical order on the basis of the level of proficiency.

- Naturalization
- Articulation

- Precision
- Manipulation
- Imitation

1. IMITATION

The Imitation refers an action or performances, which are not observable and initially it is crude and lacks coordination.

2. MANIPULATION OF AN ACT

Learner performs the act with instructions rather than just observation. This includes differentiating among various movements, selecting the proper one and moving towards fixation. Actions require repetition for fixation.

3. PRECISION IN REPRODUCING A GIVEN ACT

This includes refinement, accuracy, proportion and exactness in performance. Learner can perform without instruction and can control the speed.

4. ARTICULATION AMONG DIFFERENT ACTS

Many actions occur simultaneously and with equal proficiency. This includes coordination, sequence and harmony among acts.

5. NATURALIZATION

Pupil's skills attain its highest level of proficiency in performing an act with the least expenditure of psychic energy. The act becomes so automatic that it is attended to unconsciously. It becomes a habit and nature of the person. The different skills like dancing, cooking, dramatics, driving, writing, reading, computer, swimming, etc. are learnt through these stages. For instance when learning to write children initially simply imitate the adults in their surrounding and scribble on paper. Later they learn to hold the pencil straight, position the book properly and learn to write. Initially their writing may not be clear but gradually they learn to write clearly. They then develop precision in writing. As they grow they are able to listen and write or think and write on their own. Soon writing becomes naturally a part of them

which does not require any extra effort. For the development of personality, the development of all the three domains is important. When all the three domains interact, it is called the 'tripartite structure'. However in education very often we emphasize on the cognitive domain more than the affective and psychomotor domain. For a balanced personality, development of all the three domains must occur.

6.2 GENERAL AND SPECIFIC INSTRUCTIONAL OBJECTIVES

6.3 LESSON PLANNING - MEANING

A proper planning of lessons is the key to effective teaching. The teacher must know in advance the subject-matter and mode of its delivery in the class-room. This planning will give the teacher idea of how to introduce the topic, how to develop the key concepts, how to correlate the concepts to real life situations and how to conclude the lesson.

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

L.B. Stands conceives a lesson plan as "Plan of action" implemented by the teacher in the class-room.

G.H. Green says, "the teacher who has planned his lesson wisely related to his topic and to his class will be in a position to enter the class-room without any anxiety, ready to embark with confidence upon a job he understands and prepared to carry it to a work man able conclusion.

He has far seen the difficulties that are likely to arise, and prepared himself to deal with them. He knows the aims, his lesson is intended to fulfil, and he has marshalled his own resources for the purpose, and because he is free of anxiety, he will be able coolly to estimate the value of his work as the lesson proceeds, equally aware of failure and success and prepared to learn from both."

Though a syllabus is prescribed for each class yet the teacher is at liberty to draw up his own teaching syllabus. It is best to organize the teaching syllabus around a few broad areas of experience of pupils. For this purpose the syllabus is divided into a number of units.

Like planning of other activities Planning of lesson is also needed. Without proper planning of the lesson, it is not possible for the teacher to carry out the teaching successfully. It has been rightly remarked: "Without planning the teacher is just like a ship moving in the sea without any aim and destination."

6.3.1 CHARACTERISTICS OF A LESSON PLAN:

Some important features or characteristics of a lesson-plan are as under:

1. OBJECTIVES

The entire cognitive objective that is intended to be fulfilled should be listed in the lesson-plan. Objectives should be formulated in terms of changes desired in behaviour of students. Objectives, as we know, have two specifications; the content specification and the competence specification. We have to mention clearly what type of changes we are going to bring in different domains cognitive, affective and psychomotor of students behaviour within a particular type of content.

The objective should be written in specific behavioural terms stating exactly what the learner will be doing, or saying when he demonstrates that he has achieved the aims of an instructional sequence. Walbesser constructing behavioural objectives listed four requirements for the construction of objectives:

1. Words denoting the stimulus situation which initiates the performance should appear in the description of the objective.
2. An action verb which denotes observable behaviour must be contained in the description.

3. A word denoting the object acted upon must be contained in the description.

4. A phrase which indicates the characteristics of the performance that determines its correctness or acceptability must be included in the description of the objectives.

In selecting the objectives for a particular lesson in English, the teacher, first of all, should see that they are worthwhile learning out-comes, pertinent to the course. Secondly, the teacher should be clear and definite in his mind about the desired learning outcomes. Lastly, the objective should be feasible. In other words, it should be attained by the procedure followed and within the time allotted for it.

2. CONTENT

The subject-matter that is intended to be covered should be limited to the prescribed time. The matter must be interesting and it should be related to pupil's previous knowledge. It should be related to daily life situations.

3. METHODS

The most appropriate method is chosen by the teacher. The method chosen should be suitable to the subject-matter to be taught. Suitable teaching aids must also be identified by the teacher. Teacher may also use supplementary aids to make his lesson more effective.

4. EVALUATION

Teacher must evaluate his lesson to find the extent to which he has achieved the aim of his lesson evaluation can be done even by recapitulation of subject-matter through suitable questions.

6.3.2. IMPORTANCE OF LESSON PLANNING

Lesson planning is a vital component of the teaching-learning process. Proper classroom planning will keep teachers organized and on track while

teaching, thus allowing them to teach more, helps students reach objectives more easily and manage less. The better prepared the teacher is, the more likely she/he will be able to handle whatever unexpectedly happens in the lesson. Lesson planning:

- Provides a coherent framework for smooth efficient teaching.
- Helps the teacher to be more organized.
- Gives a sense of direction in relation to the syllabus.
- Helps the teacher to be more confident when delivering the lesson.
- Provides a useful basis for future planning.
- Helps the teacher to plan lessons which cater for different students
- Is a proof that the teacher has taken a considerable amount of effort in his/her teaching

6.3.3. ADVANTAGES OF LESSON PLANNING:

Some of the advantages of lesson planning are as under:

- It inspires the teacher to improve the further lessons.
- It helps the teacher in evaluating his teaching.
- It develops self confidence in the teacher.
- The teaching matter is organised in a time-frame.
- It inspires the teacher to ask proper and important questions.
- It provides guidance to the teacher as to what and how he should teach.
- It helps in creating the interest of students towards the lesson.
- It stimulates the teacher to think in an organised manner.
- It helps the teacher to understand the objectives properly.

6.4. TEACHING OF PROSE

The word prose has been derived from the Latin word, 'Prosa' or 'Proversa Oration' that means 'straight forward discourse'. Prose is a powerful

medium of expressing ideas, facts, laws and principles. Therefore it appeals to head or mind. The main aim of teaching prose is to enlarge the vocabulary, explain the structure of sentences and grasp the ideas of the author. The teaching of prose includes two types of lessons. They are:

- (a) Detailed or Intensive Prose Lessons
- (b) Non-detailed or Extensive Prose Lessons

6.4.1. DETAILED PROSE LESSONS

In detailed prose lessons, the text book is read thoroughly word by word. Students are required to read it not only for comprehension but for mastering the prescribed structure and vocabulary.

6.4.2. NON-DETAILED OR EXTENSIVE PROSE LESSONS

Non detailed prose lessons aim at giving information and pleasure. Students are required to grasp the meaning of new words according to the situation or context in which they are used.

6.4.3. AIMS OF TEACHING OF PROSE

The aim of teaching English prose is for language development and literary development both. But at the Junior Level, the chief aim is language development. This means that emphasis should be given on the development of four basic skills of listening, speaking, reading and writing. Thompson & Wyatt said, 'To aim at literature is to miss the way to language. Aim at language is to pave the way to literature.' The aims of teaching prose may be divided into two:

I. GENERAL AIMS

- To enable the students to read aloud prose lessons with correct pronunciation stress, intonation and pause.
- To enable the students to comprehend the thought and idea contained in the passage.
- To enrich their active and passive vocabulary

- To enable the students to express the ideas contained in the passage orally and in writing.
- To develop their interest for reading.
- To enable them to write correctly.
- To build their character and prepare for world citizenship.

II. SPECIFIC AIMS

The specific aims vary according to the subject matter of the prose lessons. The specific aims of different types of prose lessons are:

(a) DESCRIPTIVE

- To develop the student's imagination and love for natural objects.
- To acquaint the students with the writer's style.

(b) STORY

- To give certain facts and lessons through the story.
- To shape the student's character.
- To develop interest for story reading.

(c) ESSAY

- To acquaint them with the style of essay writing.
- To enable them to arrange the ideas in a systematic way.

(d) PLAY

- To make them speak conversational English.
- To encourage the students to play different roles.
- To build their character.

(e) BIOGRAPHY

- To get students acquainted with the life and deeds of great men.
- To inculcate in them desirable sentiments and ambitions.

- To show them the path of character building.

6.4.4. PROCEDURE OF TEACHING PROSE LESSON

Procedure of teaching prose lesson involves the following steps:

- Preparation
- Presentation
- Recapitulation
- Home Assignment

I. PREPARATION

English is a foreign language. Indian students find it difficult to learn so proper preparation is required to motivate the students to learn English. Under this following points are to be considered:

(A) GENERAL AIMS

- To enable the students to read aloud prose lessons with correct pronunciation stress, intonation and pause.
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- To inculcate in them desirable sentiments and ambitions.
- To show them the path of character building.

(C) MATERIAL AIDS

The teacher makes the appropriate use of audio-visual aids to make the lesson interesting.

(D) PREVIOUS KNOWLEDGE

The teacher should know how much knowledge students already possess regarding the lesson. So that he can give new knowledge by linking it to their previous knowledge.

(E) INTRODUCTION

The introduction is the important part to make the students ready to learn and start the lesson. As it is believed that, 'well begun is half done.' The introduction has two purposes:

- To bring the previous knowledge to consciousness
- To link the previous knowledge to the new knowledge to be given

Introduction can be done in different ways. The teacher may start by asking some introductory questions in order to test the previous knowledge of the students and then link it to the topic to be taught. He may attract the student's attention by showing pictures, charts, models etc. and arouse their curiosity. In the event of a continuing lesson, the teacher can ask questions on the portion of the lesson already taught.

(F) STATEMENT OF THE AIM

Under this, the teacher clearly explains the topic which he is going to teach and instructs the students to open their books at the appropriate page.

II. PRESENTATION

Presentation is the main part of the lesson plan. The lesson may be divided into two or more units. The following sub-steps are followed in each unit.

(A) READING ALOUD BY THE TEACHER

Reading aloud by the teacher is called model reading. The teacher reads aloud the selected passage with proper pronunciation, stress, intonation, and pause. The speed of reading should be normal and audible to the entire class. He should keep an eye on the class while reading aloud to see whether the students are following the reading in their text books.

(B) PRONUNCIATION DRILL

- To enable the students to express the ideas contained in the passage orally and in writing.
- To develop their interest for reading.
- To enable them to write correctly.
- To build their character and prepare for world citizenship.

II. SPECIFIC AIMS

The specific aims vary according to the subject matter of the prose lessons. The specific aims of different types of prose lessons are:

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- To get students acquainted with the life and deeds of great men.
- To inculcate in them desirable sentiments and ambitions.

- To show them the path of character building.

6.4.4. PROCEDURE OF TEACHING PROSE LESSON

Procedure of teaching prose lesson involves the following steps:

- Preparation
- Presentation
- Recapitulation
- Home Assignment

I. PREPARATION

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(B) PRONUNCIATION DRILL

Pronunciation drill should precede reading aloud. The words should be selected on the basis of the pronunciation skills of the class. The selected words should be written on the blackboard one by one and practiced.

Those words are selected which are:

- difficult to pronounce by the students
- commonly mispronounced by the students
- Containing the silent letter.

(C) READING ALOUD BY THE STUDENTS

The teacher asks some students to read the passage aloud one by one. Loud reading by the students is also called imitation reading as they try to imitate the teacher's pronunciation, pause and intonation.

(D) EXPOSITION OF NEW WORDS/ PHRASES

The teacher selects the new words and phrases from the passage and explains their meanings. The teacher can adopt different methods for explaining the meanings:

- By showing the object, model, picture or chart.
- By using the word in sentence
- By giving synonym/ antonym
- By drawing a sketch or figure on the blackboard
- By showing action or gesture
- By translating the word in mother tongue

(E) SILENT READING

After exposition of new words/phrases, the teacher asks the students to read the passage silently. This helps rapid reading, learning of new words and quick grasp of meaning. The teacher should supervise the class while students are reading. Adequate time should be given to complete the reading of the passage.

(F) COMPREHENSION QUESTIONS

After the silent reading, some questions based on the passage should be asked to test students' comprehension of the passage. The following type of questions may be asked:

- By asking meanings of new words
- By asking short questions on the main portion of the passage
- To pick out different forms of words or phrases

III. RECAPITULATION OR APPLICATION TEST

The purpose of recapitulation is to evaluate the extent to which the objectives of the lesson have been achieved. The recapitulation is generally done with different types of questions. The question should be from all the passages taught in different units. These questions are different from comprehension questions. The questions can be as follows:

- Fill in the blanks
- Match the column
- Complete the lines
- Choose the correct answer

IV. HOME ASSIGNMENT

Assigning home work is the final stage of a lesson plan. Home assignment is the basis for retaining learning. It can be given in different forms:

- Use the new words in their sentences.
- Make a list of words related with a particular group or topic
- Remember the spellings of new words.
- Write the answer of the given questions.
- Some project work may also be given.

6.5. TEACHING OF POETRY

Coleridge defined poetry as, 'The best words in their best order.' Poetry embodies the beauty of form, beauty of thought and beauty of feelings. **E. Allen Poe** calls poetry, "The rhythmical creation of thought."

Poetry has tremendous appeal for children and it is the best way of exciting their love of the language. It lays the foundation for the appreciation of the beauty of language. It educates their emotions and enhances their power of imagination. The rhythm of poetry helps the students to acquire natural speech rhythm.

According to Prof. S. Subrahmanyam, "Poetry leads an all-round development of the whole personality of the pupils particularly the emotional, imaginative, intellectual, aesthetic and intuitive sides."

6.5.1. AIMS OF TEACHING OF POETRY

Poetry is taught for sheer pleasure and enjoyment. It further lays the foundation for an adequate appreciation of English poetry. Therefore the aims of teaching of poetry should be different for different levels. The general aims of teaching English poetry are as follows:

I. GENERAL AIMS

(A) AT PRIMARY LEVEL

- To enable the students to recite the poem with proper rhythm and intonation.
- To enable the students to enjoy the recitation of the poem
- To develop the students' power of imagination
- To train the emotions of the students
- To develop love for poetry reading and writing

(B) AT SECONDARY / HIGHER SECONDARY LEVEL

- To enable the students to appreciate the poem
- To enable them to understand the thought and imagination contained in the poem

- To appreciate the rhyme & rhythm and style of the poem
- To train the emotions, feelings and imagination of the students
- To develop their aesthetic sense
- To create love for English poetry

II. SPECIFIC AIMS

The specific aims of teaching poetry differ from poem to poem. They depend largely on situation, scene, feeling and thought depicted in the poem. The specific aims of teaching English poetry are as follows:

- To enable the students to recite the poem namely '-----' with proper rhyme and rhythm
- To enable the students to enjoy the recitation of the poem '-----'
- To understand the central idea of the poem
- To communicate the exclusive message of the poem to the students
- To enable them to appreciate the beauty and images depicted in the poem.

6.5.2. PROCEDURE OF POETRY TEACHING

Procedure of poetry teaching involves the following steps:

- Preparation
- Presentation
- Comprehension/Appreciation
- Home Assignment

I. PREPARATION

Under preparation following points are to be considered:

(A) GENERAL AIMS

(A) AT PRIMARY LEVEL

- To enable the students to recite the poem with proper rhythm and intonation.
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- To develop the students' power of imagination
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- To understand the central idea of the poem
- To communicate the exclusive message of the poem to the students
- To enable them to appreciate the beauty and images depicted in the poem.

(C) MATERIALS AIDS

A suitable material aid can be used depending on the theme and content of the poem.

(D) PREVIOUS KNOWLEDGE

The teacher should know the previous knowledge of the students related to the theme of the poem to be taught. It is on the basis of previous knowledge that the new lesson is to be introduced in the class.

(E) INTRODUCTION

Teaching of a poem should begin with a beautiful introduction about the poem and its author. This will arouse the interest of the students and create the appropriate environment for teaching the poem.

Introduction of the poem can be done in different ways:

- Parallel poem that describes the similar theme or similar emotion may be read.
- By giving a brief summary of the poem pertaining to the back ground and general theme of the poem and then asking few questions on it.
- By giving a life - sketch, poetic style and characteristics of the poet.

If the poem is descriptive, a picture can be shown. Two or three questions on the picture can be asked.

(F) STATEMENT OF THE AIM

After introducing the poem and its author, the teacher should announce the aim of teaching the poem.

II. PRESENTATION

According to Ryburn, "A good poem is a complete whole." Therefore poetry should be taught in one unit, but in condition that the poem is too long, it must be divided in units in such a way, so that it may not lose its rhythm, music and emotional effect. The presentation stage consists of the following points:

A. 1ST MODEL RECITATION BY THE TEACHER

Recitation is the soul of poetry. Reading a poem with proper rhythm, stress and intonation is of vital significance. The model recitation by the teacher helps the students to experience or feel the poem in its totality without going into other detail. Therefore the teacher should recite the poem with proper rhythm, stress and intonation. At this time the students should listen to him carefully with their books closed.

B. IIND MODEL RECITATION BY THE TEACHER

According to Ryburn, "One reading, of course, is not enough. It must be read twice or thrice." To have greater effect, the teacher recites the poem once again with proper rhyme and rhythm. This time the students are asked to open their books and follow in it.

C. IMITATION READING BY THE STUDENTS

The teacher asks two or three students one by one to recite the poem in the same manner, he has recited. This requires a lot of practice on the part of the students and helps the students to enjoy the recitation and feel the music and beauty of its language.

D. MEANING OF DIFFICULT WORDS

The expositions of words are not done in detail while teaching of poetry. Only those difficult words or phrases which create hindrance in the comprehension of the poem should be explained.

E. SILENT READING OF THE POEM BY THE STUDENTS

During this step, the students may be asked to read the poem silently and grasp the theme of the poem. At the primary stage silent reading can be avoided.

F. CHORAS RECITATION

At the primary stage, the students enjoy the recitation of the poem in chorus. It helps them in overcoming their shyness. At this stage the teacher can read the poem line by line which shall be followed by the students collectively.

III. COMPREHENSION / APPRECIATION

After several readings of the poem, the teacher puts some questions to test their comprehension of the theme of the poem. These questions should be simple and short. Appreciation questions are asked on the appreciation of beauty of language, thought, emotions and images of the poem. The students may be asked to:

1. Pick out the rhyming words,
2. To complete the lines
3. To explain the central idea of the poem

IV. HOME ASSIGNMENT

Home assignment in poetry teaching is not much of importance. Children can be asked to memorize the poem or do some creative work or write the gist of the poem in their own words.

6.6. TEACHING OF GRAMMAR

Grammar is the study of organization of words into sentences which is based on certain rules. According to Prof. Nelson Francis, "Grammar is the set of formal patterns in which the words of a language are arranged in order to convey meanings.

It gives the pupils ability to speak and write correctly and enables them to use formal language patterns properly for describing a thing." The acquisition of the grammatical system of a language remains the most important element in language learning.

6.6.1. AIMS OF TEACHING OF GRAMMAR

The aims of teaching grammar are as follows:

1. To develop student's insight into the structures of English language
2. To enable the students to develop their understanding about the rules of English grammar through use and practice
3. To enable the students to assimilate the correct patterns of the language without rote memorization
4. To enable the students to speak and write correctly
5. To develop a scientific attitude towards the language

6.6.2. METHODS OF TEACHING GRAMMAR

There are four main methods of teaching grammar:

- The Traditional method
- The informal method
- The reference or correlation method
- The inductive-deductive method

6.6.2.1. THE TRADITIONAL METHOD

In this method grammatical items are taught with the help of a grammar book which contains definitions, rules, examples and exercises. For example:

Definition of Noun: "A noun is the name of a person place or thing"

Examples: Sachin, Seema, Delhi, Kanpur, Book, Chair etc.

Exercise: Underline the nouns in the following sentences.

Rajesh lives in Delhi. My father gave me pen.

The main procedure in this method is from rule to example. It emphasizes on rote learning of rules and definitions. Students find it least interesting and monotonous.

6.6.2.2. THE INFORMAL METHOD

This method advocates the teaching of grammar not by rules but by usages. By continuous practice of using words while speaking, reading and writing grammar can be learnt. This method proves useful at the early stage when students learn language by lot of oral work. This method demands a lot of practice and time for learning the grammatical items on the part of the students. The students do not get systematized knowledge of grammar.

6.6.2.3. THE REFERENCE OR CORRELATION METHOD

This method is also called incidental method as grammar is taught incidentally in this method. Grammar is taught while teaching the text book lesson or a composition. The sentence patterns, structures etc that are used in the text book lesson or composition are taught during teaching of the lesson. For example:

While teaching the particular lesson, the teacher instructs the students to note all the examples of the present tense and past tense separately.

After noting the different sentences of present tense and past tense, the grammatical rules are discussed in the class. This method lays stress on the application of the rules and their usage. It is not considered a complete method as grammatical items are taught only incidentally. It can interfere with the normal teaching.

6.6.2.4. THE INDUCTIVE AND DEDUCTIVE METHOD

This method is considered to be the best method as it follows certain educational principles from known to unknown, from simple to complex, from general to particular, from concrete to abstract etc.

Inductive means to proceed from observation to laws and rules.

Deductive means to proceed from the law and rule to observation and examples. This method has two processes:

- Inductive Process
- Deductive Process

For teaching grammar inductively and deductively following steps are to be followed:

I. INDUCTIVE PROCESS

- Presentation of examples in a systematic way
- In the first step, the teacher presents the examples of the grammatical item to be taught in a systematic way.
- Observation and analysis of examples
- The teacher asks the students to observe the examples and analyse them with the help of students.
- Generalization/Generation of rule or definition
- After analysis of the examples, they come to certain conclusions or generalization and draw certain rule or definition.

II. DEDUCTIVE PROCESS

- Presentation of the rule or the definition.
- In this step, the teacher points out the rule or the definition.
- Verification and application of the rules
- The teacher gives several other examples to verify the rule or the definition. The teacher again motivates the students to observe and analyse the example and apply the rule or the definition.
- Practice for the application of the rule.
- The teacher gives ample practice for the application of rule and definition.

Inductive & deductive method is based on psychological maxims of learning and makes the active participation of the students. It has no place for rote memorization as the rules and definitions are discovered by the students themselves. Thus it stimulates their thinking and reasoning power. It is advisable that grammar should be taught informally at the early stage with

the inductive and deductive method and incidental method at the middle stage and with traditional method at the higher stage.

6.7. TEACHING SUPPLEMENTARY READING

6.8. DIFFERENT MODEL/APPROACHES IN WRITING LESSON PLANS

For planning and writing the lesson plans, various styles and approaches can be used such as The Herbartian Approach or Five Steps Approach (Herbart), Gloverian Approach (A.H.T. Glover), The Evaluation Approach (Dr. B.S.Bloom), Unit Approach or Morrisonian Approach (Morrison), The Project Approach (Kilpatrick) and RCEM Approach. A brief account of these approaches is given below:

1. HERBARTIAN APPROACH

German Philosopher and educationist John Fredrick Herbart (1746-1841) developed a psychological procedure in the field of lesson planning. His approach indicates more towards teacher's presentation rather than the student's behaviour. Herbart proposed four steps: a) Clearness b) Association c) System d) Method. These steps were further modified by Herbart as:

A) PREPARATION

In this step, previous knowledge is explored so that the students become motivated to gain new knowledge.

B) PRESENTATION

In this step, the content is presented in an effective manner. Active participation of the students is an essential part of presentation.

C) ASSOCIATION OR COMPARISON

This step is related with the task of strengthening the content presented in the second step. Teacher compares the previous knowledge with new knowledge and thus the students establish a link between them.

D) GENERALISATION

After comparison, students learn to simplify the content. Rules, principles, characteristics, objectives, importance and limitations etc. are drawn in this step.

E) APPLICATION

Students learn to apply the knowledge in similar situations.

F) RECAPITULATION

Teacher asks questions related to the content to check how much the students have understood.

2. RCEM Approach (Regional College of Education, Mysore)

This approach to lesson planning has been developed at Regional College of Education, Mysore. It is named as RCEM approach. This approach makes use of Systems Approach to education. The main steps involved in this approach are:

A) INPUT

In this step, the entry level behaviour of the students is examined. Instructional objectives are specified in behavioural terms.

B) PROCESS

This step is concerned with the presentation of content matter. It corresponds to interaction process of the classroom. Activities of teacher and students are involved in this process.

C) OUTPUT

This is the evaluation phase of the lesson. Teacher uses various evaluation techniques to know the extent of achievement of instructional objectives.

3. MORRISON OR UNIT APPROACH

This approach is associated with the name of the professor H. C. Morrison (1871- 1945) of the University of Chicago. According to this approach, the teaching learning process must result into the mastery of the content matter of a unit. The teacher moves to the second unit only when she thinks that the students have acquired mastery over the subject matter of the unit and are capable of generalising and applying the ideas of learned material. Morrison proposed five steps:

A) EXPLORATION

In this step, the teacher tries to know the students entry level behaviour (previous knowledge).

B) PRESENTATION

The overview of the subject matter is given and the structure of the whole unit is discussed with the students.

C) ASSIMILATION

In this step, the students study the subject matter deeply and try to understand it.

D) ORGANISATION

The students present the acquired knowledge in a systematic manner in written form.

E) RECITATION

This step is related with the student's verbal expression of the subject matter which is learned by them.

4. GLOVERIAN APPROACH

This approach owes its origin and propagations to A. H. T. Glover. In his honour, it is named as Gloverian Approach. He disagreed with the teacher-centered approach and proposed a four-step learner-centered approach:

A) QUESTIONING

Teacher or student asks question relating to a problem. Teacher presents the problem in such a manner so that the students become curious to know the answer.

B) DISCUSSION

Various aspects related to question are discussed in the class and interaction becomes meaningful.

C) INVESTIGATION

Teacher acts as helping hand and guides the students so that the investigation becomes fruitful.

D) EXPRESSION OR PUPIL ACTIVITY

Students present the result of their efforts and teacher guides further if required.

5. THE EVALUATION APPROACH

Bloom's evaluation approach involves the following systematic steps of the lesson planning:

A) FORMULATION OF EDUCATIONAL OBJECTIVES

Objectives specification is primary step in this approach. After formulating educational objectives, instructional objectives are specified in behavioural terms. This specification helps in identification of terminal behaviour.

B) PROVIDING LEARNING EXPERIENCES

Relevant experiences are provided to students so that instructional objectives can be achieved. Teaching methods, techniques and aids are used as per the requirement of content matter.

C) EVALUATION

In this step, the evaluation of terminal behaviour is carried out keeping in view the instructional objectives specified in advance.

6. ECLECTIC APPROACH FOR WRITING LESSON PLANS

In this study, the steps followed to develop lesson plans are a mixture of Herbartian as well as RCEM approach. The basis of RCEM Approach is taken up from Bloom's taxonomy of objectives. In this research, behavioural objectives were followed up according to RCEM approach whereas presentation of lesson plan was followed according to Herbartian Approach which is as follow:

1) PREPARATION

Well planned is said to be half done. This is the initial stage in which various activities are performed to arouse the interest of students. Previous knowledge of the students is tested and they become motivated to grasp new concept. The following activities are involved in this step:

A) INTRODUCTORY PARTICULARS: indicating Pupil Teacher's Name or Roll No, Date, Class, Section, Subject, Topic, Duration of Period etc.

B) INSTRUCTIONAL AIDS

Instructional Aides are the supporting material which assists in learning. These aids help in thorough understanding of the concepts. Specific Aids - Charts, real objects, advertisements in newspapers etc. (as per requirement of lesson).

C) INSTRUCTIONAL OBJECTIVES IN BEHAVIOURAL TERMS

These were the behavioural outcomes which were tried to be achieved by the teacher by way of providing various learning experiences to students.

d) Previous Knowledge Assumed and Previous Knowledge Testing

I) PREVIOUS KNOWLEDGE ASSUMED

Pre-requisites for the new learning were mentioned in this step.

II) PREVIOUS KNOWLEDGE TESTING

In this step, the previous knowledge of the students was tested and a link was established between previous knowledge and new learning. Students were made curious to learn new things.

III) ANNOUNCEMENT OF THE TOPIC

After getting unsatisfactory or partial satisfactory or satisfactory response from the students, the topic was announced. After this, the name of the topic was written on the chalkboard.

2. PRESENTATION

This step includes all the activities to be performed while teaching for attaining behavioural objectives. In the present study, presentation included four columns:

- (i) Teaching Points
- (ii) Teachers' Activities
- (iii) Students' Activities
- (iv) Chalk Board Work / Teaching Aids

3. RECAPITULATION

It was done to know the extent of learning of lesson by the students and to summarise the lesson. It was done after the presentation of lesson by asking questions (oral) from the students. Final recapitulation was done through the criterion referenced test at the end of every lesson.

4. HOMEWORK

Homework was given to the students at the end of lesson. They were asked to learn the content taught, write the questions, give suitable examples on their own and draw the diagrams.

UNIT 7: COMPOSITIONS

Teaching of Composition

Composition is the expression of child's thought. The power of expression is a matter of skill rather than of knowledge. Therefore, teaching of composition has a great value in developing the skill of expression. Composition is defined as an art of putting together terms of language to express one's thoughts and feelings.

The word 'composition' is derived from the Latin word 'componere' which means to put together. So 'to compose' means to bring together words or sentences or to put together. Thus composition means putting together words or sentences. The essential feature of composition is to sequence the proper word at the proper place in a sentence and proper sentence at proper place in writing.

Thus composition is one of the important aspects of language learning. It is an integral part of teaching of English.

Objectives of Teaching Composition:

Composition is taught to enable students to acquire mastery over language. We should remember that composition is to be taught orally first and then it should be taken up in written form. The objectives of teaching composition can be mentioned as under:

- To enable the students to write legibly and correctly.
- To develop the habit of clear and logical presentation.
- To stimulate students to think about a situation provided.
- To teach students how to organize thoughts and ideas in accordance with the accepted usage.
- To develop their vocabulary
- To develop imagination of students.
- To help students think freely.
- To develop students power of expression in writing as well as in speaking.

Types of Composition

Composition is of two types, namely: Guided composition and free composition. Both guided and free composition can be oral or written. Let's try and understand these types;

- Guided Composition:

Guided composition means composition in which guidance is provided to learners i.e. guidance of vocabulary, structure or ideas. Guided composition is also called controlled compositions because there is a control of structures, vocabulary and ideas by teacher.

Controlled Composition:

At a stage further the learners may be given a broad idea about the theme, the number of words required in a given composition and the guidelines about the difficulty level. In this way students may be given an exercise in controlled writing. It should be like a systematic habituation programme. This programme should be so arranged that what is written is guided and controlled with the aim of getting as close as possible to the situation which the teacher wishes the pupil to use in a particular piece of writing.

The frame for controlled writing should have the following features.

- a) It must enable the teacher to choose the patterns and also, to some extent, the vocabulary to be used.
- b) It must reduce the chances of error to the minimum.
- c) It must allow for progressive grading into freer writing.

- Free Composition:

Free composition means doing composition work freely and independently. Hence, learner is free to use any thoughts, structures, vocabulary, etc. No guidance is provided. Free composition may also be called unguided or uncontrolled composition.

At the early stages of language learning guided composition is of great help because students are beginners and they cannot write without proper guidance. At the initial stage hundred percent guidance is provided by the teacher but later it is reduced to minimum. A stage comes when students do not need any guidance of the teacher, thus free composition stage is reached. It is the ultimate goal of teaching composition to enable students to express themselves freely in oral and written communication (Khalique, 2007).

CORRECTION PROCEDURE

Self-Assessment: Self-realization is best served for one's improvement rather than any outer impulses, That way, students may be encouraged to evaluate their own writing. Students can be advised to write something daily on any familiar situations. While writing as a task to improve their language skills, they should not be expected to search for ideas. If they spend more time on searching for ideas, their aspiration for language learning will go down. At one time only one task should be given. Even their writing need not be corrected by others. If they see their own writing after a few days, they will be able to find some mistakes in them. So, they have enough opportunity to produce some writing on their own and correct them by themselves. That way, very silently, they will be improving their language skill in writing. **Peer group Assessment:** Mostly students are quite comfortable with their peer group. This can be utilized for assessment of writing. The entire class should be divided into meaningful groups. The teacher has to ensure that at least one English knowing student is present in each group. These leaders of each group will correct the write up of the students in their groups. Students also may not hesitate to get their clarified by their peer mates. **Devising a Marking Code:** Teachers can devise a marking code, so as to maintain uniformity in correction. Some of the symbols are suggested: Sp = wrong spelling T = wrong tense P = wrong punctuation () = rearrange ideas, reword and rewrite this part. IR = irrelevant NR = not required Ww = wrong word

Letter Writing

Correspondence is one of the chief means of keeping oneself in touch with those separated by distance. Letters thus bridge the spatial gap. Both formal and informal communication is possible through letters. With the advent of information technology e-mail has become more popular, yet letters continue to be the main form of official and unofficial communication.

a) **Informal or personal letters** - Letters written to friends< relatives, parents etc. are personal letters. The tone is intimate and there is much room for the communication of emotions. The solution in such letters could be like :

My dear Brother

My dear Sister

Dear Tom

Dear Samir

The complimentary close should be in agreement with the salutation. For example :

Yours affectionately,

Your affectionate brother,

Your loving friend, etc.

The body of the letter will consist of information to be communicated along with the message and enquiry of well-being.

The students may be asked to write letters about topics familiar to them. However, they must be taught to follow the structural pattern of the letters closely. The right hand top corner of the page may be used to write the date and the sender's address.

The structure of a personal letter could be like this -

- iii) Salutation
- iv) Body
-
-
-
-
-
-
- v) Complimentary Close
- vi) Signature
- vii) Receiver's address

b) Formal letters - Formal letters can broadly be categorised into two :

- (i) Official letters
- (ii) Business letters.

The learners learning writing skills are likely to use this form of letter more than the personal letters. The category of official letters includes applications for leave, job applications, letters of complain to authorities, joining reports, request letters etc. Business letters include letters seeking information, providing information, letters for placing orders, for supplying goods, sale letters, tender notices etc. The structure of a business letter could be as follows:

- (i) Heading
- (At the top like the letter head of a company)
- Heading

ii) Date

- iii) your reference
- our reference

- iv) Inside address

- v) Attention

- vi) Salutation

- vii) Subject

- viii) Body

ix) Complimentary Close

x) Signature

xi) Identification Marks

xii) Enclosures

While teaching students to write formal letters it must be clarified that they need to be direct, matter of fact and to the point. However, in business letters certain degree of politeness is required so that the deals are materialized and even the refusals do not become offensive.

The salutation in formal letters ought to be very formal. Some of the examples of salutation with corresponding complimentary close are given below:

Sir,

Yours faithfully

Dear Sir,

Dear Madam,

Yours faithfully,
Yours truly,

Dear Mr. Vivek

Yours sincerely,

In formal letters the signature should be accompanied with the name (in brackets) of the officer signing the letter.

The lay out of the official letters is of the following types:

i) The indented form

ii) The Block form

iii) The Complete block form

iv) The Semi Block form

v) The Hanging-indented form

The most popular form of lay out used in official and business communication these days is the complete block form. In this form all parts of the letter are aligned with the left margin except the heading which is printed. A letter in this form saves more time because indentation is not required for any part. In this form generally open punctuation is followed.

Heading

Date - (e.g.) 14 May 2007

Address of the receiver

Salutation

Body -----

Complimentary close (e.g.) Yours faithfully

Signature

Name (e.g.) P.Selva

Identification Mark (e.g.) RPB/PP
Enclosures (e.g.) Encl – 1

Précis Writing

Précis writing is a form of composition which includes comprehension, summarizing and conclusion. The process consists written after reading the given passage. The size of the précis is one third of the original passage. While teaching précis writing, the students may be acquainted with the following steps:

1. Scanning : The students should read the passage given and mark important words and phrases.
2. Taking notes : After reading the passage thoroughly they should write down certain points which carry the essence of the passage. Then they should develop those points to compose the précis.
3. Giving the title - At the end the central idea of the passage should be written in the form of a phrase and used as the title of the précis.

Usually the students reproduce the sentences from the passage. They should be taught to avoid this and write their sentences. For condensing the passage they may be suggested to dispense with the examples and illustrations.

Report Writing

Report writing has been of late incorporated as a writing skill at different levels. A report is different from an essay, a fact which is usually over looked. It involves the use of a number of research techniques and methods of collection, tabulation, analysis, representation and drawing inference from the data. A report is thus an objective description of occurrences written in a fixed format.

Collection of data : Collection of data can be done through schedule, questionnaire, interviews, observation, telephone conversation and from secondary sources already available. Scientific tools should be used to collect primary data.

Tabulation of data : Collection of data through schedules, questionnaires, filed visits etc. should be followed by their tabulation. Unless they are put in a proper table they cannot be analysed.

Figurative Representation : Collected data can be presented through different figures like graph, histogram, bar chart pie chart etc. This helps in a visual presentation.

Analysis of data : The data can be analysed through comparison and contrast, using statistical tools like mean, mode median, chi-square test etc.

Interpretation of data : After analysis of data, the reporter interprets them in order to draw some conclusions on the basis of the objectives and the data available.

Drawing Conclusions and Offering recommendations : The interpretation leads to conclusion on the basis of which recommendations can be given.

Features of a good report : A good report needs to be objective, analytical and representative. It must be presented in the required format with the structural components divided into the front, middle and back parts.

UNIT – VIII

TEACHING LEARNING MATERIALS (TLM)

8.1. INTRODUCTION

TLM is commonly used acronym that stands for Teaching Learning Material, Broadly the term refers to a spectrum of educational materials that a teacher uses in the classroom to support specific learning objectives as laid out in lesson plans. Teaching Learning Materials are tools for significant teaching and learning.

They are useful to enhance the quality of teaching learning process. A teacher must explore a variety of materials as suitable aids for instruction to supplement the textbook to provide additional information, to broaden the concepts and to arouse students' interest.

Teaching Learning Materials in teaching of English prove to be supportive in providing experiences to the students in their development of language competencies. Some of the important teaching learning materials are:

- (a) Text book
- (b) Supplementary Reading Materials
- (c) Work books
- (d) Reading Materials- newspaper, magazines, story books etc.
- (e) Reference Materials- encyclopaedias, dictionaries etc.
- (f) Graphic Materials - charts, pictures, cartons, posters etc.
- (g) Activity Materials- flash cards, puzzles, crosswords, word building blocks and other language games
- (h) Language lab
- (i) Sophisticated Materials or Electronic Materials- radio, tape - recorder, T.V. multimedia kits

8.1.1. TEXTBOOK

The textbook plays a significant role in the teaching of English. It is helpful in presenting the teaching learning materials in a systematic way with illustrations. It acts as a guide to the teacher and facilitates in stabilizing the students' learning. It provides examples for the usage and methods of teaching vocabulary and structures.

A good textbook should cover the objectives of teaching English. Subject matter should be according to the need, ability and standard of the

students. The vocabulary, phrase patterns and sentence structures should be properly selected and graded. It should be well illustrated with relevant pictures, diagrams etc.

8.1.2. SUPPLEMENTARY READING MATERIAL

Supplementary reading materials are complementary to text books to enhance the information already acquired through the textbook. The language of supplementary reading material should be easier than that of the textbook.

8.1.3. WORK BOOK

Work books supply the materials through which the students learn by doing. Problems are given requiring application of the knowledge gained in new situations. For language learning different exercises based on the text book materials, should be given for practice in various situations.

8.1.4. READING MATERIALS

The newspaper can play important role in teaching of English. The students are motivated to develop their reading skills. The teacher must judiciously use the newspaper activities. Selecting small items like headlines, news columns (sports, kid's zone etc.) pictures, cartoons and advertisements can be successfully used by a resourceful teacher. Selecting easy and small items would help the students developing their language skills. So many magazines are published for school children providing supplementary materials for classroom information in the form of interesting stories. These story books should be colourful, attractive and well-illustrated with pictures. It should contain varied and interesting topics in simple and easy language.

8.1.5. REFERENCE BOOKS

Textbooks need to be supplemented with additional material for extra information and illustrations. Various reference books such encyclopaedias, dictionaries etc. prove very effective for learning language.

8.1.6. GRAPHIC MATERIALS

Charts are combination of graphic and pictorial media designed for the orderly and logical presentation of facts and ideas. Charts are very useful for presenting vocabulary items, structures, substitution tables, composition etc. These charts should be large in size and necessary material should be written in bold letters so that it may be easily visible to all students. Pictures prove to be very attractive and interesting for teaching of poems and stories. The pictures should be clear and large and should not be overloaded with information. 'One picture, one idea', is a good rule to follow.

8.1.7. ACTIVITY MATERIALS

Language games help the learners to learn language in an interesting manner. Language games are oral and written exercises to help students to enhance their vocabulary, comprehension and expression. Language games should be selected on the basis of learner's age and level, size of the class and availability of time and materials. Equipment's or materials, required for using games such as objects, pictures, flash cards etc. should be assembled prior to introducing the game in the class.

8.1.8. LANGUAGE LAB

Language lab is an aid in modern language teaching. It is an audio or audio-visual installation. It is used for language teaching and remedial teaching. The students are exposed to a variety of listening and speaking activities. It builds self-confidence of learners in using English language.

8.1.9. SOPHISTICATED MATERIALS

Multi-Media are modern technological materials used for teaching learning. Originally devised for entertainment purpose, the radio is being widely used for educational purposes. The IRP lessons engage students for English teaching through local stories and songs while supporting teachers to develop student-centered teaching skills. The teacher should manage the time-table according to the programme. The teacher can record programmes

related to their subjects on tape-recorder and replay them with commentary in the classroom whenever needed.

Records of short talks on interesting topics, recitation of poems or a dramatic piece on tape recorder prove effective in developing worthwhile standards of correct speech. It also provides opportunities to the students to record their speech and listen to it. It improves their pronunciation and speech ability.

Television can also be used effectively in teaching. It appeals to both eyes and ears. Different stories, pictures or dramas can be shown on it. Teachers can deliver lessons through this media. Besides this, digital library allows teacher to access teaching materials developed by national or international organizations. The multi - media kit is also helpful in improving the learning gains in students as well as improving classroom transactions of teachers. The judicious and careful selection of TLM is needed according to the need, ability and standard of the students.

8.2. LANGUAGE GAMES

Children love playing games and performing activities. They seek fun and enjoyment while playing any game and performing any joyful activity. Any game that facilitates learning of language is a language game. Language games are based on play-way method of learning. Learners feel that they are playing a game. At the same time they do acquire language ability consciously or unconsciously.

8.2.1. ADVANTAGES OF LANGUAGE GAMES

- They help to motivate children and sustain their interest.
- They give variety to the day to day teaching.
- They develop their power of observation and imagination.

- They throw challenges which they take up joyfully.
- They suit various levels of the students.
- They ensure maximum participation of students
- They give opportunities for cooperation and healthy competition.
- They create fair classroom atmosphere to acquire language abilities.
- They help to practice language meaningfully without any stress.

8.2.3. TYPES OF LANGUAGE GAMES

There are mainly three types of games:

- Listening/ Speaking
- Reading/ writing
- Vocabulary/ Grammar

Any game can be oral/ written depending on the level of the learner and the objectives of the lesson. Some games are described below:

8.2.3.1. IDENTIFICATION GAMES

Presenting an object and describing it or describing an object and asking to identify it.

- a) Asking about any hidden object or item
- b) To select a picture on the given description
- c) Reciting a poem or telling a story.

8.2.3.2. SPELLING GAMES

Spelling games are useful for learning the spelling of different words. They are:

- a) The teacher writes a word on the blackboard and asks the students one by one to speak a word beginning with the last letter of the word e.g. Fan - nest- time- ear - rat & so on.

- b) The teacher writes a word on the blackboard and instructs the students one by one to make different words using the different letter of that particular word. e.g. 'forehead' ear, red, head, hear, roar etc.
- c) The teacher gives jumbled letters or words to arrange them in a order to form the particular word or sentence. He can write a word missing certain letters and ask the students to fill up the missing letters.

8.2.3.3. READING GAMES

Crossword puzzle and comprehension puzzle are used in reading games. For example:

- a) The teacher distributes the work-sheet among the students and asks them to encircle the parts or body.
- b) Read the following and guess what I am.

I wear a cap but I am neither a man nor a boy. I can write but I can't read. I drink but I don't eat People keep me in their pockets. But I am not money. My friends are paper. (Answer-pen)

8.2.3.4. VOCABULARY GAMES

- a) Students are directed to construct different words using prefix or suffix to the root words.
- b) Change one letter in the given words and write three other words/objects. For example: Plate
- c) Write the names of animals/ things hidden below: as 'cat' is hidden in cattle,

8.2.3.5. SENTENCE/ STRUCTURE GAME

- a) The teacher writes some action word on the blackboard asks the students to use in sentences. He can ask them to make as many sentences as they can by replacing the action words.
- b) The teacher can give a particular structure and ask them to make the same structure by replacing the noun/pronoun/ verb etc.

There are so many other games which an English teacher can innovate according to the learning's age and level, size of the class and availability of time and materials to make English language learning joyful.

8.3. LANGUAGE LAB

Laboratories in schools might only be associated with science subjects. This serves as their workplace to experiment on specific subjects. However, this is also necessary for language learning. This provides an avenue for the students to improve the way they pronounce the words and be corrected by the teacher whenever necessary. Generally laboratories were used in India for the science subjects. With technological advancement and exposure to western models of teaching and learning, there has been a spurt in the growth of language laboratories in colleges.

The language laboratory is an audio or audio-visual installation used as an aid in modern language teaching. They can be found, amongst other places, in schools, universities and academies. Perhaps the first lab was at the University of Grenoble. In the 1950s up until the 1990s, they were tape based systems using reel to reel or (latterly) cassette. Current installations are generally multimedia PCs. The original language labs are now very outdated. They allowed a teacher to listen to and manage student audio via a hard-wired analogue tape deck based systems with 'sound booths' in fixed locations.

According to American Heritage Dictionary, language laboratory is: "A room designed for learning foreign languages and equipped with tape recorders, videocassette recorders, or computers connected to monitoring devices enabling the instructor to listen and speak to the students individually or as a group".

Mambo (2004) affirmed that: "Language laboratories are environments designed to enhance foreign language learners' skills. Generally equipped with analog and digital hardware, and software (tape recorders,

videocassette recorders, or computers), they provide practices in listening comprehension, speaking (listen and repeat), with the goal to reinforce the grammar, vocabulary and functions (grammatical structures) presented in class."

8.3.1. ADVANTAGES OF LANGUAGE LAB

- Gets into deeper side of language
- The language lab is available in many standards
- Language labs allow for diversity in the classroom
- A language lab is practical
- Students learn much faster in the language lab
- The teacher takes on a more important role in the language lab
- Labs foster communication in the classroom
- Learning the language without a time constraint.
- Assess and improve the speech in English through the self-help features.
- Allows learners to pronounce certain words correctly
- Auditory Oriented
- Comprehensive quickly
- Effective learning, Focus Veracity
- Have the self-evaluation
- Listening skills are primary in becoming fluent
- Provide Individualistic Learning

8.3.2. DISADVANTAGES OF LANGUAGE LABORATORY

Although of the various advantages of the language laboratory, it has also a few disadvantages 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 very expensive to set up the language lab and

country like India there is no 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 needs a qualified teacher to be able 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 high-quality conditions.
- These days student does not have enough 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. Given the nature of teaching, a language teacher may need an assistant in taking care of the technological part while teacher attends to the instructional components.
- As technology changes rapidly, there should be a provision for upgrade in the medium of instructions, which can be burden for school in terms of finances.

8.4. NEWSPAPER FOR TEACHING ENGLISH

Newspaper can play an important role in the classroom. The students are motivated to develop the reading skill. So, the teacher must judiciously

(wisely) use the newspaper activities, very carefully. There are four key ways teachers can use newspaper materials successfully.

- Pre-activity preparation
- Material selection
- Task designing
- Material

8.4.1. PRE-ACTIVITY PREPARATION

- It involves familiarizing the materials with the students.
- It prepares students for any difficult language.

8.4.2. SELECTION OF MATERIALS

- Newspaper materials strengthen the skills of the students
- Reading skill with comprehension
- Creative writing
- Improve knowledge of structure.
- Reinforcing grammatical items

Reading a newspaper may be a boring task. But selecting small item like headlines, news columns, pictures in the newspaper, advertisements, business column, sports columns can be successfully used by a resourceful teacher. Selecting easy and small items in the paper would help the learners in developing skills.

8.4.3. DESIGNING OF TASKS

- Collect old newspapers and cut according to different columns.
- Frame questions
- Make negative sentences
- Write degrees of comparison

- Direct speech
- Indirect speech Sentences

TASK:

- The role of the press in this century – Discuss
- Arranging the jumbled Headline words,
- Frame sentences with punctuation marks.
- Frame meaningful grammatical sentences.
- Read out the sentences & discuss their accuracy.
- Expansion of Headlines into a meaningful paragraph.
- Preparing News bulletin with the help of Headlines.
- Answering questions from the advertisements.

PROJECTS:

- Compare two English newspapers.
- Discussion on the introductory para of an article
- Finding factual information from newspaper on an article
- Creation of a class newspaper and writing new items.

8.6. USE OF TELEVISION

T.V. is a modern teaching aid. It is most suited for teaching language. The language teacher is limited by the four walls of the classroom and can bring in the outside world only in a limited way by means of make-believe. Television can help in widening the language experience of the pupils to a considerable extent. The greatest merit of television as a language aid is that it can create a far greater variety of situations than the teacher. Children can be exposed to language situations at a railway station, at a bus stop, at a market place, at a hotel and at home. Television provides an opportunity to a large number of pupils to learn from a single experienced source. A good television programmed can provide a model of correct speech not only to the pupils but also to the less gifted classroom teacher. A television programmed

for the students also helps to train the classroom teacher in modern methods of teaching. Moreover, special television programmes for teachers can help them greatly.

Television, of course, is not without its limitations. Is a unidirectional medium i.e. a one way communication? Thus it can never replace the classroom teacher who has the advantage of having communication with his class. Television can only perform some duties better than the teacher. Broadly speaking, language teaching consists of presentation, practice and production. Television can handle the first stage i.e. presentation very well, quite often better than a class-room teacher. But it cannot handle the second stage i.e. practice or drill due to lack of feedback from the pupil

8.7. E-TOOL: COMPUTERS AND INTERNET FOR TEACHING ENGLISH

Computers have made a triumphal entry into education in the past decade, and only a dyed-in-the wool Luddite would deny that they have brought significant benefits to teachers and students alike. However, an uncritical use of computers can be just as disadvantageous to students as a refusal to have anything to do with them. Here are some of the ways that computers can be used in English language teaching, with a view to helping teachers make the most of the opportunities they offer to ESL students.

It is helpful to think of the computer as having the following main roles in the language classroom:

- **Teacher** - the computer teaches students new language
- **Tester** - the computer tests students on language already learned
- **Tool** - the computer assists students to do certain tasks
- **Data Source** - the computer provides students with the information they need to perform a particular task
- **Communication Facilitator** - the computer allows students to communicate with others in different locations

8.7.1. COMPUTER AS TEACHER

In the early days of computers and programmed learning, some students sat at a terminal for extended periods following an individualized learning program. Although we have come a long way from the rather naïve thought, held by some at that time, that the computer could eventually come to replace the teacher, there has been a return to a much more sophisticated kind of computerized teaching using multimedia CD ROMS. In such programs, students can listen to dialogues or watch video clips. They can click on pictures to call up the names of the objects they see. They can speak into the microphone and immediately hear a recording of what they have said. The program can keep a record of their progress, e.g. the vocabulary learned, and offer remedial help if necessary. Many of these CD ROM programs are offered as complete language courses. They require students to spend hours on their own in front of the computer screen, usually attached to a microphone headset. For this reason alone I prefer not to use them in my language teaching. Another of their serious drawbacks, in my view, is the fact that in many cases the course content and sequence is fixed. The teacher has no chance to include materials that are of interest and importance to the particular students in his or her class. As an alternative to large CD ROM packages, there are an increasing number of useful sites on the World Wide Web, where students can get instruction and practice in language skills such as reading, listening and writing.

8.7.2. COMPUTER AS A TESTER

The computer is very good at what is known as drill and practice; it will tirelessly present the learner with questions and announce if the answer is right or wrong. In its primitive manifestations in this particular role in language teaching, it has been rightly criticised. The main reason for the criticism is simple: many early drill and practice programs were much unsophisticated; either multiple-choice or demanding single words answer. They were not programmed to accept varying input and the only feedback they gave was Right or Wrong. So for example, if the computer expected the answer "does not" and the student typed "doesn't" or "doesnot" or "does not", she would have been told she was wrong without any further

comment. It is not surprising that such programs gave computers a bad name with many language teachers. Unfortunately, there are now very many of these primitive drill and kill programs flooding the Internet.

Despite their obvious disadvantages, such programs are nevertheless popular with many students. This is probably because the student is in full control; the computer is extremely patient and gives private, unthreatening feedback. Most programs also keep the score and have cute animations and sounds, which many students like. There are some programs which do offer more useful feedback than right or wrong, or that can accept varying input. Such programs blur the role of the computer as teacher or tester and can be recommended to students who enjoy learning grammar or vocabulary in this way. If two or more students sit at the same computer, then they can generate a fair amount of authentic communication while discussing the answers together.

8.7.3. COMPUTER AS A TOOL

It is in this area that I think the computer has been an unequivocal success in language teaching. Spread sheets, databases, presentation slide generators, concordancers and web page producers all have their place in the language classroom, particularly in one where the main curricular focus is task-based or project-work. But in my opinion, by far the most important role of the computer in the language classroom is its use as a writing tool. It has played a significant part in the introduction of the writing process, by allowing students easily to produce multiple drafts of the same piece of work.. Students with messy handwriting can now do a piece of work to be proud of, and those with poor spelling skills can, after sufficient training in using the spell check, produce a piece of writing largely free of spelling mistakes.

8.7.4. COMPUTER AS A DATA SOURCE

I'm sure I don't need to say much about the Internet as a provider of information. Anyone who has done a search on the World Wide Web will

know that there is already more information out there than an individual could process in hundred lifetimes, and the amount is growing by the second. This huge source of information is an indispensable resource for much project work, but there are serious negative implications. I shudder to think of how much time has been wasted and will continue to be wasted by students who aimlessly wander the Web with no particular aim in mind and with little or no guidance. I generally do not turn my students free to search the web for information. Instead, I find a few useful sites beforehand and tell the students to start there; anyone who finishes the task in hand can then be let loose! As an alternative to the Web, there are very many CD ROMs, e.g. encyclopaedias, that present information in a more compact, reliable and easily accessible form.

8.7.5. COMPUTER AS COMMUNICATION FACILITATOR

The Internet is the principal medium by which students can communicate with others at a distance, (e.g. by e-mail or by participating in discussion forums). In fact at Frankfurt International School the single most popular use of computers by students in their free time is to write e-mails to their friends. Some teachers have set up joint projects with a school in another location and others encourage students to take part in discussion groups. There is no doubt that such activities are motivating for students and allow them to participate in many authentic language tasks. However, cautious teachers may wish to closely supervise their students' messages. Recent research has shown up the extremely primitive quality of much of the language used in electronic exchanges.

8.7.6. USE OF INTERNET FOR TEACHING ENGLISH

The Internet has made an important change into education in the past decade. Also, The Internet has brought significant benefits to teachers and students alike. Although the potential of the Internet for educational use has not been fully explored yet and the average school still makes limited use of computers, it is obvious that we have entered a new information age in

which the links between technology and English Language Teaching have already been established.

The internet contains a lot of resources that teachers can access and use to prepare teaching materials. These range from sites specifically designed for teachers and learners to sites from national and international newspapers, museums, galleries and so on. Teachers can use these materials much the same way as they would other print-based resources, to create worksheets and exercises for their classes. The development of the Internet brought about a revolution in the teachers' perspective, as the teaching tools offered through the net were gradually becoming more reliable. Nowadays, the Internet is gaining immense popularity in foreign language teaching and more and more educators and learners are embracing it. Using the internet brings the 'real world' into the classroom and gives the students an opportunity to explore learning in a different way. However, having students facing a computer rather than the teacher, means teachers of internet lessons do need to be vigilant.

The internet is a fantastic tool for teachers. It's not the answer to simple teaching or learning, but it is an incredibly motivating resource for both teachers and learners. We can find materials for use in classes. We get ideas and activities for lessons. Also, we can use it as a communication tool which allows the students to interact with people around the world in English.

8.8. USE OF ICT FOR TEACHING ENGLISH

ICT defined as technology which the function is to support the process of conveying information and communication. The ways of conveying information doesn't have to be carried out directly between the communicator and the communicant. The development of ICT makes the process of communication between the communicator and the communicant can be conveyed in easy ways. They can communicate through telephone, internet, e-mail, satellite, television, video conference and so on. The process of those communications applies in language learning. In language learning,

there is a communication between teacher and student. The process of learning is not always carried out by subjecting teacher and students in the certain room or a certain place directly. As the example, teacher can use internet as the medium to give lessons, assignments, or other information to their students.

In context of language learning, ICT has an important role as the "media" bridging and enabling the learning process, or direct communication between students and teacher although they are not present in the same room or place in certain time. Language learning program can be created to enable students to learn the lessons with guidance, instruction, information or further explanation. ICT in language learning used as a reference-book. Computer can store unlimited lessons or references, which can be accessed anytime, anywhere and accurately. Fitzpatrick and Davies (2002) in Hartoyo (2012) sets out the seven ways in which ICT used in language learning:

A) PRESENTATION

Some material of language learning such as text-based materials, audio-video needs to present to the learners. Presentation helps learners in understanding the learning material well.

B) PRACTICE

Some of different exercises types are possible to be provided with ICT, incorporating the presentation stimuli in varying combinations of text, audio and video format. ICT also offers the possibility of the analysing learners' responses with appropriate feedback.

C) AUTHORIZING

In applying ICT in language learning, teacher can either purchase ready-made materials or create their own exercise materials using a variety of authoring tools based on Hartoyo (2012:40).

D) COMPUTER-AIDED ASSESSMENT (CAA)

Computer-Aided Assessment (CAA) is playing an increasingly important role in foreign language teaching and learning. This media used to testing and assessing students understanding after learning some courses.

E) PUBLISHING

ICT tools exist to help teachers and learners or students to publishing or linked in their work in a local area network. ICT may use by the teacher and learners to help them publish their work in these ways:

- Word – processors and Desk Top Publishing (DTP) software
- Doing audio recording and editing tools to record interview, discussions, learning material and etc
- Using digital camera and camcorder to record presentations, drama, role play, and so on
- Power point can be used as the medium to publish presentations
- Web pages using web authoring tools

F) COMMUNICATIONS

Technology can help learners and teachers to communicate with another. Some ICT tools which can use as the medium of information are: 1) Email, which allows language learners to communicate with 'web pals' in other countries; 2) Tandem learning; 3) computer mediated discussion; 4) web-based learning environment; 5) audio conferencing; 6) Video Conferencing.

G) SIMULATIONS

The computer can act as a stimulus which generates analysis, critical thinking, discussion and writing. Program which include simulations are especially effective as stimuli. Examples of language learning tasks which 'simulate' real world tasks are : 1) Web Quest; 2) Action Mazes; 3) Adventure games; 4) Sun power; 5) Expodisc; 6) "Real-life" simulations; 7) video conference.

8.9. USE OF WWW

ADVANTAGES OF WWW

- Availability of mainly free information
- Low cost of initial connection
- Reduces the costs of divulgation
- The same protocol of communication can be used for all the services
- Facilitates rapid interactive communication
- Facilitates the exchange of huge volumes of data
- Facilitates the establishment of professional contact
- No barriers to divulgation
- Facilitates access to different sources of information, which is continuously up-dated
- Facilitates management of companies information system
- It is accessible from anywhere
- It has become the global media

DISADVANTAGES OF WWW

- Danger of overload and excess information
- It requires an efficient information search strategy
- The search can be slow
- It is difficult to filter and prioritize information
- No guarantee of finding what one is looking for
- There is a lot of apparently unconnected information
- Net becomes overloaded because of large number of users
- No regulation
- No quality control over available data
- The ease with which information can be constantly up-dated can cause problems of referencing

8.10. E-LEARNING

A learning system based on formalised teaching but with the help of electronic resources is known as E-learning. While teaching can be based in

or out of the classrooms, the use of computers and the Internet forms the major component of E-learning. E-learning can also be termed as a network enabled transfer of skills and knowledge, and the delivery of education is made to a large number of recipients at the same or different times. Earlier, it was not accepted wholeheartedly as it was assumed that this system lacked the human element required in learning.

However, with the rapid progress in technology and the advancement in learning systems, it is now embraced by the masses. The introduction of computers was the basis of this revolution and with the passage of time, as we get hooked to smartphones, tablets, etc; these devices now have an importance place in the classrooms for learning. Books are gradually getting replaced by electronic educational materials like optical discs or pen drives. Knowledge can also be shared via the Internet, which is accessible 24/7, anywhere, anytime.

8.10.1 ADVANTAGES OF E-LEARNING

- Class work can be scheduled around personal and professional work, resulting in flexible learning.
- Reduces travel cost and time to and from school
- Learners may have the option to select learning materials that meets their level of knowledge and interest
- Learners can study wherever they have access to a computer and Internet
- Self-paced learning modules allow learners to work at their own pace
- Flexibility to join discussions in the bulletin board threaded discussion areas at any hour, or visit with classmates and instructors remotely in chat rooms
- Different learning styles are addressed and facilitation of learning occurs through varied activities
- Development of computer and Internet skills that are transferable to other facets of learner's lives

- Successfully completing online or computer-based courses builds self-knowledge and self-confidence and encourages students to take responsibility for their learning

8.10.2. DISADVANTAGES OF E-LEARNING

- Unmotivated learners or those with poor study habits may fall behind
- Lack of familiar structure and routine may take getting used to
- Students may feel isolated or miss social interaction thus the need to understanding different learning styles and individual learner needs.
- Instructor may not always be available on demand
- Slow or unreliable Internet connections can be frustrating
- Managing learning software can involve a learning curve
- Some courses such as traditional hands-on courses can be difficult to simulate

8.11. TELECONFERENCING

There are many achievements that have been made in the telecommunication industry over the last century. Among the modern marvels of technology is teleconferencing.

Teleconferencing is the live exchange and mass articulation of information among several persons and machines remote from one another but linked by a telecommunication system. Terms such as audio conferencing, telephone conferencing and phone conferencing are also sometimes used to refer teleconferencing. The telecommunication system may support the teleconference by providing one or more of the following: audio, video, and data services by one or more means, such as telephone, computer, telegraph, teletypewriter, radio and television. This technology is widely used in many companies to facilitate organizational meetings over the digital sphere. Over the last few years, teleconferencing technology has achieved some immense milestones. Today, it is possible to conduct a video conference across platforms and devices without any limitations. All this has

meant massive gains for business communication. Even with all the gains, there still are many challenges and disadvantages associated with this technology. Here is a quick look at the various advantages and disadvantages of teleconferencing

8.11.1. ADVANTAGES OF TELECONFERENCING

1. SAVES TIME

The most important advantage of teleconferencing is time-saving. With teleconferencing, it is possible to hold meetings on a very short notice. In addition, there is no time spent traveling to the venue of a meeting as all meetings are held through machines or Internet. Reduced mileage translates to thousands of hours of travel saved every year. Teleconferencing also encourages punctuality as meetings are scheduled and done at fixed time frames.

2. SAVE ON TRAVEL EXPENSES

In addition to time, travel costs can be quite significant when added up over a long period. Most companies that have a global reach incur massive costs associated with the travel every year. Teleconferencing, however, removes the need to travel often and thus saves huge company resources. Attending meetings thousands of miles away is now faster and less cumbersome.

3. EFFICIENT RECORD KEEPING

One of the main teleconferencing advantages is efficient meeting recording keeping. Computing devices are able to record, keep logs and track every detail of a particular online meeting without needing a lot of monitoring. This makes teleconferencing facilities among the best tools for capturing and storing important meeting data. Teleconferencing also makes it very easy to retrieve this data in the future and make references whenever necessary.

4. CUT CONFERENCE COSTS

There are indeed many logistical costs associated with holding a conference. Hiring equipment, acquiring a venue, buying food and refreshment are just some of the normal costs associated with any meeting. Teleconferencing removes all these costs as no such arrangements need to be made. The flexibility of teleconferencing also ensures that meetings are held as often as possible with no extra costs being incurred.

5. ENCOURAGE PRODUCTIVITY

The fifth teleconferencing advantage is that teleconferencing ensures that workers at various hierarchies in the company structure are in constant communication. This translates to effective information-sharing and prompt actions. Such recurrent engagement is a motivational factor that results turns out increased productivity. Teleconferencing also makes multi-branch management easier as the proximity of every department of a company is optimized.

6. RELIABILITY

Teleconferencing is one of the most reliable ways of holding meetings. This reliability has increased exponentially over the years due to advancement in technology. Teleconferencing channels are today much more stable and communication challenges are almost non-existent. It is also a very secure mode of communication where the safety of data as well as privacy is guaranteed.

8.11.2. DISADVANTAGES OF TELECONFERENCING

1. PRONE TO TECHNICAL CHALLENGES

The main difference between machines and humans is that machines are prone to wear and tear. Technical challenges can thus hit teleconferencing systems at any time. This can lead to time wastage and other inconveniences. Most technological systems also come with a learning curve. Lack of know-how can hinder a person from effective utilization of teleconferencing facilities.

2. LESS EFFECTIVE NONVERBAL COMMUNICATION

When compared to an actual meeting, teleconferencing is a less effective mode of business communication. This is because important nonverbal aspects of business communication like body language and human contact are disregarded. Nonverbal cues are very crucial to holistic communication. The lack of such cues makes it impossible to pick important signals that could lead to a more productive interaction.

3. SPACE LIMITATIONS

The fact that teleconferencing occurs on a screen means that a lot of information is disregarded, due to limited space. It is, for instance, nearly impossible to deliver all graphical data effectively even when holding a live online meeting. Even with a big screen, simultaneous actions are not possible in the same way they are at an actual meeting. Consequently, some information is lost or not effectively covered.

4. DISCOURAGES TEAM DYNAMICS

Another teleconferencing disadvantage is that teleconferencing lacks the dynamism of a real conference where participants are able to have a shared engagement and raise or respond to issues instantaneously. This means that it is often difficult to effectively interject or share ideas as they arise. The lack of dynamism ultimately leads to few people taking control of meetings at the expense of other people.

5. ELIMINATE INFORMAL INTERACTIONS

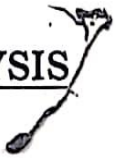
The common pre-meeting and post-meeting conversations are often very important in setting the stage for the day's agenda and even future meeting agendas. Such informal engagements are also where some key ideas arise concerning important matters like policy and planning. With the lack of such small talk, teleconferencing can be seen as a rigid and non-progressive mode of conferencing.

6. AFFECT PROFESSIONALISM

The fact that machines are the main intermediary between the different parties involved in the meeting, which can affect professionalism. This is because participants are often forced to multitask. This multitasking can shift the focus of participants to other issues that are unrelated and not beneficial to the meeting.

UNIT - IX

PEDAGOGIC ANALYSIS



9.1. INTRODUCTION

The term pedagogical analysis (a composition of two words pedagogy and analysis) stands for a type of analysis based on pedagogy. The word Pedagogy comes from the Greek word "paidagogo", [Latin paedagogia] in which paidos means child and agogos means lead; so it literally means "to lead the child" or "to guide the child". In ancient Greece, a slave paidagogos was assigned to a wealthy master's son, to take him to school, supervise him, while in school, and carrying his equipment such as musical instruments, etc.

Pedagogy refers to educational schools of thought or philosophies regarding how people learn and how teachers should assist in that learning. Pedagogy is the science and art of education. It is the study of being a teacher. The term generally refers to strategies of instruction, or a style of instruction. According to Webster's dictionary pedagogy means "the art or profession of teaching". In terms of teacher training, it means the art or science of being a teacher, which includes the style and strategies of the teacher's instruction. The word pedagogue means, teacher, schoolmaster, educator, educationalist, etc., especially one who is strict, stiff or old-fashioned, who stands in the front of the room and lectures for the entire class period.

Analysis as a term stands for a process of breaking or separating a thing into its smaller parts, elements or constituents. We break a teaching unit into its constituents – subunit, topics or single concepts etc. through the process of unit analysis. In addition, we can break the contents of the prescribed course in a subject into its various constituents – major and minor sections, sub-sections, units and sub-units, major concept and minor concepts, topics etc. by carrying out a process of content analysis. Therefore, “the analysis of a given content material in any subject or any topic carried out well in the spirit of the science of teaching (Pedagogy) is known by the term pedagogical analysis of the contents”.

9.1.1. OBJECTIVES OF PEDAGOGIC ANALYSIS

- a) To analyse the curricular content into meaningful components
- b) To anticipate comprehensive instructional objectives for each component
- c) To identify the prerequisites in the curricular area
- d) To design appropriate objective based learning experiences for different stages and contents
- e) To anticipate strategies for continuous and comprehensive evaluation

9.1.2. ADVANTAGES OF PEDAGOGIC ANALYSIS

- Teacher can take steps to motivate students
- It helps the teacher to adopt learner centered instruction
- It makes the instructional programme more systematic and content appropriate
- It helps the teacher to design a plan of action for immediate feedback, diagnosis and remediation
- It helps the teacher to implement proper evaluation procedure

9.2. MAJOR CONCEPTS

Pedagogy of the Oppressed is the most widely known of Brazilian educator Paulo Freire's works published in 1968. In this book he proposes pedagogy with a new relationship between teacher, student, and society.

This book is a critique of a certain educational method known as the 'banking' method" and is considered one of the foundational texts of Critical Pedagogy

9.2.1. CRITICAL PEDAGOGY

It is a teaching approach which attempts to help students question and challenge domination, and the beliefs and practices that dominate them. It tries to help students become critically conscious. It is a philosophy of education described by Henry Giroux and other scholars as an educational movement, guided by passion and principle, to help students develop consciousness of, freedom, recognize authoritarian tendencies, and connect knowledge to power and the ability to take constructive action. Critical Pedagogy is a form of education in which students are encouraged to question dominant or common notions of meaning and form their own understanding of what they learn. One of the central ideas of this teaching method is that students are able to build their own meaning when learning and teachers should facilitate that process rather than "force" meaning upon the students.

9.2.2. PROBLEM-POSING EDUCATION

It is a term coined by Paulo Freire in his book Pedagogy of the Oppressed. It is a method of teaching that emphasizes critical thinking for the purpose of liberation. Freire used problem-posing as the alternative to Banking Education, which is the traditional model of education.

9.2.3. BANKING EDUCATION

It is a form of learning or teaching where the students act as banks, and teachers, as one who make deposits. Instead of money it is information is being deposited into students. The teacher passes his information through

lectures, homework, etc. and lists of items to be memorized to the students. The information is expected to be stored in the brain until he is asked to be recalled it, such as on an exam. This concept of education is not beneficial to the growth of true knowledge where one discovers on his own ideas with others. The banking system dehumanizes students and makes them more like robots; problem posing education is a way to rectify problems of the traditional teaching system.

9.2.4. PRAXIS

It is the process by which a theory, lesson, or skill is enacted, practiced, embodied, or realised. It may also refer to the act of engaging, applying, exercising, realizing, or practicing ideas. It has meaning in the political, educational, and spiritual realms. This has been a recurrent topic in the field of philosophy, discussed in the writings of Plato, Aristotle, St. Augustine, Karl Marx, Paulo Freire, etc.

9.2.5. HEGEMONY

It is the complete cultural domination of one group by another. In education, this occurs when students from one culture are taught that assimilation into their new culture is the primary goal. It is also referred as the maintenance of domination through consensual social practices, social forms, and social structures produced in specific sites such as schools, mass media, the political system, and the family

9.3. COMPONENTS OF PEDAGOGICAL ANALYSIS

Looking in the way, by the term pedagogical Analysis of any subject content. We certainly aim to carry out the task of the analysing the prescribed course material or a particular unit/sub-unit/topic/single concept of the subject being taught to a particular class by systematically executing the following four operations in a close interactive style.

- A. Content analysis of the unit or topic being taught by the teacher in the subject.

- B. Setting of the objectives of the content material of the topic in hand by writing them in a learner centered approach.
- C. Suggesting methods, techniques, teaching learning activities, aids and equipment's helpful for the teaching learning of the topic in hand quite in tune with the realization of the set instructional objectives.
- D. Suggesting appropriate evaluation devices in the form of oral, written or practical activities and test questions etc. for evaluating the outcomes of the teaching learning process carried in relation to the teaching of the topic in hand.

In this way when a teacher is asked to perform pedagogical analysis of the contents of a subject/unit or topic to be taught in the class he/she has to go through the cycle of the above mentioned four components namely (i) content analysis (ii) objective formulation (iii) selection of the teaching method and material and (iv) selection of the evaluation devices.

9.4. CONTENT ANALYSIS

Content analysis is a research tool used to determine the presence of certain words or concepts within texts or sets of texts. Researchers quantify and analyze the presence, meanings and relationships of such words and concepts, then make inferences about the messages within the texts, the writer(s), the audience, and even the culture and time of which these are a part. Texts can be defined broadly as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theatre, informal conversation, or really any occurrence of communicative language. Texts in a single study may also represent a variety of different types of occurrences, such as Palmquist's 1990 study of two composition classes, in which he analysed student and teacher interviews, writing journals, classroom discussions and lectures, and out-of-class interaction sheets. To conduct a content analysis on any such text, the text is coded or broken down, into manageable categories on a variety of levels-word, word sense, phrase,

sentence, or theme and then examined using one of content analysis' basic methods: conceptual analysis or relational analysis.

9.4.1. HISTORY OF CONTENT ANALYSIS

Historically, content analysis was a time consuming process. Analysis was done manually, or slow mainframe computers were used to analyze punch cards containing data punched in by human coders. Single studies could employ thousands of these cards. Human error and time constraints made this method impractical for large texts. However, despite its impracticality, content analysis was already an often utilized research method by the 1940's. Although initially limited to studies that examined texts for the frequency of the occurrence of identified terms (word counts), by the mid-1950's researchers were already starting to consider the need for more sophisticated methods of analysis, focusing on concepts rather than simply words, and on semantic relationships rather than just presence (de Sola Pool 1959). While both traditions still continue today, content analysis now is also utilized to explore mental models, and their linguistic, affective, cognitive, social, cultural and historical significant.

9.4.2. USES OF CONTENT ANALYSIS

Perhaps due to the fact that it can be applied to examine any piece of writing or occurrence of recorded communication, content analysis is currently used in a dizzying array of fields, ranging from marketing and media studies, to literature and rhetoric, ethnography and cultural studies, gender and age issues, sociology and political science, psychology and cognitive science, and many other fields of inquiry. Additionally, content analysis reflects a close relationship with socio- and psycholinguistics, and is playing an integral role in the development of artificial intelligence. The following list (adapted from Berelson, 1952) offers more possibilities for the uses of content analysis:

- Reveal international differences in communication content
- Detect the existence of propaganda

- Identify the intentions, focus or communication trends of an individual, group or institution
- Describe attitudinal and behavioural responses to communications
- Determine psychological or emotional state of persons or groups

9.4.3. TYPES OF CONTENT ANALYSIS

There are two general categories of content analysis: conceptual analysis and relational analysis. Conceptual analysis can be thought of as establishing the existence and frequency of concepts – most often represented by words or phrases – in a text. For instance, say you have a hunch that your favourite poet often writes about hunger. With conceptual analysis you can determine how many times words such as “hunger,” “hungry,” “famished,” or “starving” appear in a volume of poems. In contrast, relational analysis goes one step further by examining the relationships among concepts in a text. Returning to the “hunger” example, with relational analysis, you could identify what other words or phrases “hunger” or “famished” appear next to and then determine what different meanings emerge as a result of these groupings.

9.4.4. ADVANTAGES OF CONTENT ANALYSIS

Content analysis offers several advantages to researchers who consider using it. In particular, content analysis:

- looks directly at communication via texts or transcripts, and hence gets at the central aspect of social interaction
- can allow for both quantitative and qualitative operations
- Can provides valuable historical/cultural insights over time through analysis of texts
- allows closeness to text which can alternate between specific categories and relationships and also statistically analyses the coded form of the text

- can be used to interpret texts for purposes such as the development of expert systems (since knowledge and rules can both be coded in terms of explicit statements about the relationships among concepts)
- is an unobtrusive means of analysing interactions
- Provides insight into complex models of human thought and language use.

9.4.5. DISADVANTAGES OF CONTENT ANALYSIS

Content analysis suffers from several disadvantages, both theoretical and procedural. In particular, content analysis:

- can be extremely time consuming
- is subject to increased error, particularly when relational analysis is used to attain a higher level of interpretation
- is often devoid of theoretical base, or attempts too liberally to draw meaningful inferences about the relationships and impacts implied in a study
- is inherently reductive, particularly when dealing with complex texts
- tends too often to simply consist of word counts
- often disregards the context that produced the text, as well as the state of things after the text is produced
- can be difficult to automate or computerize

UNIT X

ASSESSMENT AND EVALUATION

10.1. ASSESSMENT – MEANING

By assessment, we mean the processes and instruments that are designed to measure the learner's achievement, when learner is engaged in an instructional programme of one sort or another. It is concerned with ascertaining the extent to which the objectives of the programme have been met. The term assessment/is often used interchangeably with the terms evaluation and measurement. However, assessment has a narrower meaning than evaluation but a broader meaning than measurement. In its derivation, the words assess means "to sit beside" or "to assist the judge". It, therefore, seems appropriate in evaluation studies to limit the term assessment to the process of gathering the data and fashioning them into an interpretable form; judgement can then be made on the basis of this assessment. Assessment as we define it precedes the final decision-making stage in evaluation e.g., the decision to continue, modify, or terminate an educational programme.

10.3. TYPES OF TESTS

The test is to measure the ability, knowledge or performance developed during the course of learning. Here two types of test are given to assess the knowledge of students they are Teacher Made Tests and Standardized Tests.

10.3.1. TEACHER MADE TESTS

These tests are designed by the teachers for the purpose of conducting classroom tests. These teacher made tests can be in the form of oral tests and written tests. These tests have a limited area of application and are prepared almost by all teachers according to their requirements. A teacher is more concerned with the teacher – made tests as she is directly involved in its construction. Moreover, the teacher made tests have an advantage over standardized tests because they can be constructed to measure outcomes

directly related to classroom specific objectives and particular class situations. These tests are within the means of every teacher and most economical. Teacher made oral tests are designed to measure the performance of students skills like listening and speaking in language learning. Written tests are designed to test the abilities of student's knowledge comprehension and written expression.

10.3.2. STANDARDIZED TESTS

A Standardized test is one which norms have been established. The test has been given to a large number of students. A norm is an average score which measures achievement. So, every standardized test has norms. It is intended for general use and covers a wider scope of material than is covered in an ordinary teacher made test. A standardized test is one in which the procedure, apparatus and scoring have fixed so that precisely the same test can be given at different time and places. A standardized test is one which has been given to so many people that the test makers have been able to determine fairly accurately how well a typical person of a particular age or grade in school will succeed in it

10.3.2.1. ROLE OF STANDARDIZED TEST

- Information becomes easier to convince the guardians of students
- Information in much less time than provided by other devices.
- Information for all guidance workers.
- Aspects of the behaviour which otherwise could not be obtained.
- Objectives and impartial informative about an individual.

10.3.2.2. STEPS INVOLVED IN STANDARDIZED TEST

A standardized test is tried out and administered on a number of subjects for the expressed purpose of refining the items by subjecting the

performances of the standard decision to pertinent statistical analysis. The steps for the standardized test is constructed by test specialists or experts they are

- Proper planning
- Adequate preparations
- Try-out of the test
- Preparation of proper, norms
- Preparation of a manual containing instruction of administering a tool
- Item analysis.

10.3.2.3. TEACHER MADE TEST VS. STANDARDIZED TESTS

The standardized test is based on the general content and objectives common to many schools all over the country whereas the teacher made test can be adapted to content and objectives specific to his own situation. The standardized test deals with large segments of knowledge or skill whereas the teacher made test can be prepared in relation to any specific limited topic. The standardized test is developed with the help of professional writers, reviewers and editors of tests items whereas the teacher made test usually relies upon the skill of one or two teachers. The standardized test provides norms for various groups that are broadly representative of performance throughout the country whereas the teacher made test lack this external point of reference.

10.3.2.4. CHARACTERISTICS OF A STANDARDIZED TEST

- Standardized tests are based on the content and objectives of teaching common to many schools.
- Not just one, but a team of experts are involved in the writing of test items.
- Items analysis is done on the basis of a pilot study, unlike in the case of a class room test.
- Norms are calculated for the purpose of comparison between grades, schools, age levels and sexes.

- They cover large segments of knowledge and skills
- Test manuals are prepared.
- Fairly, a large sample, not just one class is involved in the standardization of a test.

Teacher need to test student performance. Test results are critical, not only because they affect careers, but because of the influence they exercise on motivation to learn. Teacher must be aware of different testing techniques, because they give useful information to both the teacher and the students. Testing techniques are often similar the teaching techniques, but with a different purpose.

10.3.3. ORAL TEST

The oral exam (also oral test or viva voce) is a practice in many schools and disciplines in which an examiner poses questions to the student in spoken form. The student has to answer the question in such a way as to demonstrate sufficient knowledge of the subject to pass the exam. The oral exam also helps to reduce (although it does not eliminate) the risk of granting a degree to a candidate who has had the thesis or dissertation ghost-written by an expert. Many science programs require students pursuing a bachelor's degree to finish the program by taking an oral exam or a combination of oral and written exams to show how well a student has understood the material studied in the program. Usually, study guides or a syllabus are made available so that the students may prepare for the exam by reviewing practice questions and topics likely to be on the exam. Sometimes, the oral exam is offered in schools as an alternative to a written exam for students with a learning disability, like dysgraphia, developmental coordination disorder or non-verbal learning disorder. Often parents of the students have to request that the oral exam be given to their child in lieu of the written exam.

10.3.4. WRITTEN TEST (OBJECTIVE AND SUBJECTIVE)

Assessment (either summative or formative) is often categorized as either objective or subjective. Objective assessment is a form of questioning which has a single correct answer. Subjective assessment is a form of questioning which may have more than one correct answer (or more than one way of expressing the correct answer). There are various types of objective and subjective questions. Objective question types include true/false answers, multiple choice, and multiple-response and matching questions. Subjective questions include extended-response questions and essays. Objective assessment is well suited to the increasingly popular computerized or online assessment format.

10.3.4.1. INFORMAL AND FORMAL

Assessment can be either formal or informal. Formal assessment usually implies a written document, such as a test, quiz or paper. A formal assessment is given a numerical score or grade based on student performance, whereas an informal assessment does not contribute to a student's final grade. An informal assessment usually occurs in a more casual manner and may include observation, inventories, checklists, rating scales, rubrics, performance and portfolio assessments, participation, peer and self-evaluation and discussion.

10.3.4.2. OPEN BOOK AND TAKE HOME EXAMS

Open book exams allow you to take notes, texts or resource materials into an exam situation. They test your ability to find and apply information and knowledge, so are often used in subjects requiring direct reference to written materials, like law statutes, statistics or acts of parliament. Open book exams usually come in two forms:

- Traditional sit-down / limited-time exams, with varying degrees of access to resources and references
- Take home exams—open book exams you do at home. Question(s) are handed out, answers are attempted without help from others, and the exam is returned within a specified period of time (often the next day).

10.3.4.3. MATERIAL USED IN OPEN BOOK EXAMS

The materials you can take into an Open Book exam can vary. Some restrict the type of materials (e.g. formula sheets and tables or a limited number of texts), others may be totally unrestricted (any quantity of any material). Materials might be:

- Your notes -
- Readings, reference materials or textbooks
- Equipment like calculators, drafting tools

Materials used in Take Home exams are usually unrestricted. Check your course guide or with your lecturer to find out what you can use. The main restriction for Take Home exams is that they must be your work—you must attempt them by yourself without any help from others

10.3.5. TYPES OF TESTING AND TESTS

There are eight kinds of testing and six types of tests. They are as follow:

10.3.5.1. DIRECT TESTING

Testing is said to be direct when the student is required to perform directly the skill which we wish to measure. E.g. we ask students to write compositions if we want to know how well they can write compositions. We ask them to speak if we want to know how well they can pronounce a language.

10.3.5.2. INDIRECT TESTING

Indirect testing attempts to measure the abilities which underlie the skills in which we are interested. E.g. we test pronunciation ability by asking students to identify pairs of words which rhyme with each other.

10.3.5.3. OBJECTIVE TESTING

It doesn't require judgement on the part of the scorer because scoring here is objective. It won't change even if the scorer has been changed. Multiple choice tests are an example of this kind of tests.

10.3.5.4. SUBJECTIVE TESTING

It requires judgement on the part of the scorer because scoring here is subjective. The grades in subjective testing depend on the impressions of the scorer. These impressions are not the same among different scorers. Scoring of a composition is an example of this kind of testing.

10.3.5.5. DISCRETE POINT TESTING

It refers to the testing of one element at a time, item by item. This kind of testing is always indirect. Each testing involves a particular item. Testing particular grammatical structures is an example of this kind of testing.

10.3.5.6. INTEGRATIVE TESTING

It includes many language elements in the completion of a task. It might involve writing a composition, taking notes while listening to a text and completing a cloze passage.

10.3.5.7. NORM-REFERENCED TESTING

This kind of testing relates one student's performance to that of other students. We don't say that student is capable of doing well in the language but we say the student gained a score that placed him/her in the top five students who have taken the same test.

10.3.5.8. CRITERION-REFERENCED TESTING

The purpose of this kind of testing is to classify students according whether they are able to perform some tasks satisfactorily. Who perform the tasks satisfactorily 'pass', those who don't, 'fail'. We measure students' progress in relation to meaningful criteria.

10.3.5.9. PLACEMENT TEST

It is used to place new students in the right class in a school. It assesses students' productive and receptive skills. It is designed to show how good a student is in English in relation to a previously agreed system of levels.

10.3.5.10. DIAGNOSTIC TEST

It is used to discover student problems, difficulties or deficiencies in a course. We use this type of tests to know students' strengths and weaknesses so as to be able to do something about them.

10.3.5.11. ACHIEVEMENT TEST

It is designed to measure students' language and their skill progress in relation to the syllabus they have been following. This type is directly related to language courses and done during the course

10.3.5.12. FINAL PROGRESS/ACHIEVEMENT TEST

It is done at the end of the course to measure students' achievement of the course objectives or goals.

10.3.5.13. PROFICIENCY TEST

It is not necessarily based on certain courses that students may have previously taken. Most students take this type of tests to admit to a foreign university, get a job or obtain some kind of certificate. It is designed to measure students' knowledge and ability in a language.

10.3.5.14. APTITUDE TEST

It is designed to discover whether a student has a talent or basic ability for learning a new language or not.

10.4. DIAGNOSTIC TEST

Thorndike and Hagen suggested that a diagnostic test should provide a detailed picture of the strengths and weakness of a pupil in a particular area. Any test that yields more than a single overall score is diagnostic.

Diagnosis has become an essential phase of developing plans of adaptation instruction to individual differences. Recent research on characteristic differences between traits and performances of good and poor achievers in several areas of learning has yielded a rich body of information, which proved to be having considerable value in diagnosis. 1

A diagnostic test is a test designed to locate specific learning deficiencies in case of specific individuals at a specific stage of learning so that specific efforts could be made to overcome those deficiencies. It helps the teacher in identifying the status of the learner at the end of a particular lesson, unit or course of learning as to what specific teaching or learning points have been properly grasped by the learner. If such a deficiency is located in several students, it becomes obvious to the teacher to reflect upon whether something went wrong with his method of teaching. After administering a diagnostic test or battery test to students, a teacher takes remedial measures to overcome the deficiencies thus discovered.

Diagnostic test differs markedly from achievement test though every achievement test has some diagnostic value and vice versa. The main difference is in the way items are sampled. In an achievement test, sampling of questions is not so exhaustive to cover each and every learning point as the content is generally a large portion; whereas in a diagnostic test each learning point has several items, each cluster of such items forming a subtest. The diagnostic value of the test is obtained from the total score which is the sum of the scores on these subjects. The coverage of subject matter is more detailed, though based on a smaller area than an achievement test. A diagnostic test thus requires a very careful analysis of the content and a detailed study of the common errors made by the student.

10.4.1. FUNCTIONS OF DIAGNOSTIC TEST

Cook (1951) suggested the following functions.

(1) To direct curriculum emphasis by:

- Focusing attention on as many of the important ultimate objectives of education as possible
- Clarifying of educational objectives to teachers and pupils
- Determining elements of strength and weaknesses in the instructional programme of the school
- Discovering inadequacies in curriculum, content, and organisation.

(2) To provide for educational guidance of pupil by:

- Providing a basis for the preliminary grouping of pupils in each learning area
- Serving a basis for the preliminary grouping of pupils in each learning area
- Discovering special aptitude and disabilities
- Determining the difficulty of material pupil can read with profit
- Determining the level of problem solving ability in various areas

(3) To stimulate the learning activities of pupils by:

- Enabling pupils to think of their achievements in objective terms
- Giving pupil's satisfaction for the progress they make, rather than for the relative level of achievement they made
- Enabling pupils to compete with their past performance record
- Measuring achievement objectively in terms of accepted educational standards, rather than by the subjective appraisal of the teachers

(4) To direct and motivate administrative and supervisory efforts by:

- Enabling teachers to discover the areas in which they need supervisory aid
- Affording the administrative and supervisory staff an over-all measure of the effectiveness of the school organization and supervisory policies

Diagnostic tests are not administered to all students. Before the administration of diagnostic tests, the students' achievement usually is

established as deficient relative to other students. The diagnostic test is expected to indicate the specific skills with which the student is deficient. To accomplish this, a diagnostic test must have the following characteristics:

- The test must provide a series of scores, each representing performance in a specific skill.
- The respective skills must be critical to the overall performance being evaluated, such as reading achievement or arithmetic achievement.
- The sub test used to assess each of these skills must represent a valid measure.
- Each subtest must have high reliability.
- The correlation among subtests must be low

In essence, a diagnostic test is a series of achievement tests, each designed to measure behaviour. These tests provide independent measure of the respective skills, and this validity and reliability must be established separately for each scale. All diagnostic tests provide a series of scores, although the number of scales varies considerably among tests. Diagnostic tests can indicate what a student's deficiencies are and why these deficiencies have occurred. A diagnostic test, however, is used to find a way to resolve the difficulty a student is having. A diagnostic test might identify important specific: skills the student has yet to achieve, but it will not indicate why these skills have not yet been achieved or what action, if any, will help the student to overcome these difficulties.

From a measurement perspective diagnostic tests have significant limitation. Consequently their scores must be interpreted conservatively. Most diagnostic tests are administered to one student at a time. The test therefore provides a structured setting through which the examiner can try to gain insight into the student's difficulty. This use of diagnostic tests would be particularly useful to individuals such as reading specialists who are trained in identifying specific learning problems.

10.4.2. CONSTRUCTION OF DIAGNOSTIC TEST

Diagnostic test may be either standardized or teacher made. Teacher-made tests besides being more economical are also more effective, as each teacher can frame it according to the specific needs of students.

10.4.2.1. THE STAGES OF PREPARATION OF A DIAGNOSTIC TEST

- Planning
- Writing items
- Assembling the test
- Providing Directions
- Preparing the scoring key and marking scheme
- Receiving the test

The details regarding the stages of preparation of diagnostic test are given below.

1. PLANNING

The unit, on which a diagnostic test is based, requires a detailed exhaustive content analysis. It is broken into learning points without omitting any point. The diagnostic procedure is based on the premise that mastery of the total process cannot be stronger than that of the weakest link in the chain of related concepts and skills. Accordingly each concept, skill or learning point called into play is identified at the time of constructing the test.

As far as a diagnostic test is concerned, it is not very necessary to know the relative importance of the learning points. All the learning points have to be covered in an unbroken sequence. Each learning point should have an adequate number of questions to help identify the area of weakness.

2. WRITING ITEMS

All the forms of questions (essay, Short answer & objective types) can be used for testing different learning points. However, for diagnostic purposes, short answer questions involving one or two steps, are used widely.

Whatever be the form of questions, they should in general be easy, suitable for average students of that age or grade. The questions have to be specifically related to the learning points and should be such as to throw light on the weakness of the students. The question should be written in simple language. The scope of the expected answer should be clear to the students.

The questions are clubbed around the learning points, even when they are of the different forms; the learning points are arranged sequentially from simple to complex which ensures that students do not have to change their mental sets very frequently.

3. ASSEMBLING THE TEST

Preparation of blue print may altogether be avoided. No rigid time limit need to be specified, though for administrative case a time limit may be set.

4. PROVIDING DIRECTIONS AND PREPARING SCORING KEY

A set of instructions clear and precise, is drafted. It should also be provided with a scoring key and marking scheme.

5. REVIEWING THE TEST

Before printing the test, it should be carefully edited and reviewed. This ensures that any inadvertent errors are eliminated.

10.4.3. ADMINISTRATION OF DIAGNOSTIC TEST

The following points need to be kept in view:

- The first task of the teacher is to win the confidence of the students and reassure them that test is to help them in the improvement of their learning rather than for declaring pass or fail.
- It should be administered in a relaxed environment.
- Students should be seated comfortably.

- Students should be asked not to consult each other while taking the test.
- If any student is not able to follow something, he should be allowed to seek clarification from the teacher.
- The teacher may ensure that the students taking the test attempt all questions.
- Time schedule should not be enforced strictly. If any student takes a little more time, he should be allowed to do so.

10.5. ACHIEVEMENT TEST

Teachers teach and help the learners to learn. The learning that takes place is assessed or evaluated not only for the learner's benefit but also for the teacher to evaluate his /her own work. At the end of a lesson or a group of lessons, the teacher needs to get feedback on what the learner has achieved, as a result of the teacher's efforts and also, indirectly to assess his/her own achievement as a teacher. This feedback comes with the help of a tool, generally an achievement test. An achievement test is designed to evaluate a unit during the teaching-learning process.

10.5.1.PURPOSE OF ACHIEVEMENT TESTS

1. Achievement tests are universally used in the classroom mainly for the following purposes:
2. To measure whether students possess the pre-requisite skills needed to succeed in any unit or whether the students have achieved the objective of the planned instruction.
3. To monitor students' learning and to provide ongoing feedback to both students and teachers during the teaching-learning process.
4. To identify the students' learning difficulties- whether persistent or recurring.
5. To assign grades.

10.5.2. TYPES OF QUESTIONS

There are mainly three kinds of questions - essay, short answer and objective type.

10.5.2.1. ESSAY TYPE

The essay type questions are still commonly used tools of evaluation, despite the increasingly wider applicability of the short answer and objective type questions. There are certain outcomes of learning (e.g. organising, summarising, integrating ideas and expressing in one's own way) which cannot be satisfactorily measured through objective type tests. The importance of essay tests lies in the measurement of such instructional outcomes.

An essay type question may give full freedom to the students to write any number of pages. The required response may vary in length. Limit may be imposed by restricting the content and the length of student's response in the statement of a question. Restricted response type items are quite useful for testing learning outcomes which require interpretation, application of outcomes which are specific and clearly defined in nature. Such types of questions help to reduce subjectivity in marking, which is considered to be the major drawback of essay tests.

In extended response type questions full freedom is given to the student to exercise his/her competence and demonstrate the best he/she possesses, of course, pertaining to the area of the subject. There is freedom to select, organise, integrate, evaluate and express in any way one likes or deems appropriate. Such questions, although useful for measuring global type of abilities, are not suitable for measuring specific learning outcomes, besides being difficult to grade.

10.5.2.2. SHORT ANSWER QUESTIONS

Short answer questions generally require exact answers and, although taking many forms, they share the following distinctive features.

1. They usually take less than five minutes to read and answer, many take less than a minute.
2. They include some guidance on the extent of the answer required c.g. the size of answer, space or specific instruction such as "In not more than 20 words ..."
3. The answer is supplied by the pupil, not pre-selected as in objective questions.

They can be grouped into two broad categories:

- Extended answer
- Insert and completion

A. EXTENDED ANSWER TYPE

The extended answer version includes questions which require pupils to write a brief description, draw a map, make a list, perform a calculation, translate a sentence, and write down a definition or formula and so on. They are probably the commonest form of questions used in schools and are frequently used by examining Boards. They are deceptively easy to set and usually difficult to mark with any degree of speed and consistency.

B. COMPLETION TYPE

The commonest form of completion questions is one where the pupil is required to add one or two words to complete an incomplete statement correctly. Where the missing words are in the body of the statement to be completed it is usually called an insert type. A completion type is where the words are required at the end of the statement. The use of insert or completion questions is not, however, limited to written statements and can be used to prepare extremely good questions based on incomplete maps, drawings, diagrams, formulae, calculations, and the like.

10.5.2.3. OBJECTIVE TYPE QUESTIONS

What is an objective question? Simply, an objective question is one which is free from any subjective bias - either from the tester or the marker. Confusingly, in educational jargon, the adjective 'objective' usually means 'not subjective' while the noun 'objective' usually means an aim, a goal, target or intention. This sub-section is not about course objectives-aims, intended learning outcomes, etc. -but about testing which is free from subjective elements. There can only be one right or objective answer to an objective question. Objective questions can take various forms, but invariably they require brief answers with little or no writing. A simple tick or a quick oral answer may be enough.

1

A. SIMPLE RECALL

The most common used objective type question by teachers as part of their day-to-day teaching is simple recall. The teacher asks a short question, expecting a quick one-word answer or a simple statement completed.

B. MULTIPLE CHOICES

A Multiple choice-item consists of three parts -a stem, a key and a number of distractors. The key and distractors together are often referred to as options. The stem can be either a direct question or an incomplete statement; the key is the correct answer and the distractors are plausible but incorrect answers.

C. TRUE-FALSE

As its name implies, the basic true-false item requires the pupil to select either 'true' or 'false' as the answer. It is usually written in the form of a statement which the pupil must decide as being either 'true' or 'false' or alternatively choose between other word pairs relating to the statement such as greater than-less than, plus-minus, often-rarely, same different, 'faster

slower' and so on. It is the possibilities offered by these other pairs which make the true false form a particularly useful one.

D. MATCHING BLOCK

The matching block format consists of two lists and the pupil is required to correlate correctly one or more entries from one list with one or more entries from the other so that correct matching by elimination is not possible.

10.5.3. CONSTRUCTION AND ADMINISTRATION OF ACHIEVEMENT TEST

The construction of an objective based test can be divided into the following steps

- Planning the test
- Preparing the blue print
- Designing questions and editing the question paper
- Administering the test
- Scoring the test
- Evaluating the test

10.5.3.1. PLANNING THE TEST

The first step in measuring achievement is to establish a clear statement of objectives. After stating the objectives, the teacher is ready to proceed with construction of a test to measure achievement of these objectives. The teacher while planning the test will bear in mind the following aspects:

- Weightage to objectives which means selection of objectives and allotting marks to each.
- Weightage to different areas of content
- Weightage to different forms of questions (i.e. essay type, short answer, objective type)
- Scheme of options
- Sections in the achievement test

10.5.3.2. PREPARING THE BLUEPRINT

The design of the achievement test is given by means of a three dimensional table of specifications in the form of a blueprint. A blue print is essentially a three-way grid, with the content spread along the vertical axis and the objectives to be tested along the horizontal axis. The three dimensional chart covers the following

- Objectives to be tested
- Subject matter to be covered
- The form of questions

10.5.3.3. DESIGNING QUESTIONS

The next step is to design questions on the basis of the blueprint. It necessitates the following

- Defining the objectives
- Changing the objectives to specifications
- Complete knowledge of the subject matter

10.5.3.4. EDITING THE QUESTION PAPER

This step consists of the following measures

1. Assembling the questions on the basis of their form e.g.
 - Section A-Objective type
 - Section B-Short Answer
 - Section C-Essay Type
2. Instructions to the students: General instructions may be given at the beginning of a question paper.
3. Implications to teachers: This facilitates objective testing and scoring.

10.5.3.5. ADMINISTERING THE TEST

The key operation in the measurement of achievement with the test is the actual use of the instrument by students. Poor planning of the

administrative process can lead to spurious result. This involves predetermining among other things, time of testing, place of testing, and giving of instructions.

10.5.3.6. SCORING KEY AND MARKING SCHEME

A scoring key is prepared for the objective questions, and a marking scheme is made for the essay and short questions. A marking scheme is essential as it indicates

- The number of points or steps expected in the answer
- The outline of each point or step expected in the answer
- The Weightage to each of these points or steps

10.5.3.7. STANDARDIZING THE TEST

In evaluating a test, a few questions need to be asked. If the scores are extremely high, it may assume that the test was too easy for the class. If the scores seem very low, the test was probably too difficult. It is advisable the question paper before it goes for printing. A review of the question paper necessitates three steps:

- Question wise analysis (before the test)
- Critical evaluation of the test (before the test)
- Item analysis (after the test)

A. QUESTION WISE ANALYSIS

Question wise analysis helps to know the strengths and weakness of the test; to tally the question paper and the blueprint; and to determine the content validity of the test. Each question is analysed according to objective, specification, topic, question type and form, estimated difficulty level, time needed, and marks allotted.

B. CRITICAL EVALUATION

Critical evaluation of the test helps weed out any duplication, spelling mistakes, ambiguities that may exist in the paper. A qualitative and quantitative assessment of the test should be done.

C. ITEM ANALYSIS

Item analysis enables the teacher to evaluate the effectiveness of the test items. It helps in determining; the difficulty value of each item; the discriminating power of each item; and the effectiveness of distracters in the given item.

10.6.EVALUATION

Evaluation, particularly educational evaluation, is a series of activities that are designed to measure the effectiveness of the teaching-learning system as a whole. We are already familiar with the fact that the teaching-learning process involves interaction of three major elements i.e., Objectives, learning experiences and learner appraisal. Evaluation takes care of all the interactive aspects of three major elements i.e., the whole teaching-learning system.

Evaluation is the collection, analysis and interpretation of information about any aspect of a programme of education, as part of a recognized process of judging its effectiveness, its efficiency and any other outcomes it may have.

10.6.1 CHARACTERISTICS OF A GOOD EVALUATION PROCESS

A. VALIDITY

A valid evaluation is one which actually tests what are sets out to test i.e., one which actually measures that behaviour described by the objective(s), under scrutiny. Obviously, no one would deliberately. Construct an evaluation item to test irrelevant material but very often non-valid test items are in fact used e.g., questions that are intended to test recall of factual material but which actually test the candidate's powers of reasoning, or

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questions which assume a level of pre-knowledge that the candidates do not necessarily possess.

B. RELIABILITY

The reliability is a measure of the consistency with which the question, test or examination produces the same result under different but comparable conditions. A reliable evaluation item gives reproducible scores with similar populations of students. It is therefore, independent of the characteristics of individual evaluations. In order to maintain reliability, one evaluative question should test only one thing at a time and give the candidates no other option. The evaluation should also adequately reflect the objectives of the teaching unit.

C. PRACTICABILITY

Evaluation procedure should be realistic, practical and efficient in terms of their cost, time taken and ease of application. It may be an ideal procedure of evaluation but may not be put into practice,

D. FAIRNESS

Evaluation must be fair to all students. This can be possible by accurate reflecting of range of expected behaviours as desired by the course objectives. To keep fairness in evaluation, it is also desired that students should know exactly how they are to be evaluated. This means that students should be provided information about evaluation such as nature of the materials on which they are to be examined (i.e., Context and Objectives), the form and structure of the examination, length of the examination and the value (in terms of marks) of each component of the course.

E. USEFULNESS

Evaluation should also be useful for students. Feedback from evaluation must be made available to the students and weakness. By knowing their strength and weakness, Students can think of further improvement.

Evaluation should suggest all the needful requirements for their improvement.

F. INTERPRETATION OF RESULTS

Another factor which must be considered in the choice of a test is the ease of interpretation of test results. A test score is not meaningful unless the teacher, or counsellor is able to decide what significance or importance should be attached to it and to make some judgment concerning its relationship to other kind of information about the student. Nearly all test publishers produce manuals designed to aid the teacher in interpreting test results.

But these manuals are very greatly on quality and in the thoroughness with which they do this importance job. From the point of view of the teacher, principal, or counsellor, the quality of the test manual should be just as important a factor in the choice of a test as the quality of the test itself

10.6.2. TYPES OF EVALUATION

10.6.2.1. FORMATIVE EVALUATION

The goal of formative Evaluation is to monitor student learning to provide on-going feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative Evaluations:

1. help students identify their strengths and weaknesses and target areas that need work
2. help faculty recognize where students are struggling and address problems immediately
3. Formative Evaluations are generally low stakes, which means that they have low or no point value.
4. Examples of formative Evaluations include asking students to:
5. draw a concept map in class to represent their understanding of a topic

6. submit one or two sentences identifying the main point of a lecture
7. turn in a research proposal for early feedback

This process is used to measure and monitor the learning of students during the period of instruction.

A. OBJECTIVE

Its main objective is to provide continuous feedback to both teacher and student concerning learning success and failures while instruction is in process. Feedback to students provides reinforcement of successful learning and identifies the specific learning errors that need correction.

Feedback to teacher provides information for modifying instruction and for prescribing group and individual remedial work. Formative evaluation depends on tests, quizzes, homework, classwork, oral questions prepared for each segment of instruction. These are usually mastery tests that provide direct measures of all the intended learning outcomes of the segment.

B. METHODOLOGY

The tests used for formative evaluation are mostly teacher-made. Observational techniques are also useful in monitoring student progress and identifying learning errors. Since formative evaluation is used for assessing student learning progress during instruction, the results are not used for assigning course grades.

10.6.2.2. SUMMATIVE EVALUATION

It is used to find out the extent to which the instructional objectives have been achieved particularly at the end of a terminal period. The goal of summative evaluation is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

Summative Evaluations are often high stakes, which means that they have a high point value. Examples of summative evaluations include:

- a midterm exam
- a final project
- a paper
- a senior recite

A. OBJECTIVE/PURPOSE

It is used primarily for assigning course grades or for certifying student mastery of the intended learning outcomes at the end of a particular course programme. Although the main purpose of summative evaluation is assigning grades, It also provides information judgment the appropriateness of the course objectives and the effectiveness of instruction.

B. METHODOLOGY/TECHNIQUE

The techniques used for summative evaluation are determined by the instructional objectives. For this evaluation, there are external examination as well as teacher-made tests, ratings etc.

10.6.3.DIFFERENCE B/W SUMMATIVE AND FORMATIVE EVALUATION

Summative evaluation refers to the assessment of worthwhileness of the instructional programme which has already been completed, while formative evaluation refers to the assessment or worth of the instructional programme which is still going on and can still be modified.

A formative evaluator is a partisan of the instructional sequence and does everything to make teaching learning better. A summative evaluator is an uncommitted non-partisan person who is to pass judgment on an instructional endeavour.

A summative evaluator gathers information and judges the merit of overall instructional sequence to adapt that sequence. The audience of summative evaluation is the consumer of the instructional programme in contrast to the formative evaluator whose audience is the designer and the developer of the programme.

Summative evaluation is judgmental in nature. Its purpose is to appraise the teaching-learning process and to distinguish it from formative evaluation. It is an end of the course activity concerned with assessment of the larger instructional objectives of a course or a substantial chunk of the course.

Formative evaluation is developmental, not judgmental in nature. Its purpose is to improve students learning and instruction. Therefore, its major function is feedback to the teacher and student to locate strengths and weaknesses in the teaching-learning process in order to improve it.

Summative evaluation is thus a judgmental activity focused on certification of students achievement. But formative evaluation is a means of determining what the pupils have mastered and what is still to be mastered, thereby indicating the basis for improvement of students learning.

10.6.4. CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

This content refers to a system of school – based evaluation of student that covers all aspect of student's development. As the nomenclature also suggests, this new pattern in evaluation is not one, two, three times a year but continuous one. It is a developmental process of assessment which emphasizes on two fold objectives and these objectives are continuity in evaluation and assessment of abroad based learning and behavioural outcomes on the other.

It is a total teaching-learning process and spread over the entire span of academic session. It means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, refreshing and feed back to evidence to teacher and students for their self-evaluation.

Second term are comprehensive that the scheme attempt to cover both the scholastic and the co-scholastic aspects of student's growth and development, CCE therefore a paradigm shift in evaluation, shifting the focus from testing to holistic learning. It aims to create good citizens possessing sound health, appropriate skills and desirable qualities besides academic excellence.

10.6.4.1.AIMS OF CCE

1. To help develop cognitive, psychomotor and affective skills
2. To lay emphasis on thought process and de-emphasize memorization.
3. To make evaluation an integral part of teacher learning process.
4. To use evaluation for improvement of students achievement and teaching-learning strategies on the basis of regular diagnosis followed by remedial instruction.
5. To use evaluation as a quality control device to maintain desired standard of performance.
6. To determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learning, the process of learning and learning environment.
7. To make the process of teaching and learning a learner-centred activity.

10.6.4.2.FUNCTIONS OF CCE

Important functions of continuous and comprehensive evaluation are as follows

- Continuous evaluation helps in regular assessment to the extent and degree of students' progress (ability and achievement with reference to specific scholastic and non-scholastic areas).
- Continuous evaluation serves to diagnose weakness and permit the teacher to ascertain an individual pupil's strengths and weakness and his needs. It provides immediate feedback to the teacher, who can then decide whether a particular unit or concept needs re-teaching into the

whole class or whether a few individuals are in need of remedial instruction.

- It helps the teacher to organize effective teaching strategies,
- Mainly times, because of some personal reasons, family problems or adjustment problems, the children start neglecting their studies, resulting in a sudden fall in their achievement.
- If the teacher, child and parents do not come to know about this sudden fall in the achievement and the neglect of studies by the child continues for a longer period then it will result in poor achievement and a permanent deficiency in learning for the child.
- The continuous evaluation helps in bringing awareness of the achievement to the child, teachers and parents from time-to-time. They can look into the probable cause of the fall in achievement, if any, and may take remedial measures in time, to help the child overcome it at their own level.
- By Continuous evaluation, children can know their strength and weakness. It provides the child a realistic self-picture of how he and she studies. It can motivate children to develop good study habits, to correct errors, and to direct their activities towards the achievement of desired goals. It helps an individual to determine the areas of instruction in which more emphasis is required.
- Continuous and comprehensive evaluation ascertains areas of aptitude and interest. It helps in identifying changes in attitude, character and value pattern.
- It helps in making decisions for the future, regarding choice of subjects, courses and careers.
- It provides information/report on the progress of students in scholastic and non-scholastic areas and thus helps in predicting the future successes of the learner.