4. Affective Learning

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Affective Learning

Introduction:
The teaching objectives are generally divided into three domains.
They are:
1. Cognitive Domain
2. Affective Domain
3. Psycho Motor Domain

Cognitive Domain: It refers to the act of thinking, internal wish or a sensible activity.
Affective Domain: It refers to the Emotions, Attitude and Belief.
Psycho Motor Domain: It refers to the physical activities of the body.

These three domains reflect the personality traits of a man. The prescribed school curriculum tries to develop these three types of domains to the learner to become a full-fledged man of the society. But, in contrast, the Affective Domain is not given due importance; whereas the curriculum makers and the teachers show more interest in the Cognitive Domain and Psycho motor Domain because of feasibility in measuring its values. It is the part of the personality development of a man. The growth and achievements of these measurable domains can be visualized and assessed. For example: The students derive answers for the problems and draw diagrams in the Maths test and draw scientific pictures.

The growth of education can be easily assessed by evaluating the Cognitive and Psycho motor activities. The objectives of these domains and the activities are vividly designed in the curriculum. It is
measured based on the targets achieved by the learners. All the methods of activities are properly assessed in these two domains. In the Affective Domain the principles, Targets and objectives are well framed, but the paucity of proper assessment tools fail in its accuracy. There is more possibility for advice in Affective Domain than the measuring activity. Some of the values of the domain are: The personal and Interpersonal well being, self-concept, Self-Image and personality development.

4.1 Taxonomy of Objectives under affective domain

4.1.1 Benjamin Bloom’s classification

According to Benjamin Bloom, the development of the learners can be classified under three domains. They are:

1. Cognitive Domain
2. Affective Domain
3. Psycho motor Domain

In each of the domains, the teaching objectives are arranged in an hierarchical order.

4.1.2 The objectives of teaching education:

Though the objectives teaching have been defined in various ways it is Benjamin Blumin’s Taxonomy became popular and important.

1) The cognitive development of the students in various fields
2) Stimulation of students emotions and feelings
3) Developing the students activity skills

are considered as the important objectives of teaching.

4.1.3. Cognitive domain

In general, cognitive domain develops the cognitive level of the students in various areas. It consists of the following objectives.

1. Knowledge
2. Understanding
3. Application
4. Analysis
5. Synthesis
6. Evaluation

Learning in the cognitive domain refers to the Knowledge stage. From Knowledge, it moves to the level of Understanding. In a new environment, the Application of the new Knowledge is Analysed, Synthesized and Evaluated. All these objectives are incorporated in teaching. But in the Primary level, the first three levels of objectives only can be achieved.
But in the present situation, the teachers thrust information upon the learners. It has been found in a research study that nearly 80% of the memorized information are forgotten by the learners because it is not applied in life situations. So, instead of stressing the students for memorization of concepts or information, opportunities must be provided for application of the Knowledge in real life situations. In the higher level, the learners must be involved in Analyzing, Synthesizing and Evaluating the content related gathered information.

4.1.4. Affective domain:

It states the stimulation of students’ feelings and emotions.

Objectives:
1. Appreciation
2. Interest
3. Attitudes
4. Value System
5. Character Formation

The above mentioned Affective Domain qualities must reach the learners through Teaching Learning Activities.

4.1.5 Stages of affective domain:
1. Students readiness for stimulation or willingness to gain information
   a) Awareness of stimulation
   b) Interest
   c) Selected concept
2. Expression of Emotion (Stimulation based action)
3. Understanding the value of received information
4. Integrating our values with the other values and establish relationship
5. Behavioural changes are based on the understanding of values

Learning environment in Affective Domain:
1. Learning environment provides protection, broad mind and confidence
2. Learner centered Teaching Approach
3. Individual differences are expressed by problem solving and analysis approach

4.1.6 Psycho motor domain:

Psycho motor deals with the nervous system of the learners. Developing the activity skills of the learners is the basic aim of Psycho motor domain. In this,
1. Motivation
2. Response
3. Self restraint
4. Synchronization
5. Rhythm

The psycho motor activities are considered important because of its relevance in subjects like Maths and Science to develop manipulative skills.

1. Developing the experimental skill
2. Developing the constructional skill
3. Developing the problem solving skill
4. Developing the observation skill
5. Developing the Drawing skill

The objective of manipulative skills includes all the above mentioned skills which take place generally during examinations.

4.1.7 Defining the objectives of teaching

The gained knowledge of the students cannot be measured by mere observation. The teacher may measure the expected learning outcomes on the basis of the students recalling of the information learnt. This can be done by conducting a test at the end of a unit or lesson. The achievement of the learner can be assessed by evaluation.

Before teaching a lesson if the teacher states the Expected Learning Outcomes and Behavioural changes of the learner, then it is known as Behaviour objectives. When the objectives are clear, the goals of the teacher are determined. In order to achieve the goal, the teacher can plan the methods and the teaching activities. At the end of teaching, the expected learning outcomes are tested by the teacher by preparing the necessary assessment tools.

The development of cognitive and affective domain takes place mostly in the classroom climate. So, the teacher should explicitly define objectives of the lesson before teaching. According to Robert Mager, the specific objectives define the teaching activities. The following three questions are to be answered for effective teaching learning experience.

* What does the teacher want to teach?
* How does the teacher assess his teaching?
* What are the materials and methods required for effective teaching?

4.1.8 Behavioural objective

Knowledge is immeasurable, invisible and indefinable. Recapitulation and Recognition of the correct answers by the learners are the behavioural outcomes. So, the outcomes of the learners are
called Behavioural objectives.

Before teaching any lesson, the Expected Learning Outcomes and the Behavioural objectives are to be mentioned as the General Objectives. The General Objective and the Behavioural Objective can be known from the below mentioned table.

<table>
<thead>
<tr>
<th>General Objectives</th>
<th>Activities of Behavioural Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>1. Defining the Rules and Principles</td>
</tr>
<tr>
<td></td>
<td>2. Information List</td>
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<td></td>
<td>3. Naming</td>
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<td>Understanding</td>
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<tr>
<td>Application</td>
<td>1. Reasoning</td>
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<td></td>
<td>3. Concept/ content application in real life</td>
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<tr>
<td>Skills</td>
<td>1. Experimentation with equipments</td>
</tr>
<tr>
<td></td>
<td>2. Specification of the observed information</td>
</tr>
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<td></td>
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<td></td>
<td>6. Material collection (content/lesson)</td>
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<tr>
<td></td>
<td>7. Indication of the states of Matter</td>
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<tr>
<td></td>
<td>8. Exhibiting the Biological specimen.</td>
</tr>
</tbody>
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4.2 Learning and Living Values:

Value Education: It is the utmost responsibility of the teacher to develop the cognitive skills of the learners in the classroom. The responsibility of the teacher does not end with this. The primary objective of education is to produce the best citizens of our country and this can be achieved by inculcating the good values among the learners. Value education strives to develop the good attitudes among the students.

During the ancient period and in the Medieval period, the religious institutions around the world taught education to the society. Education on Religion and its philosophies were through these institutions. This education was called Religious education. It had its own advantages and limitations. A group of obedient and god fearing students with religious faith sprang out of this system.

4.2.1 Types of values:

Values are divided into four types.
1. Personal values
2. Cultural values
3. Social values
4. Professional values

**Personal values:** A person’s behaviour with good values is known as personal values. The noticeable values of a man are Honesty, Truth, Reliability and cordial relationship with others.

**Cultural values:** The values of Language, Religion, Sect and Provincial term are shared uniformly with others. These sharing of traditional culture is called Cultural based values.

**Social values:** To behave/express oneself in a public place is known as social based values.

**Professional values:** We follow certain values like punctuality, equality, cordial behaviour, and dedication to attain success in our work. This is called professional values.

**4.2.2 Emphasized values of Mahatma Gandhi:**

During the Indian Freedom struggle, Gandhi stressed that the qualities of Secularism, Democratic principles, Equality and social justice must be developed among the learners. In addition to this the characteristics of Truth, Simplicity, Peace, Ahimsa, Tolerance, Cooperation and the Desire for Knowledge are to be inculcated among the children.

**4.2.3 Role of teachers in developing value education:**

The duty of the teacher is very important in developing the value education among the learners. First, the teacher should understand that the value education is not secluded from Knowledge education and Technical education. These values are integrated in the school curriculum in order to inculcate among the learners through different types of school activities. Students benefit from these value based activities. These activities take place based on good feelings both inside and outside the classroom. In games, the activities like team spirit, team cooperation, adjustment are developed only in the school level. The teacher must decide and develop the value education in the classroom activities as well as in the extra curricular activities. So, the role and contribution of a teacher in developing value education among the learners is considered very important.

**4.2.4 Values and Behaviour**

1. The teacher helps to create a safe environment of love and truth in the school for the learners.
2. The teacher must be aware of the students’ physical, cognitive and the characteristics of the children.
3. The teacher should teach the importance of value education by incorporating with the real life situations. The student must be able to differentiate between Truth and Imagination.
4. The teacher uses songs, stories and subject based activities to reinforce value based behaviour among the learners.

5. The teacher while teaching value based education should not quote examples or stories other than Truth.

6. The teacher must be a role model for teaching value education. A teacher must be honest and punctual to teach honesty and punctuality to the students. This would inspire the learners to adapt these values in their life. Therefore the teacher trainees must bear in mind the above mentioned values.

4.2.5 Learning of life oriented values:

· Adapting to the learnt values
· Learn to respect relationships
· Respect the society
· Respect the environment

These above mentioned values are to be sincerely followed in life.

4.2.6 Need for value education:

Some people raise doubts and questions about the necessity of teaching value education in the schools. Some believe that a good education would naturally inspire the children to develop good values on their own in their future life. Yet, the following reasons would justify the need of value education in schools.

1) The rapid growth of Science and Technology has drastically changed the life style of the people in the society. There are various factors for the deterioration of peaceful life in man. The progress of science and technology is leading man towards the path of destruction. So the future generation must be guided properly and stimulated to use the benefits of science in a constructive way.

2) The influence of the western culture is degrading our old traditional values. The value based education will regenerate the values of traditional Indian culture.

3) Each and every one has to face different types of challenges and problems in the family, in the profession, in the society, and in the political life. At times the individual may have to solve the problems either individually or in group. The individual must possess the decision making capacity to solve the problems. So, it is essential for every one to possess good qualities for effective decision making. The value based education promotes these values among the learners.
4) Some students become addict to bad habits like smoking, drinking and drugs. By providing value based education in the school level these unwanted bad habits can be eradicated and prevented among the learners.

4.2.7 General objectives of values education:

The general objectives of providing education in the schools are mentioned below:

1. The basic human qualities are to be developed among the students in the early stages. Cleanliness, Truth, Non-violence, Hard work, Compassion, Equality, Equal Justice, Secularism, Democratic principles, Cooperation, Courage, Scientific look, Environment safety, Productive skill, Small family norms.

2. Each and every individual has to be helped to become a responsible citizen by progressing himself in the society.

3. The socio-economic factors of our country are discussed with the students thereby creating awareness to solve the problematic issues of our society.

4. The language issues, Caste disparities, Gender differences and Sect problems are to be avoided. Instead the best thinking and the best qualities of thought should be taught to the children.

5. Help the learners to possess self-respect and develop their inner skills for the desirable social behaviour.

6. Develop positive thinking about themselves, good ideas about his society and country and other nations, good opinion about his environment and other religions.

4.2.8 Causes for the Bad attitude:

The social reformers point out that, spreading of hatred & enmity in the society, decaying of the joint family system, perishing of religious faith and the declining of the disciplined life by elders are the causes for the bad attitude by the students.

1) The present educational system fails to provide life oriented education to the learners.

2) It has failed to transfer the social values to the younger generation.

3) The educational system has failed to change its objectives and activities according to the needs of society.

4) This resulted in mistrust, disappointment & frustration among the learners.

These are the causes for the bad values by the students.
4.2.9. Ways of eliminating the Bad values:

The National policy on Education has mentioned few principles for the elimination of bad values.

1) By giving training to the students The Govt. should take initiatives to cater to the needs of the future generation. The educational institutions must give vocational guidance. The attitude of the students and the parents to choose a few selected professions for their career must be changed and all jobs must be given equal importance.

2) Schools & colleges must undertake job oriented Education to the students.

3) Attractive Curriculum, new approaches in the teaching methods are essential. Co curricular activities like Regularity, Participation in school, Sports & Library activities and moral behaviour of students are to be integrated in the exam pattern for the promotion of students.

4) In a multi linguistic country like India, the idea of unity in diversity has to be inculcated in the minds of the students through Value based education. It must eliminate ignorance, violence, superstitious belief, mistrust from the learners.

5) A good rapport between the teacher & student is necessary. Students always respect efficient teachers. But these types of teachers are meagre in number. So, graduates are to be encouraged in this profession & the standard of education is to be enhanced.

6) All sorts of opportunities must be created to train the leadership qualities of the students. No union activity or students association is permitted in the school. The teachers should not involve in political activities. The teachers should possess the basic social values.

7) Students Talent and energy are misused by the political parties. Instead the Educational Institutions must make use of this for constructive purposes.

8) It may not be possible to provide chances to each and every individual to prove one's individual skills. The students who are deprived of these opportunities to prove their individual skills are likely to explore their ability in undesirable ways.

9) Positive ideas on our Indian culture, National objectives and world outlook are given to the students.

4.2.10. WAYS OF TEACHING VALUES:

1. Tradition and tone of the school plays an important role in moulding the character of a learner. This type of schools inspire the learners to follow good values in their life.

2. The student’s values reflect the qualities and characters of the teachers of the school. Hence, a teacher should possess the professional skills, personality, compassion and
proficiency and good values.

3. Some subjects can be used to develop values among the learners. Subjects like Literature and History serve the students as inspirational subjects through which student’s can identify good objectives and make efforts to attain the desirable values.

4. Students who involve in interesting activities are disciplined and self-controlled. Moreover they learn more by direct experiences. They can be engaged in Scouts and self-rule activities in the school.

5. Conducting the morning prayer daily.

6. Conducting discussions, debates, drama, cultural programmes and telling stories to develop moral values.

7. To give practice and responsibility to the students to keep the school surroundings neat and clean.

8. Encouraging and appreciating the student’s good behaviour, instead of punishing them. This would motivate to follow the good values in life.

9. The Routine Activities of the school and the class are handled by the students group.

10. Practising the students to spend their leisure hours in a proper and useful way. This helps to develop the values among them.

11. We can develop the good qualities among students by giving constructive activities:

   - Cleaning the classrooms daily.
   - Running an honesty shop with stationery materials in the class.
   - Forming of different groups to carry out the classroom activities and games by involving all the students.
   - Celebrating the days of National importance and festivals and conducting cultural programmes.

   - Good orators are invited to discuss about:
     · Indian freedom struggle.
     · Indian tradition and culture.
     · Suggestions and solutions for problems and challenges of the present society.
     · Discussion with the orators can be arranged for students.

   * Conducting seminars and cultural programmes in the inter school level.
   * Guidance and counselling to pursue higher studies.

12. Religious and Moral Instruction helps to develop more values among the students.

4.2.11. Psychological techniques for adaptation of values among children:

§ A teacher may neglect the misbehaviour of a student in the class, if he does not disturb the
classroom climate completely or he might indicate to the student that he noticed his bad behaviour.

§ By increasing the level of motivation or by attracting students attention through effective teaching, the teacher can control bad behaviour of the students.

§ By making them realize that the wrong values or bad behaviour will affect their prestige, self-opinion and responsibility, the teacher can control their bad behaviour. This would benefit the learners very much.

§ The teacher approaches the problems in a relaxed and jovial manner which would avoid bad behaviour. The jokes should not hurt the feelings of the students.

§ If the class seems restless, the teacher gives rest to their feelings and starts the class after sometime.

§ Counselling must be given to the students who disturb in the class. Punishment, if needed, must be to correct the student not to harm him.

§ If any student seems restless, he might be allowed to leave the class for sometime. It must not be treated as a punishment. Later the teacher advises him alone and tries to solve his problems.

4.3 Developing Positive Attitude

4.3.1 Attitude

An attitude is a hypothetical construct that represents an individual’s degree of like or dislike for an item. Attitudes are generally positive or negative views of a person, place or thing or event. This is often referred to as the attitude object. Attitudes are judgements. Most attitudes are the result of direct experience or observational learning from the environment.

4.3.2 Characteristics of Attitude

It is identified that there are three common factors in Attitude. They are Thinking, Feeling and work attitudes. Thinking attitude refers to Belief. This reflects the ideas of one’s ideas. The feeling or emotions of Attitude is called value. The value refers to one’s positive or negative or neutral attitude towards an object. The third division of Attitude is known as work attitude. It denotes the Readiness to act.

Our different attitudes are developed at the infant stage itself through Conditioning, Imitation and Instruction.

4.3.3 Positive Attitude

Positive Attitude is based on the feelings of one’s self – concept, success, love, security, respect and belief.

4.3.4 Positive Attitude Development

· Train the learners to develop positive attitude by advising them to adapt Positive Auto
suggestions.

· Initialising the self – confidence of the learners by narrating the stories of great personalities with disabilities.
· Do not the feelings of the learners by labelling and putdowns.
· Channelize the students talents and interests in the activities of their choices and help them to succeed.
· Don’t hurt the feelings of students by unfair comparison with others.

4.3.5 Uses of Positive Attitude

Students with positive attitude are active and have self – confidence and feeling of success. They are co-operative, disciplined and self – controlled. They would continuously try to enhance their skills. They develop interest in social activities and take part actively in groups.

4.3.6 Changes of Negative Attitude

Ø Explaining the Concepts or ideas of Negative Attitude or the positive aspects directly.
Ø Causes for the occurrence of negative attitude is understood.
Ø Recalling the objects or materials of negative attitude repeateadly in a favourable backgrounds.
Ø Opportunities to receive the first hand experience of the Negative Attitude environment.

4.4 Emotional Intelligence

4.4.1 Definition of emotional intelligence

Several Educational Psychologists defined Emotional Intelligence in many ways. In 1990, have Jack Mayer and Peter Salovery in their research study have familiarized the concept of Emotional Intelligence. They defined Emotional Intelligence as:

1) “Emotional Intelligence is a part of social intelligence. It is the skill of understanding and organizes one’s own feeling, emotion and also the others. Emotional Intelligence has the potentiality of enhancing one’s thoughts and activities in order”
2) S.Hein defines, Emotional Intelligence is the innate potential to feel, use, communicate, recognize, describe, identify, learn from, manage, understand and explain emotions.
3) Lea Brove Dani defines Emotional personal intelligence is the skill of understanding one’s feelings and emotions and helps us to organize oneself and strengthens the acquired skill with others.

4.4.2 Nature of Emotional Intelligence

1. It is an innate potential.
2. This level varies from each child.
3. It has the skill of understanding emotions.
4. It includes Feelings and Retention.

Emotional Intelligence consists of Emotional Sensitivity, Emotional Analysis and problem solving, organized Emotional Learning. The children are born with the different levels of the above mentioned skills. These skills are either developed and enhanced or completely affected depending upon the way the child is brought up.

For Example: A child may be receptive to the music sound. If the same situation to develop the music skill is provided, then the child may become like M.S Subbhu Lakshmi. If not, this particular music skill may perish with the child. Family environment plays an important role. If Emotional Intelligence is not trained properly, they use the emotions in the wrong way.

4.4.3 Sub Divisions in Emotion Intelligence

Jack Mayer and Peter Salovey list out four sub divisions of Emotional Intelligence. They are:
- Emotion Appraisal and an Expression of emotion.
- Emotional Facilitation of Thinking.
- Understanding and Analysing Emotions.
- Emotional Integrating and providing self-development.

4.4.4 Emotion Appraisal and Expression of Emotion

1. Ability to identify emotion in one’s physical states, feelings and thoughts.
2. Ability to identify emotions in other people designs, artwork etc., through languages and, appearance and behaviour.
3. Ability to express emotions accurately and to explain needs related to those feelings.
4. Ability to discriminate between accurate and in accurate or honest versus dishonest experiences of feeling.

4.4.5 Emotional Facilitation of Thinking

Emotion prioritize thinking by directing attention to important information. Emotions are sufficiently vivid and available that they can be generated as aids to judgement and memory concerning feelings.

4.4.6 Understanding and Analysing Emotion

- Solving Emotional problem.
- Understanding the connection between Emotion, Thinking and Activity.
Ability to label emotions and recognize relations among the words and the emotion themselves. (such as the relation between liking and loving)

Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies alone.

Ability to understand complex feelings: simultaneous feelings of love and hate or blends such as awe as a combination of fear and surprise.

Ability to recognize likely transition among emotions

<table>
<thead>
<tr>
<th>Transition</th>
<th>From anger → Satisfaction</th>
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<tbody>
<tr>
<td></td>
<td>From anger → Shame</td>
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</tbody>
</table>

4.4.6 Reflective Regulation of Emotion
to promote Emotional and Intellectual growth

1. Ability to stay open to feelings both those that are planned and that are unpleasant.
2. Ability to reflectively enjoyable or detach from one emotion.
3. Ability to reflectively monitor emotions in relation to oneself and others.

Ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant.

4.4.7 EMOTIONAL INTEGRATING AND PROVIDING SELF DEVELOPMENT:

The following are included in the Emotional Integrating and Providing Self Development:

i. One is responsible for one’s own emotions and feelings.

ii. It is very useful to understand the other person’s emotions and feelings.

4.4.8. EMOTIONAL INTELLIGENCE ACTIVITIES:

S. Hain defined emotional intelligence as understanding of the emotional feeling, expression, identification, retention used for organizing. Emotional feeling such as ‘Fear’ which is normally present and affect several children can be easily understood by an illustration.

Emotional feeling like fear is a common factor among children. The main objective of this feeling is for survival. Children have this ‘Fear’ because of the feeling of ‘loneliness’. They are aware of their parents’ dependence. In this condition, when the child is left alone, he is scared. When strangers handle them, the child is scared in the absence of parents. But all children do not behave in a same manner in expressing ‘Fear’. The behaviour of the scared children differ because of emotional intelligence.
Fear is the first step for survival. So, a feared child tries for safety.

Children weep due to fear. Excess fear makes them cry. But children with emotional intelligence try to express their fear to others. Eg: Those who fear snake weeps by saying the word ‘Snake’.

Children with Emotional Intelligence can find out the mood of the parents.

Children with Emotional Intelligence are able to remember the parents’ angry expression, tone and activities of the parents.

A Child with Emotional Intelligence learns not to make his parents angry. Eg: It even controls weeping in normal condition.

A Child with Emotional Intelligence learns to avoid all the activities that make the parents angry.

4.4.9. EMOTIONAL INTELLIGENCE – Methods of Measurement:

Intelligence is measured by conducting Intelligence Tests.

Similarly, the following ways are used to measure the Emotional Intelligence.

They are:

1. Dr. John Mayor of the University of New Hamphire, USA has developed Mayor Emotional Intelligence scale.

2. Mayor Salovey and Caruso invented Emotional Intelligence Test (MSCEIT). This was developed and standardized by Dr. John Mayor, Dr. Peter Salovey and Dr. David Caruso, USA.

3. Bar-on Emotional Quotient Inventory (EQ-i) was developed and standardized by Dr. Reuven Bar-on Multi-Health Systems – 1996 USA, published Emotional Quotient (EQ).

This test consists of five important parts.

They are as follows:

- Intra personal.
- Inter personal.
- Adaptability.
- Stress Management.
General Mood.

Apart from the standardized tests, other tests on Emotions award less marks in assessment or the questions are childish. Emotional intelligence creates a good atmosphere and helps us to know about the emotion of the students.

A few examples from the Test:

i) 5 point scale measurement:

Example – 1:
To take some decision in my life – I feel that I use my feelings.

[Always] [Usually] [Sometimes] [Never] [Occasionally].

Example – 2:
I am confused in handling my problems with the relatives.

[Always] [Usually] [Sometimes] [Never] [Occasionally].

Method of measuring in the objective type:

Example – 1:
One of your friends expresses negative opinions about another in his absence in a group. Your opinion:

Similar negative opinions are expressed along with him.

Expressing the feelings afterwards who expressed negative opinions about the friend.

Change the topic by pointing out the wrong attitude of the friend.

Feeling bad for your inability to prevent his friend expressing the negative attitude.

Example – 2:

- Your best friend is offended mentally by another person and if he is in a disturbed stage, To change his mood/feelings take him for a night walk.

- Worried that the same might reoccur to another friend.

- Scold the person who offended your friend, and advice your friend to be away from him.

- Seeking the advice of another friend to help the depressed friend.

Emotional Intelligence Assessment Scale:
Emotional Quotient test was developed by Bar-on [1997]. With the help of this table, we can find out the social adjustment of a person.

This scale consists of 10 components in it:

Ø Self regard.
Ø Interpersonal Relationship.
Ø Impulse control.
Ø Problem solving.
Ø Emotional self-awareness.
Ø Flexibility.
Ø Reality testing.
Ø Stress tolerance.
Ø Assertiveness.
Ø Empathy.

In this evaluation tool there are 65 and phrases. It includes both positive and negative sentences. Positive sentences contain 0,1,2,3,4 and Negative sentences contains 4,3,2,1,0.

<table>
<thead>
<tr>
<th>S.no</th>
<th>Elements</th>
<th>Question</th>
<th>Positive answers.</th>
<th>Negative answers.</th>
<th>Total.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self regard</td>
<td>1 - 9</td>
<td>1,3,6,7,8,9</td>
<td>2,4,5.</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Interpersonal Relationship.</td>
<td>10 - 16</td>
<td>10,11,12, 14,15</td>
<td>13,16</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>Impulse control.</td>
<td>17-21</td>
<td>19</td>
<td>17,18,20,21</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Problem Solving.</td>
<td>22-27</td>
<td>22,23,24,25,26,27</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Emotional self-awareness.</td>
<td>28-33</td>
<td>28,29</td>
<td>30,31,32,33</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Flexibility.</td>
<td>34-41</td>
<td>37,38</td>
<td>34,35,36,39,40,41</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>Reality Testing.</td>
<td>42-47</td>
<td>42</td>
<td>43,44,45,46,47</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>Stress Tolerance.</td>
<td>48-55</td>
<td>48,49,50, 53,54</td>
<td>51,52,55</td>
<td>8</td>
</tr>
</tbody>
</table>
With the total marks of every part, we can find out the Emotional Intelligence Quotient.

Intelligent Quotient = x*100.
Here x = Marks scored by a person.
Total Marks = 330.

Activity:
With the marks scored by the students, calculate IQ by the above mentioned method. Many sentences are given below. Read each sentence carefully. There are five types of answers for each sentence. They are:

1. Never.
2. Rarely.
3. Sometimes.
4. Often.
5. Always.

Round the selected answer which reflects your choice.
Tick out the correct sentence.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Sentences</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Most of the time I feel confident of my condition.</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>I lack self confidence.</td>
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<td>3</td>
<td>I possess self-respect.</td>
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<tr>
<td>4</td>
<td>I never realise I am good.</td>
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<td>5</td>
<td>I am unable to accept the way I am.</td>
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<tr>
<td>6</td>
<td>I am happy of my individuality.</td>
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<tr>
<td>7</td>
<td>I think my body structure &amp; health condition is perfect.</td>
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<tr>
<td>8</td>
<td>I am proud of my appearance.</td>
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<tr>
<td>S.No</td>
<td>Sentences</td>
<td>Never</td>
<td>Rarely</td>
<td>Some times</td>
<td>Often</td>
<td>Always</td>
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<tr>
<td>9</td>
<td>After analysing the positive &amp; negative aspects of mine, I feel I am good.</td>
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<tr>
<td>10</td>
<td>Mostly, I am happy.</td>
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<tr>
<td>11</td>
<td>I can make friends very easily.</td>
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<tr>
<td>12</td>
<td>I provide happiness to others.</td>
<td></td>
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<tr>
<td>13</td>
<td>I am unable to cope with others completely.</td>
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<tr>
<td>14</td>
<td>I maintain cordial relationship.</td>
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<tr>
<td>15</td>
<td>Others feel I am very friendly.</td>
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<tr>
<td>16</td>
<td>I don’t maintain contact with friends.</td>
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<tr>
<td>17</td>
<td>Controlling my anger is a challenging problem.</td>
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<tr>
<td>18</td>
<td>I am restless.</td>
<td></td>
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<tr>
<td>19</td>
<td>I possess uncontrollable strong feelings.</td>
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<tr>
<td>20</td>
<td>I was a short tempered person.</td>
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<tr>
<td>21</td>
<td>I burst out when I am angry.</td>
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<tr>
<td>22</td>
<td>I follow step by step approach to tackle hindrances.</td>
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<tr>
<td>23</td>
<td>I like to gather all information whenever I meet hurdles.</td>
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<tr>
<td>24</td>
<td>I like to know everything before solving the problem.</td>
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<tr>
<td>25</td>
<td>I think quietly while facing a problem.</td>
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<tr>
<td>26</td>
<td>While solving a problem, I choose the best method after analysing the possible ways.</td>
<td></td>
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<tr>
<td>27</td>
<td>In handling a new situation I think about all the approaches.</td>
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<tr>
<td>28</td>
<td>I can express my feelings easily.</td>
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<tr>
<td>S.No</td>
<td>Sentences</td>
<td>Never</td>
<td>Rarely</td>
<td>Some times</td>
<td>Often</td>
<td>Always</td>
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<tr>
<td>29</td>
<td>I realize my emotions.</td>
<td></td>
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<tr>
<td>30</td>
<td>It's difficult to share my emotions with others.</td>
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<tr>
<td>31</td>
<td>Understanding my emotions is a difficult task for me</td>
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<tr>
<td>32</td>
<td>I am unable to express my inner feelings.</td>
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<tr>
<td>33</td>
<td>Unable to express my emotions.</td>
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<tr>
<td>34</td>
<td>I feel difficulty in sharing new things.</td>
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<tr>
<td>35</td>
<td>Coping up with others is a difficult task.</td>
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<tr>
<td>36</td>
<td>It's a difficult task for me to change my opinions.</td>
<td></td>
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<tr>
<td>37</td>
<td>Able to adjust to new environment.</td>
<td></td>
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<tr>
<td>38</td>
<td>Able to change the old habits &amp; custom.</td>
<td></td>
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<tr>
<td>39</td>
<td>To bring changes in day today life is difficult.</td>
<td></td>
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<tr>
<td>40</td>
<td>It's difficult to change my way of life.</td>
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<tr>
<td>41</td>
<td>Adjusting with the outside environment is difficult.</td>
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<tr>
<td>42</td>
<td>I try to be practical.</td>
<td></td>
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<tr>
<td>43</td>
<td>I had inexplicable peculiar experiences.</td>
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<tr>
<td>44</td>
<td>Others do not understand my way of thinking.</td>
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<tr>
<td>45</td>
<td>I feel I am cut off from the outside activities.</td>
<td></td>
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<tr>
<td>46</td>
<td>I am engrossed in imagination.</td>
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<tr>
<td>47</td>
<td>I have exaggerating attitude.</td>
<td></td>
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<tr>
<td>48</td>
<td>I know to tackle the worst situation.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>S.No</td>
<td>Sentences</td>
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<tr>
<td>49</td>
<td>I hope I can overcome the difficult situation.</td>
<td></td>
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<tr>
<td>50</td>
<td>Without much tension I can control myself.</td>
<td></td>
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</tr>
<tr>
<td>51</td>
<td>In tension, I am unable to control my mind.</td>
<td></td>
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</tr>
<tr>
<td>52</td>
<td>I can’t stop worrying.</td>
<td></td>
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<tr>
<td>53</td>
<td>I believe I can handle effectively even the worst problem.</td>
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<tr>
<td>54</td>
<td>I worry for everything.</td>
<td></td>
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<tr>
<td>55</td>
<td>When I get angry on anyone, I tell him directly.</td>
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<tr>
<td>56</td>
<td>When there is difference of opinion with others, I am unable to declare openly.</td>
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<tr>
<td>57</td>
<td>Even if I wish, I am unable to say ‘no’ to others.</td>
<td></td>
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</tr>
<tr>
<td>58</td>
<td>I can easily convey my ideas to others.</td>
<td></td>
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</tr>
<tr>
<td>59</td>
<td>Others think I lack this skill of establishing my opinion/ talents.</td>
<td></td>
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<tr>
<td>60</td>
<td>I am not able to fight for my rights.</td>
<td></td>
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</tr>
<tr>
<td>61</td>
<td>I prefer to search the parents of a crying child than to attend an important or crucial work.</td>
<td></td>
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<tr>
<td>62</td>
<td>I worry for other’s problems.</td>
<td></td>
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</tr>
<tr>
<td>63</td>
<td>I respect the feelings of others.</td>
<td></td>
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</tr>
<tr>
<td>64</td>
<td>Unable to witness others’ sufferings.</td>
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<tr>
<td>65</td>
<td>I avoid hurting others feelings.</td>
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</tr>
</tbody>
</table>

4.5 **Values enlisted in the constitution.**

In the school period, each one has to absorb the values, organize the and follow in life. With this objective in mind NCERT, has published the values. Students must receive values along with cognitive & affective learning. So, it is necessary for the teacher trainees to transfer these values.
1) Abstinence
2) Appreciation of cultural values of others.
3) Anti-untouchability.
4) Citizenship.
5) Consideration for others.
6) Concern for others.
7) Co-operation.
8) Cleanliness.
9) Compassion.
10) Common cause.
11) Common good.
12) Courage.
13) Courtesy.
14) Curiosity.
15) Democratic decision making.
16) Determination.
17) Devotion.
18) Dignity of the individual.
19) Dignity of manual work.
20) Duty.
21) Discipline.
22) Endurance.
23) Equality.
24) Friendship.
25) Faithfulness.
26) Fellow-feeling.
27) Freedom.
28) Forward look.
29) Forgiveness.
30) Good manners.
31) Gratitude.
32) Gentlemanliness.
33) Honesty.
34) Helpfulness.
35) Humanism.
36) Hygienic living.
37) Initiative.
38) Integrity.
39) Justice.
40) Kindness.
41) Kindness to animals.
42) Leadership.
43) National unity.
44) Loyalty to duty.
45) National consciousness.
46) Non-violence.
47) National integration.
48) Obedience.
49) Peace.
50) Proper utilization of time.
51) Punctuality.
52) Patriotism.
53) Quest for knowledge.
54) Purity.
55) Resourcefulness.
56) Regularity.
57) Respect for others.
58) Reverence for old age.
59) Sincerity.
60) Simple living.
61) Social justice.
62) Self discipline.
63) Self help.
64) Self respect.
65) Self confidence.
66) Self support.
67) Self study.
68) Self reliance .
69) Self control.
70) Self restraint.
71) Social service.
72) Solidarity of mankind.
73) Sense of social responsibility.
74) Sense of discrimination between good and bad.
75) Socialism.
76) Sympathy.
77) Secularism and respect for all religions.
78) Spirit of enquiry.
79) Team work.
80) Team spirit.
81) Truthfulness.
82) Tolerance.
83) Universal truth.
84) Universal love.
85) Value for national and civic property.

1. Cognitive Domain:

Children develop Cognitive skill by seeing, hearing, reading. Children read stories, watch programmes. They should be able to understand differentiate between bad and good by developing their Cognitive learning.

Ø Cleanliness
Ø Cause finding
Ø Will power
Ø Interest in knowledge
Ø Decision making
Ø Discipline
Ø Perfection
Ø Long term perceptive
An intelligent boy:

Once there lived a king who loved all his subjects very much. He takes cares of the welfare of the village. He takes decision after analysing it in all possible ways. One day in the early morning, the king came to the balcony to see his subjects. He saw a small boy standing in front of him. Immediately on seeing the small boy he had injured in his head. The king was scared of the boy; He considered on him to be a bad omen. So the king thought that this might pose many difficulties and problems to the people. Then he ordered the soldiers to bring him to the palace. The boy had good characters; He had good habits, will power, courage, self-discipline and long term perspective. He had the capacity to differentiate between good & bad. Then the boy was brought to the palace. The king explained the entire incident to the boy and his plan of hanging him. The boy answered the king very politely and obediently, "o! King ! By seeing my face you have only injured your head; whereas by looking at your face in the morning, I am going to be hanged. Who is the real bad omen now ? every one in the palace realized the mistake of the king and so the king. He appreciated his presence of mind, blent and withdrew his order. The values which are prevalent in this story can be adapted by the learners.

2. Affective domain:

1. Omitting  
2. Appreciate other’s qualities  
3. Oppose untouchability  
4. Generosity  
5. Kindness to others  
6. Pity  
7. Appreciable act  
8. Firmness  
9. Theist

18. Gratitude  
19. Honesty  
20. Helping others  
21. Humanity  
22. Good behaviour  
23. Affection  
24. Kindness to animal  
25. Obedience  
26. Patriotism

35. Respecting elderly people  
36. Adherence  
37. Social justice  
38. Self justice  
39. Self respect  
40. Self-independence  
41. Modesty  
42. Service mentality  
43. Human unity
10. Individual development  
11. Equality  
12. Friendship  
13. Truthfulness  
14. Integrity  
15. Independence  
16. Forgiveness  
17. Good citizen  
27. National Integrity  
28. Ahimsa  
29. National integration  
30. Patience  
31. Patriotism  
32. Perseverance  
33. Stability  
34. Respecting  
35. Social responsibility  
36. Sacrifice  
37. Compassion  
38. Brother hood  
39. Loving all religion  
40. Tolerance  
41. Universal truth  
42. Social welfare  

To see God in all things is Pantheism. Vallalar, a Spiritualist Yogi, expressed his sympathy at the pathetic condition of the grains without water. This is not an emotional outburst. This is the result of sixth sense which every one possesses. The following story of Sanjevagan also is based on cognitive and affective domain activities. His activities guided with knowledge and intelligence helped him to save his father’s life. When an emotion is controlled and guided by cognitive activities, a sense of satisfaction, happiness, success can be achieved in one’s work. So, the teacher trainees must bear in mind for their successful future in life.

**Care for elders:**

Analventhan, a king, ruled Sengazhukundram. His name conveys the meaning of Heat waves. Likewise his words and actions also denote the same. On one fine morning, he considered that the elders are a burden to the society and so he ordered them to be brought to one place. This sudden order of the king really disturbed his body guard Sanjevagan, who had an old father.

Sanjevagan did not want to lose his father and he did not have any other relation to live with. He wanted to put an end to his life. But his father prevented him from doing so. He suggested his son to hide him in his own house.

One day, a stranger met the king and informed him that there was a golden cup glowing under the sea. On hearing this, the king and his ministers wanted to see immediately. Sanjevagan disguised his father as a woman and they accompanied the King. It was a long and tiresome journey. So, all felt thirsty including the king. They could not find water to quench their thirst. They became tired. Sanjevagan’s father who was in disguise came to the rescue. He directed his son to take a cow for grazing that would trace out the source of water. Sanjevagan carried out the suggestions of his father and everything happened as he predicted. Every one could refresh oneself and the king praised his bodyguard for his wise act.

They continued their journey to the seashore. Suddenly, there was a sudden downpour and got
drenched in the rainwater. They took shelter in a nearby rest house. Every one felt cold. The king wanted someone to fetch fire from the nearby place and he ordered the soldiers. But none could bring it safely because of the rain. Sanjevagan’s father who watched this called his son. He suggested to his son to carry a pot filled with one fourth of sand by keeping it in a broad vessel. The pot to be covered with another pot. He advised him not to bring burning things but black hot Gangugal from which fire could be made. He asked him to place it in the sand pot. Sanjevagan followed his father’s instructions obediently. The king was surprised and appreciated him for his successful attempt.

Finally, they reached the sea shore. There they saw the glowing golden cup under the sea. Being attracted by the beauty of the cup, the king was ready to offer any thing to the one who could bring it safely. Again it was Sanjevagan’s father who was in disguise helped his son to get the cup. He told him that the cup was not under the sea and what people noticed was only the reflection of the cup which was placed in a nearby mountain.

It was a continuous success for Sanjevagan and the king could not believe his eyes. The king asked him the secret of his victory. Then the body guard politely revealed everything in detail. It was because of his experienced and old father he managed to fulfil the desires of the king and he must be allowed to live without being disturbed. Then, the king realized his mistake and withdrew his order. He also ordered that none should do any harm to elders.

Therefore, elderly people are to be respected and not to be neglected. They are to be cared by all sections of the society. (Pity, Compassion, Love, Humanity, Helping tendency are some of the values to be learnt.)

3. Psycho motor Domain

~ ~ ~ ! Not yet received from the Group ?

4.6. Value profile for trainees:

The aim of education is the manifestation of perfection in man, The training by which the current and expression of will are brought under control & become fruitful is called education. A teacher is one who promotes the students, resources and develops educational skills from the primary level to the university level. A teacher is a facilitator to develop the necessary basic human and social values through content and in practical situations. A teacher must be duty conscious, maintain dignity, follow discipline and must care for the growth of a society.

A teacher is trained to acquire the pedagogical knowledge to transfer the content knowledge successfully to the learners. Clear understanding of curriculum, teaching learning methods and approaches, students psychology, social expectations, values are provided in the training. To become
an efficient teacher, a trainee has to develop the skill of classroom management, school management, time management, organization, enquiry, framing questions, self-discipline and self-control.

4.7 SUMMARY:
General objectives and behavioural objectives of Benjamin Bloom are well defined in his Taxonomy. The ways of converting the general objectives into behavioural objective is also clearly explained.

Education which develops good attitude is called Value Education is extremely essential for the children, so that they become a responsible & good citizen of a country. It helps to create good values among the learners.

The aim of traditional method of value education insisted in the prevention of bad values. It functioned on basis of Negative control. The present system of Value education provides opportunities to correct the wrong values. The National Education Policy of 1986 have suggested some ideas to eliminate bad values among the students.

Thinking, Emotion and Activity are the three factors of Attitude. In this Thinking-Belief, Emotion-Values and the Activity –Readiness is mentioned. Our different attitude are installed among the children by adopting instruction.

Jack Mayor, S. Haein, Liprovedani have mentioned their definitions about Emotional Intelligence. Emotional intelligence is divided into four divisions.

Psychologists have stated values as attitude where as Sociologists defined values as Social behavior which means ‘Live together in Unity’. The values of a teacher trainee mentions about the thinking & feeling of the trainees about the teacher training Institution.
Assessment of learning and for learning

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**Introduction:**

We listen to songs, eat varieties of food & wear all types of dresses in our daily life. People came out with different types of comments like best, better, good, fair and bad etc., depending upon the quality of these things. They express their opinions & suggestions in different ways. Having a parameter in mind, we look at things, place, people & events and analyze the pros and cons, defects & research, analysis, measuring, calculating, weighing, numbering and grading are known as overall assessment. The objective of assessment is not only to know the quality but also to provide suggestions for improving the standard. These suggestions for enhancement of quality are known as Developmental activities.

**Meaning of assessment:**

Teaching learning activities take place in the school environment such as classroom, library, lab etc. the main aim of this educational environment is for quality education by teaching and learning. By
this approach the students should develop their skills, interests & knowledge. They also should inculcate the skill of decision making and problem solving in their daily life. They become the responsible citizens in future. So, the knowledge, skills, interest, attitude and personality of the students must be developed for their best future.

**Assessment-grade/ marks:**

The principles of education and the objectives of curriculum is to make all students secure 100% marks in their examination. But due to variations in the achievement skills of the students, the marks also vary from 0 to 100. There are so many common factors like social, economic and environment situations which affect these variations. At the same time it is also essential to identify the causes in the teaching learning aspect. The tool which helps to recognize the causes for the variations in the teaching learning level is known as assessment. The achievement level of each student is to be assessed in order to fill up the vacuum. Marks and grades are some of the measuring units in assessment. The educational standard or level of a student is assessed in the form of awarding marks.

**Assessment of learning:**

Assessment is used for promoting of a learner or to identify the achievement level for a long time. But assessment is also very useful to enhance one's learning level. When a student is assessed in his knowledge, skill and attitude, it helps him to compare his previous individual performance with the present. He also compares his level with the other students which enable to improve his learning capabilities.

Teaching and learning is interlinked. But teaching is essential for the completion of learning. When the teacher assesses the students, he should assess his teaching skills also. Assessment helps not only to evaluate the students but also the performance of the teacher. So assessment becomes an essential tool for both Teaching and Learning.

**5.2.1 Learning assessment plan:**

The learners as well as the teacher have a common target to attain. But their activities differ from each other. Assessment of learning explains the various activities performed by the teacher to attain his teaching objectives and the students their learning achievements. The learning assessment consists of teaching methods, teacher-student discussions, review, motivation and different types of
assessments.

In the above mentioned picture, there are four stages in the learning assessment circle.

5.2.2 Expansion of teaching learning assessment:

5.2.2.1. Stage-1
A teacher must be very clear in his teaching activities. He should state the teaching objectives explicitly and in an orderly manner.
Example: Teaching long vowels sounds. /i:/ eat, beat, cheat etc.,

5.2.2.2. Stage-2
The second stage needs evidence/ proof to evaluate the achievement skill of the learners. This can be tested by different methods. Example: Dictation method is applied by the teacher.

5.2.2.3. Stage-3
The teacher assesses the student's achievement skill by correcting the dictated words. Example: On this third stage consist of test and remedial measures.

5.2.2.4 Stage-4
If the teaching objective is attained by the students in the first three stages, the teacher decides the next teaching objective. So, it is learnt that assessment of learning enhances the teaching learning process. This is an attempt by the teacher to understand the achievement level of the students.
Uses of assessment of learning:-
- It helps in planning.
- It focuses on the students learning.
- It decides the classroom activities.
- It brings out the professional skills.
- It motivates the students.
- It paves way to attain the targets/goals.
- It paves way for self-evaluation.
- It serves as a parameter for the student's progress.

5.2.3 Definition for learning:
Assessment is the process of gathering the required information to make judgements for evaluation. It helps in grading the student's achievements. The aims and objectives of student's learning are assessed. This is called as ‘Assessment of learning’. Now-a-days the methods of assessment are undergoing changes.

5.2.4 Changes in the assessment methods:
- Not only tests the student’s knowledge, but also tests the different stages of personality like skill, attitude, interest and behavior.
- Multiple use of testing tools.
- Integrated assessment of knowledge, skill and attitude which caused behavioural changes among the students.

5.2.5. Assessment activities:
- Classroom (teaching-learning) questions.
- Homework.
- Teaching methods are tested by the learner’s achievement test.
- Using of assessment outcome for curriculum discussion.
- Conducting of weekly and monthly assessments.
- Make use of student groups for teaching & learning.
- Conducting of diagnostic tests.
- Awareness of the student’s performance.
- Self-evaluation helps students to know/their interest, attitude and achievement.
- Submitting of children’s achievement report to the parents.
- Parent’s involvement in assessment activities.
5.3.2 Formative evaluation:

Formative evaluation includes several activities like students learning, discussion, quiz programmes etc., these activities are performed to evaluate students achievement in different situation & in different stages during teaching learning. It is used to improve instruction & learning & to keep both students and teacher aware of the course objectives & the students progress in achieving these objectives. It serves as an enhancement tools for both teacher & students. This evaluation gives more importance to the strengths & drawbacks of teaching than measuring the quality. The evaluation may be formal, informal or incidental. The aim of evaluation is to measure the outcome of teaching & learning & its uses.

5.3. Assessment for learning:

5.3.1. Types of assessment:

Assessment helps to know the level of achievement in learning.

There are two types of assessments

1. Formative evaluation.
2. Summative evaluation.

Example: A hunter shoots arrows many times. It is important to note that after how many attempts, he achieved the target correctly. Likewise we can find how many times he missed his aim and how for it deviated from the target. Similarly, the number of attempts (trail, error) made by the students to attain the goal in learning is also watched closely. The teacher notes down the types of mistakes done by the students and tries to eliminate them.

5.3.3 Summative evaluation:

Summative evaluation helps to measure the learning achievements by the students. It evaluates the student’s knowledge, skills, attitude and behavior. It determines the learning objectives before students begin their learning. Summative assessment is used to find out whether the students have attained their learning objectives. It is tested at the end of a unit or term or year. The evaluation helps to analyse the strengths and drawbacks of the teaching learning activities. Evaluation is useful for the teacher to revise the teaching activities and to analyse the learning outcome of the students.

These two evaluations help to analyse the causes for the growth as well as the decrease in the teaching learning process. Summative evaluation supports in grading and report making. It exhibits
the quality or standard of education.

5.3.4 Assessment - a view:

The term ‘Assessment’ raises the following questions in our mind.

- What to be assessed?
- Why to be assessed?
- How to be assessed?
- Where to be assessed?
- Whom to be assessed?
- Who assesses?
- When to be assessed?

As already mentioned the aim of education is to develop the all round personality. The holistic development includes gradual physical growth and development and spiritual development. Without taking these into consideration, the examinations are conducted to test the knowledge skill of the learners.
<table>
<thead>
<tr>
<th>Sl. no</th>
<th>Aim</th>
<th>Teaching method</th>
<th>Types of evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Knowledge</td>
<td>Hypothesis, Information, Practical</td>
<td>Observation, Reading, Thinking</td>
</tr>
<tr>
<td>2</td>
<td>Skill: writing speaking drawing</td>
<td>Observation Imitation practise Knowing</td>
<td>Practicals.</td>
</tr>
<tr>
<td>3</td>
<td>Behaviour: Personality, Attitude, Values.</td>
<td>Observation Imitation</td>
<td>Diary, observations.</td>
</tr>
</tbody>
</table>

**5.3.5 Tools for assessment:**

The area of testing is decided by the teacher. The tools for assessment is prepared after listing out the expected outcome and achievement level of the learners by converting the content of the lesson as the testing unit from the curriculum.

1. Diary
2. Observation
3. Rating scale
4. Questionnaire
5. Attitude scale

**5.3.6 Needs for assessment - How? Where? Whom? When?**

1. To test the student's achievement level.
2. To judge the students personality.
3. Preparation of learner's report for Parents and Authorities.
4. To evaluate the teaching skills.
5. To strengthen the standard of the school.
6. To know the future needs.
7. Remedial measures.
8. Recruitments.
9. To conduct competitive exams.
10. Selection for higher studies.

**How to assess?**

To evaluate the knowledge domain, written test or oral test is conducted.

The result (marks) of a standardized question paper reveals the students learning.
But skills and behavior should not be assessed by written test. So, the assessment methods are based on

1. Students condition  2. Subject  3. Time  4. Intention

These assessments are broadly divided into two categories.

**Evaluation**

- Quantitative assessment
- Qualitative assessment

Qualitative assessment is done in three stages. They are

<table>
<thead>
<tr>
<th>I. Behavior oriented assessment</th>
<th>Testing procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Health</td>
<td>Diary</td>
</tr>
<tr>
<td>2. Discipline</td>
<td>Observation</td>
</tr>
<tr>
<td>3. Punctuality</td>
<td>Rating scale</td>
</tr>
<tr>
<td>4. Helping tendency</td>
<td>Questionnaire</td>
</tr>
<tr>
<td>5. Work</td>
<td>Interview</td>
</tr>
<tr>
<td>6. Developing attitude</td>
<td>Attitude scale</td>
</tr>
<tr>
<td>7. Self-control</td>
<td>Interest inventory</td>
</tr>
<tr>
<td>8. Social needs</td>
<td></td>
</tr>
<tr>
<td>9. Values</td>
<td></td>
</tr>
</tbody>
</table>

ii Aptitude based assessment:

| 1. Art                          | Observation                      |
| 2. Literature                  | Aptitude scale                   |
| 3. Music                       | Interest inventory               |
| 4. Drama etc.,                 |                                  |

iii Psycho-motor assessment:

| 1. Physical development         | Medical checkup                  |
| 2. Physical exercise            | Competitions Sports              |

**Where to assess?**

Generally assessment is done in the school and in the classrooms. But skills, personality can be assessed at all places and at all times.
Who assess whom?

2. Peer evaluation: Classmates assess one another.
3. Teacher assessment: This is a conventional method.
4. Parent assessment: Parents are involved in assessment.
5. Government institutions: Government organizations assess at the end of the year or at important stages.

We can’t assess the above mentioned on the basis of quantitative assessment.
We can’t assess the helping tendency of the students through marks.
Assessment can be done through stages of rating.

Example:

A: Student who helps others at all times and in all places.
B: Student helps voluntarily only for his known people.
C: Student who helps only when someone approaches him.
D: Student helps half-heartedly after finishing his personal work.
E: Student who has no helping tendency.

Based on the above scale the behavior of the students are assessed and fixed in different scales. This type of assessment is called qualitative analysis.

When to assess?

Assessment may take at all times. Assessment can be done before teaching, during teaching and after teaching or at the end of a unit or term or at the end of the year.

5.4. Measurable learning outcomes:

Learning is one of the behavioural changes of the learner. The change may take place in any one of the below mentioned.

(i) Knowledge
(ii) Skill
(iii) Attitude
(iv) Behavior.

The aim of education is to mould the character of a learner to produce good citizens of a country. But now-a-days the evaluation tests only the knowledge domain and mostly it tests only the memory skill of the learner. This is the reason why a student who possess the first class mark is not able to write a leave letter without errors. Even a best science graduate remains unemployed because
of this. Therefore, all the personality related aspects are to be measured in a test to produce good citizens to the society. Let us see how all the four divisions are assessed.

5.4.1 Knowledge:

Knowledge stimulates students to think; to do research and helps in problem solving. Knowledge makes life fruitful.

5.4.2 Skill:

Skill development and physical development takes place during the school stages. In this stage, the following skill of

- Listening
- Reading
- Speaking
- Writing
- Discussing
- Drawing
- Experimenting
- Handwriting
- Learning of maths

are attained by the students. The below mentioned activities help the learners to attain the skills.

- Observation
- Imitation
- Manipulation
- Precision
- Articulation
- Naturalization.

For example: Speaking in English is a skill. First, the students observe the pronunciation, vocabulary, learning style of the teachers and their classmates. Observation alone does not help the learner to master the skill. Then, the student should imitate and speak in English whenever necessary.

To be fluent in English, the students should overcome wrong pronunciation, avoid errors in sentences when they speak English. Practice is the only way to learn and speak the language very fluently. The following method will help us to assess the skill of speaking.

The measurable achievement level is designed by the teacher with the allotment of marks
for different units like pronunciation. Inotation, pause, stress, style etc., The fluency is tested by making a student read a passage from the book or a dialogue is practiced by students in the class.

The teacher decides the marks to be given for each part. Based on the level of attainment of the student, the student should be encouraged by the teacher to develop further. Students are grouped according to their levels of achievement and more practice is given to strengthen the various skills.

Students who attained the achievement level are made to guide the other learners. The teacher himself may guide the students to develop the skill of speaking by monitoring their activities.

5.4.3. Attitude:

A man of knowledge and skill will be of no use to the society if he does not possess positive attitude. This positive attitude is to be inculcated among the learners in the school level. There are 3 E’s responsible in the formation & development of ‘Attitude’.

They are:

- Environment
- Experience and
- Education

Children come to school from different family background and locality. These two factors influence the learners very much. The teacher has no right to control or alter or have a say on these factors. But he can still install the positive attitude in the minds of the learners by providing rich learning experiences and quality education to them.

EXAMPLE: We can develop the concept of ‘Indianas’ through stories, songs and dramas. The teacher should be a role model for the learners. Sensitive issues like religion & caste are not to be discuss in the classroom. The sacrifices of our national leaders are highlighted. No discrimination is to be shown in the name of caste & religion to the children & their feelings are to be respected not to be teased. All children are treated equally without any disparity.

How to assess the growth of positive attitude is discussed below. It is essential in everyone’s life. The students who do not possess the positive attitude become the unwanted elements in the society in future. So it is the duty of the teacher to develop positive attitude among the students in the school. How to test the growth of positive attitude? The positive attitude can be measured through

- Observation
- Conservation
- Check list
- Reflective log,

5.4.4. Behavior:
One of the aims of education is to develop good behavior among the students. But this behavior is found lacking among the educated class in the present time. So, many educationists begin to think that the present system of education failed to develop behavior among the learners. This behavior formation is to be rightly developed only in the school level and it can not be trained at any other stage. So it is very clear that apart from the parents, the teachers have more responsibility in inculcating moral values among the students. He should be a coach and a role model to the students for the “Development of Behavior”

5.4.4.1 Types of evaluating the behavior:

- Check list
- Grade list
- Biography
- Diary
- Interview
- Observation
- Peer note

“Behavior measurement tool” to find out the behavior of a student in group activity:

<table>
<thead>
<tr>
<th>S.NO</th>
<th>QUALITY</th>
<th>ALWAYS</th>
<th>MOSTLY</th>
<th>OCCASIONALLY</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Co-operates with the group.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Talks only if necessary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Carefully in finishing his activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Understands his responsibility.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Not waiting for others stimulation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Working hard for his group success.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Voluntarily accepting the leadership.</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>Obeying leaders suggestions.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Doing activities to everyone’s liking in the group.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Work responsibility.</td>
<td></td>
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</tbody>
</table>

While evaluating knowledge, skill, attitude and behavior, the teacher should plan for the different stages of assessment.

5.5.1 Stages of assessment:

The assessment is planned by the teacher, tested, analyzed before preparing a report. This assessment must be useful to
1) Student
2) Parent
3) Principal and
4) Officers

**Stages of assessment:**

**Stage 1: goal setting**
1) Cognitive-curriculum analysis.
2) Affective- achievement level.
3) Psycho-motor.

**Stage 2: Preparatory stage**
1) Blue print preparation.
2) Selection of questions.
3) Question paper preparation &
4) Verification.

**Stage 3: Development stage:**
1) Answer preparation
2) Hints & instruction to the students.
3) Verification of materials with other teachers.

**Stage 4: Implementation stage:**
1) Suitable and peaceful environment.
2) Time specification.
3) Effective inspection.
4) Immediate assessment.

**Stage 5: analysis and report preparation:**
1) Mark analysis
2) Report submission to students, parents & officers.

**5.5.2 Planning:**

“Well planned activity will be well executed”. The above mentioned table explains the five stages of assessment.

**5.5.2.1 Stage 1: Goal setting**

The student's holistic personality consists of cognitive,

- Skill,
- Attitude,
- Behavior
Bloom and his researchers have divided the same under three domains.

(i) Cognitive  
(ii) Affective and  
(iii) Psychomotor.

The method of examination, the tools and the time duration changes according to the testing field. So, the teacher must be clear about the purpose of assessment before the examination. For example: To check the knowledge level in physics, the following question can be framed.

Which doesn’t penetrate through vaccum among the following?

- Light
- Sound
- Electric field
- Magnetic field

Likewise, an English teacher can conduct oral test, instead of written test, to check the speaking skill of a student.

5.5.2.2 Stage-2 Preparation stage:

This stage is considered to be a very important stage. It’s no exaggeration to say that the success of evaluation lies in this preparation stage. The curriculum is analysed, the achievements to be tested are enlisted and the blueprint for the question paper is designed.

The following basic things are to be considered in this preparation stage:

- Objectives in the ‘knowledge’ level is enlisted and the field is selected to test the achievements
- In the selected field almost all the subdivision are to be tested
- All types of questions are to be included
- Time duration for the examination and the marks are to be decided
- All the questions are equally distributed in an orderly manner

The questions are selected to test the achievement level of the learners after blueprint preparations. The selected questions are compiled and the question is to be designed.

5.5.2.3 Stage-3 Development stage:

Do’s of the teacher after designing the question paper.

- Each question is written in a separate card.
Then the questions are neatly arranged.
The rules and regulations are defined.
It is important to prepare 'key' for the question paper.
The question paper is to be reviewed by the teacher.
To enhance the quality of the question paper, the suggestions of the co-teachers can be sought by distributing them.

5.5.2.4 Implementation stage:
- A peaceful & a comfortable environment is essential during examination.
- If the examination instructions are given in the written form it would reach every examinee equally.
- Strict supervision during examination is to be observed.

5.5.2.5 Analysis and report:
Evaluation helps as to know the benefits of examination. The mark list is prepared after evaluating the answer papers. Analysis is done from the mark list because it is extremely essential.
- Highest mark
- Lowest mark
- Average mark
- The pupil who attained the achievement level.
- Non-achievers
- Comparing pupils marks with his previous performance
- Student’s incomprehensible concepts.
- Diagnosing the problems.
- Activity of the teacher in a particular topic.
- Causes for the poor performance of students.

Report can be prepared after analysing in all these angles. The report is separately submitted to the parents and the headmaster. He can discuss about the students performance individually to enhance the students standard of education. Though 'Report' is the last stage in assessment, it plays a predominant role not only in the enhancement of learning but also in improving the skill of teaching. So, this stages undoubtedly an important stage. The assessment tests are to be conducted simultaneously along with the teaching learning process for a steady and vertical growth of education.

5.5.3 problem solving:
What is a problem?

One who faces hurdles and hindrance before attaining one’s goal is called a problem. If there exists no doubts, interruptions hindrances, problems do not arise. There is no necessity for analyses. In case of any doubts, interruptions and hindrances, there are some steps available to solve the problems.

1) Understanding the necessity of problem solving and the nature of the problem.
2) Compiling of problem solving information or identification of the nature of problem in different angles.
3) Formations of hypotheses for future problems are creating solutions for problems.
4) Verification and selection of hypotheses or attempt to solve problems by applying correct hypotheses.
5) Implementing the selected hypotheses to solve problems.

**Problem solving-example:**

The student noticed that is book was missing in his room. His problem is to find out the book. Now in order to solve his problem, he recollects the previous incidents. When did he see the book lost? Did he give it to his friend? When did he take his book to school? Did any of his friends visit his room?

From these questions he creates a few hypotheses.

(i) The book would have been lost in the school.
(ii) His friend would have borrowed his book (or) his friend might have taken the book without his permission.

Then he verifies all his hypotheses one by one. He never used to carry his book outside. He neither lends nor borrows books. Finally he verifies the last hypotheses. He remembered that he was reading the book last evening in his room. When he was reading his friend visited the room and had a chat with him. When he was recalling these incidents he came to the conclusion that his friend might have carried his book. Immediately, when he visited his friend’s room and found his book on the table.

Discuss whether different stages are involved in solving the problems in the above example.

When evaluating the learning/learning achievement, student’s knowledge, attitude and behaviour are also evaluated. Sometimes, this evaluation will not reveal the oral knowledge level of the students. Are they able to apply their knowledge in practical situations? This has to be analysed. Constructivism gives importance to knowledge & skill to solve problems in real life situations. Many children score high marks in written and practical exam in the classroom situations. But they do not use their knowledge and skills in real life situation. The student who had scored high marks in English is unable to write or speak in English fluently. Similarly, the student who studied electricity and scored high marks is unable
to fix the battery call in the clock/ radio.

Today's evaluation method must fill the gap between classroom and real life situation. If this is fulfilled, the schools can claim that they have achieved the objectives of curriculum. It is to be taken into account whether the evaluation methods really test the learner's knowledge & skill in solving his problems in real life.

**Progress Report:**

The objectives of the test are to be clearly stated while preparing the progress report.

The aims and the purpose of conducting the tests and evaluation must be vividly defined.

The tested lessons skills, (knowledge, understanding & applications) the type of tests (formative and summative or diagnostic) must be explained in the report.

The report states whether the test is subjective or objective based. It is to be mentioned in the report whether the test is conducted by the class teacher or by government- aided institution or by the government. By whom and for whom the test is conducted is also mentioned clearly in the report. The result of the evaluation must be recorded explicitly and accurately. The benefits of evaluation for student’s progress are included in the report. The final objective of the report includes counseling to enhance the achievement level of the students.

Teaching and assessment is a continuous process. A test reveals the progress of the learners and also the teaching skill of the teacher. If learning does not take place in a classroom teaching, all the activities done by the teacher becomes meaningless. So, assessment is a measuring tool for teaching. It brings out necessary changes in teaching methods and serves as a guide to the teacher. Assessment is for teaching but teaching is not for assessment. Therefore a classroom assessment used for of learning and assessment for learning. Teaching without continuous assessment and the assessment which does not enhance teaching will be of no use to the progress of the students.

**5.5 Tests for assessment:**

Education prepares the students to lead a useful and meaningful life. Test is a constructive assessment to identify how education has reached the learners successfully. So, the test must assess the holistic development skill of a student or it must fulfill the objectives of education. The reading skill is tested by making a student need a lesson.

Tests and assessments must be a standard and should enhance learning. Tests should assess the student’s learning achievement and point out the achievement levels of the students. It is similar to summative evaluation. Assessment of learning deals with the student’s continuous progress, identification and understanding of learning needs & providing appropriate field for learning. Awarding of marks to the learners reveal their achievement level, their rank & state of learning. How
the students achieve the learning targets can be known by teacher & students.

Assessment of learning reflects many things. The learning style, interaction between the student & the teacher, self introspection of the teacher and the student & motivation are the fields of assessment. The teacher plans teaching activities and the learning environment where as the students must involve in the assessment of learning. The teacher also assesses the student’s level of understanding and assists to move to the next level of learning objective.

**Assessment of learning:**
- Assessment of learning is a part of assessing the learning activities.
- It gives importance to students learning.
- It becomes an important aspect in the classroom activity.
- It is a key factor in enhancing the teacher’s professional skill.
- It is accurate and constructive.
- It develops student’s motivation.
- It makes the students understand the learning targets.
- It helps the learners to enhance their learning.
- It develops the skill of self-evaluation.

**5.6.1. Classroom conservation:**

Classroom conservation provides opportunities to the students to think and reply to the questions of the teacher. As the students actively participate in the classroom conservation, the teacher comes to know about their prior knowledge. Then the teacher finds it easy to fulfill the learning needs of the student. The classroom conservation (question- conservation –answer) strengthens learning.

**5.6.2. Marks/ comments:**

Assessment of learning insists on comments for the tests and assignments than awarding marks to them. The comments must guide the students to correct and develop themselves. So, the teacher must be careful in his comments & he should record it to in the answer sheet or in the assignments.

**5.6.3. Peer and self-assessment:**

Self-assessment is essential for learning. This helps the students to understand the learning objectives clearly. To achieve these objectives the students are able to plan properly. So, the criteria for the assessment of learning objectives must be clearly mentioned. Peer-assessment in the best stimulant for self-assessment. Students get more opportunities to enhance their level of learning through these assessments.
5.6.4 Role of teacher and students:

A teacher is not a translator of a lesson or a messenger of information. He serves as a group leader to analyse and improve student's learning. He shows way for thin active participation in their learning process. The students are not mere receives of information in the classroom. The assessment of learning helps them to become fast learners. They become responsible for their learning. So, the assessment of learning is to be restructured and new techniques and approaches are to be developed by the teacher. Assessment of learning integrates teaching & tests. As it brings changes in the learning, the validity of assessment increases.

5.6.5 Types of tests

Tests also assist the learners to solve problems in their practical life. It helps to think, to search for information, to gather information, to use the information, effectively to solve the problems. Standardized test, questionnaire and rating scale are some of the testing methods. Tests play a predominant role in assessment. There are three types. They are

(i) Oral test
(ii) Written test
(iii) Practical test

5.6.5.1 Oral tests:

Oral test are used to assess the student's content knowledge, in the classroom. It helps to assess the continuous performance of the learners and attract the attention of the students. Oral tests, questions clear the doubts of the learners and help them to progress in their learning.

Oral tests are more economical than written tests. The knowledge gained though educational tour and educational movies can be easily & effectively assessed by oral tests. According to the principles of constructivism, the oral questions help to assess the learners in their learning environment. These oral questions provide chances for multiple answers or solutions to the questions. This is one of the salient & special features of oral tests.

5.6.5.2 Written tests:

Students answer the questions in written script. They answer the written tests with the help of writing materials. The teacher awards for the correct answers. These tests provide opportunities for learners to test their memory skills and improve their thinking abilities.

5.6.5.3 Practical examination:

The students use scientific tools to test their taught contents in the practical examination. Points to ponder while designing the evaluation activities:
• Each activity must well define competencies/objectives.
• The activities must be simple and clear in understanding.
• Sufficient number of learning equipments/tools must be provided to the individual.
• The notes/hints given to perform the practical activities should be easily understandable.
• All students must be involved in group activities. Participation of students and time oriented experiments are the bases for designing activities.

In the higher level practical examination, student’s TLM handling skill, observation skill, and skills of analysis are to be evaluated.

5.7. Question types:

There are two types of questions. They are
1) Objective type question.
2) Subjective type question.

The answers can be broadly categorized under these two types of questions.

5.7.1. Objective type:

The objective types of questions are specific with only one answer and the construction of test does not depend on the whims and fancies of the tester. Even if it is valued by more than one examiner the marks do not vary. Reliability will be more in these types of tests. Evaluation of the objectives type questions is very easy and many number of questions can be prepared from a unit or a lesson covering it completely.

5.7.2 Subjective type:

A subjective test tests the students skill based on the criteria developed subjectively. This type of questions gives opportunities to express student’s feelings and thoughts. It gives complete freedom to the learners to express their ideas. It is very difficult to assess this test because of no specific answer. So reliability and acceptability is very less. Based on the nature of answers, the question types are divided into two types.

They are: (i) selection type and (ii) supply type.

5.7.2.1 selection type question:

In the selection type question, only one correct answer is provided. The factual information is tested in this type. The selection type question has the properties of objectivity, reliability and validity. There are many types of questions in the selection type.
They are:

1) Multiple choice
2) True or false
3) Match
4) Classification

a) Multiple choice questions:

In a multiple choice question, the correct answer is mingled with many other wrong answers. From this the correct answer is to be selected. Though the other answers may look correct but they are called distractors.

It is very difficult to frame multiple choice questions giving correct distracters increases the objectives of this type. It does not test the understanding skill of students. It is very difficult to assess the higher order skills of Bloom’s Taxonomy.

(b) True - False:

The student has to judge whether the given statement is true or false. Either ‘true’ or ‘false’ is to be correctly selected. Preparation and assessment of this type of questions are very easy for the teacher. It gives opportunity to the students to answer 50%. The draw back of this type is that a student without any preparation is likely to pass this test. In this type, the higher order skills of a student can not be tested. Still, this type is accepted in the primary level.

(c) Matching:

Two sets of items set to enable the testees to match them properly. Matching helps to test the knowledge skill of the learners. It brings out the recapitulation skill level of the learners. It also tests the factual information and its relationships. Preparation of question paper of this type is very easy. Matching loses item independence because of its cluster approach. In matching more answers are to be provided than the questions.

(d) Classification:

Classification type contains words or phrases or sentences. The answers are to be arranged by identifying the properties of the given questions.

Designing and assessing of this type is easy. This type helps to evaluate the factual information and relationships. It is more useful to classify the factual information. But the skills of higher order can not be assessed.

Selection type is used to measure the different learning outcomes of the student. By restricting the examinees, selection type increases the objective type of questions in a test. So, selection type questions are very famous.
5.7.2.2 Supply type question:

Supply type question test helps to overcome the demerits of the selection type test. It gives chances to the examinees to answer questions in different ways. The higher level skills can be tested by using supply test questions. Supply type depends on the whims and fancies of the examiner.

There are many types of questions in the supply type. They are

1. Fill in the blanks.
2. Short answer
3. Cloze test
4. Essay type

(1) Fill in the blanks: This question requires one word or phrase or a symbols to make the sentence a complete and a meaningful answer. This type is used to know the factual knowledge. There are a very few opportunities for guess work. It is easy to prepare question for test. But the higher order skills can not be tested. There are chances for the examinees to give inappropriate answer. Example:

Fill in the blanks:
1) ____________ Planets are there in our earth.
2) ____________ our national bird.

(2) Short answer question:
The answer for the short question consists of few phrases. Short answer question is used to find the factual knowledge. It can be easily designed. Complicated higher order skills cannot be measured by using this method. There are possibilities for the learners to provide inappropriate answers in this type.

Example:
1) State any two traffic rules,
2) Write two important functions of panchayate union.

(3) Cloze test:

Cloze test requires the ability to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted passages of a text. In the given paragraph every fifth word or each of a specified grammatical item is removed. The examinees have to supply the missing items. The students may fill up with the correct word or a similar word (synonym). It is easy to design cloze test. It tests the student’s vocabulary and understanding skill.

Example:
A farmer had three sons. The farmer was rich and had many fields, but his sons were lazy. When the farmer was in death-bed, he called his three sons. I have left you treasure which will make you rich he told them. “But all must dig in all the fields to find the place where the treasure is buried.”

After the old man died, the three sons went out into the fields and began to dig. “I’ll be the first to find the place where the treasure is buried” cried the eldest son. “That’s the field where our father put the treasure,” said another son. The three sons dug all the fields for several years, but they found no treasure. However, many vegetables grew in the fields where the sons had dug. The vegetables made them very rich.

Answer:

A farmer had three sons. The farmer was rich and has many fields, but his sons were lazy. When the farmer was in death-bed, he called three sons “I have left you treasure which will make you rich” he told them.” But all must dig in all the fields to find the place where the treasure is buried.”

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(5) Essay type question:

Essay type is ideally suited to find out the ability of the pupils in sustained writing. Students can organize their ideas into a cogent essay. Students have liberty to write the essay type question at any length. The essay type question helps to test the students higher order skills. Preparing this type of question is very easy for the examiner. The students creative and the critical competencies can be evaluated in this type. Student’s narrative skill, descriptive skill, paraphrasing ability, diction, style, paragraph presentation can be clearly assessed in this type. But valuation is difficult and it is not consistent.

Eg:(1) Art and culture during pandyas period. Explain .

(2) Explain the properties of chemical reaction.

Generally, the answers are organized in supply type. It includes both subjective and objective types. The higher order skills of the students like analysis & synthesis can be assessed only in the essay type question. So, this essay type question plays a predominant role in the assessment of learners.
5.8 Continuous and Comprehensive internal assessment:

The National Education Policy (1986) has not only framed the principles of teaching & learning, but also emphasized for a continuous and comprehensive internal assessment. The National Curriculum Framework (2005) welcomes a wider and comprehensive assessment. NCF (2005) paves way for the assessment of non-classroom achievement skills which are essential for the holistic personality of a child. Continuous and comprehensive internal assessment includes various teaching learning factors. It is different from the summative evaluation which is conducted after a unit or month or term. This continuous internal assessment is done during the teaching and learning process. It assesses the types of teaching and also the types of learning. Comprehensive internal assessment is not only testing the usual (cognitive domain) content based achievement skills. The cognitive learning of a child is not to be tested in a fearful and tension filled examination atmosphere. The child’s interest on the subject, attitude, scientific and social thoughts, arts, culture & physical education also reveal the cognitive skills. So, a comprehensive assessment must evaluate all the qualities of a learner.

5.8.1 Methods & records for continuous and comprehensive learning:

In the examination, students answer the questions to show their learning achievements. The teacher assesses the answer papers and the achievements of the students are awarded in marks. In the continuous and comprehensive assessment method, the teacher can assess all the skills of the learner by observation, interaction and continuous supervision. Consolidated record, observation record, attendance register, mark list record, internal assessment record help the teacher to assess the learner continuously. The teacher can register the learning skills/ abilities by supervision & observation.

(I) Cognitive domain

<table>
<thead>
<tr>
<th>Skills</th>
<th>Assessment method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>Written test, oral test,</td>
</tr>
<tr>
<td>Understanding</td>
<td>Practical examination.</td>
</tr>
<tr>
<td>Application</td>
<td></td>
</tr>
</tbody>
</table>

(II) Affective domain

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Assessment method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuality</td>
<td>Observation &amp; supervision of</td>
</tr>
<tr>
<td>Cleanliness/ beauty</td>
<td>behavioral outcome.</td>
</tr>
<tr>
<td>Emotional control</td>
<td></td>
</tr>
<tr>
<td>Leadership quality</td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td></td>
</tr>
<tr>
<td>Hard work</td>
<td></td>
</tr>
</tbody>
</table>
Tests/ experiments are not only methods to assess the learning skills. the teacher can analyse the behavior and activities of the learner through continuous observation and supervision to assess the holistic personality development of a child.

5.9. Diagnostic tests and remedial instruction:

Diagnostic test are conducted to find out the defects in the teaching and learning process. The teacher with his vast and rich experience conducts a diagnostic test by keeping in his mind the nature of errors committed by the learners in content related areas. The nature of defects and the different dimensions of the errors are identified by the teacher through this test. The teacher then measures the different levels of mistakes and he prepares new teaching strategies to eliminate the errors. Identification of defects and method of eliminating the errors is the objective of diagnostic test & remedial instruction.

It is conducted in a particular subject, to a particular standard of students in a particular learning skill by the particular teacher concerned to identify the defects. This test helps the teacher to know the learning level of the students after teaching a particular unit or lesson. The teacher identifies the errors committed by the individuals. It majority of students committed errors in a specific area, it is the responsibility of the teacher to restructure his teaching strategy and find out alternative teaching methods to eliminate the errors. Therefore, diagnostic test is a remedial measure for both teaching & learning.

Example for diagnostic test:

Many students face different types of problems while speaking and writing a language. The teacher identifies those students and their areas of problems. Remedial measures are undertaken by the teacher to overcome these hindrances. Causes for the problems and the areas of difficulty are
identified this test for different subjects like Tamil, English, Maths, Science, Social science.

5.9.1 Achievement test of students in learning- English:

Dictation test is given for the 5th std students. The dictated words and the words written by the students are given below.

<table>
<thead>
<tr>
<th>Dictated words</th>
<th>Students presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bottle</td>
<td>Botle</td>
</tr>
<tr>
<td>Calm</td>
<td>Kalm</td>
</tr>
<tr>
<td>Knife</td>
<td>Nife</td>
</tr>
</tbody>
</table>

Mistakes committed by the students while reading the English test:

Reading practice is given to the 6th, 7th and 8th standard students.

The following mistakes are found while reading the text.

<table>
<thead>
<tr>
<th>Word</th>
<th>Readed as</th>
</tr>
</thead>
<tbody>
<tr>
<td>'content'</td>
<td>cont'ent</td>
</tr>
<tr>
<td>'conduct'</td>
<td>cond'uct</td>
</tr>
</tbody>
</table>

Remedial teaching:

Students are practised with similar words like bottle, kettle, button, mutton etc., Words are presented in flash cards to strengthen the spellings. The different sounds produced by the letter ‘c’ is introduced to the learners

'c' --- ‘k’ /cat/
‘c’ --- ‘s’ /city/

The importance of stress and syllable is explained with different examples and reading practice is given to overcome this error.

5.9.2 Title in mathematics: Geometry

Areas of difficulty:

It is difficult to remember the properties of a triangle.

The properties of a triangle are wrongly used with some other shapes.

Remedial teaching:

Instead of tabulating the properties of a triangle directly, make the students do the shape with the help of papers. It may be helpful to use the properties in the correct place.

Example:

Instead of explaining “The sum of three angles of a triangle is 180 degree” as rule, we can make them draw 3 different triangles and measure their angles A, B, C. Then the different measures
are tabulated. With the help of the tabulation, they come to know that the sum of three angles of a triangle is 180 degree and this is applicable to all triangles.

Similarly, we can make them learn the other properties easily.

5.9.3 Science
Lesson: science- Botany. Title: Bio-diversity
Areas of difficulties:
Students do know to draw the structure of Riccia and note their parts.

Remedial teaching:
Pictorial representation method:
This strategy is used in group learning. A picture to all students can be given or some small pictures can be distributed to the group. For this, we may use the following methods.

- Give brief details (information) about the picture.
- Sentences are given about the picture.
- Give clue to write a paragraph.
- Provide few sentences to develop a story.
- Give ideas to develop conversation between the characters in the picture.

The students are explained to understand the concepts about the picture.

Example:
Fix the structure of Riccia on a flash card, and then apply the pictorial representation method. The life cycle of Riccia may also be explained.

5.9 Summary:
This chapter deals with the different types of assessments and the teacher assessment activities to enhance Teaching and Learning. Formative evaluation, summative evaluation, diagnostic test, assessment of learning and analysis of students learning achievements are discussed in this chapter. With the changes in the assessment methods, the student's personality skills can be evaluated.

It develops thinking attitude to the students Blue print preparation for question paper is already discussed in the previous lesson. Likewise, the student's achievement stages are also explained. The teachers must plan learning environment and activities for assessment. The classroom conversation & its importance, oral test, written test & practical tests and different types of question are clearly explained in this chapter. These activities improve the memory skill of the students and we come to know about their skill of language expression. The learning skill of the student is observed. Different type’s questions and its importance are discussed. These activities assist the students in
their learning activities.