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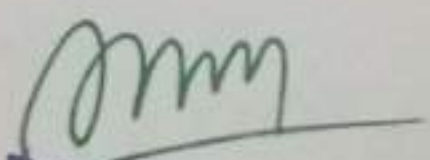
# Assignment On Pedagogy of Mathematics

Topic : Achievement test

Submitted by:

Gr. Athira



  
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# Achievement Test

\* Introduction

\* Functions of Achievement test

\* Steps involved in the construction of Achievement test.

1) Planning of the test

2) Preparation of a design for the test

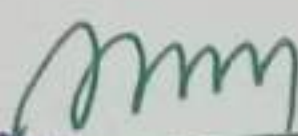
i) Weightage to objectives

ii) Weightage to content

iii) Weightage to form of question

iv) Weightage to difficulty level.



  
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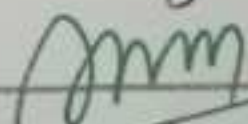
## Introduction

Every teacher wants to find out the progress made by his pupils in the subject he teaches. Achievement in a subject indicates the extent to which the learner has internalised the related learning material. Any test designed to assess the achievement in any subject with regard to a set of predetermined objectives is called an achievement test.

## Functions of Achievement test.

- \* They provide the basis for promotion to the next grade.
- \* They help to find out the achievement level of students at the beginning of a course.
- \* Achievement tests help in determine the placement of a student in a particular class.
- \* They serve as a motivation factor for the students before taking new assignment.



  
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## Steps involved in the construction of Achievement Test.

Major steps in constructing Achievement

Tests.

- (i) Planning a test
- (ii) Preparation of a design for the test
- (iii) Preparation of the blueprint
- (iv) Writing of items.

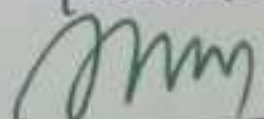
### 1. Planning of the test.

A test is meant to serve many essential and important purposes. Therefore, it should be well-planned and systematic. The first consideration which is of utmost importance is the intention with which the test is being given. The next step is to determine the maximum time, maximum marks and the nature of the test.

### 2. Preparation of a design for the test.

The objectives, content, forms of questions



  
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and the difficulty level of items are the most important factors to be considered in such a design.

### i) Weightage to Objectives

This indicates what objectives are to be tested and what weightage has to be given in each objective.

Sl.No	Objectives	Marks	Percentage
1	Knowledge	2	8
2	Understanding	7	28
3	Application	10	40
4	Skill	6	24
	Total	25	100

### ii) Weightage to Content

This indicates the various aspects of the content to be tested and the weightage given

Sl.No	Content	Marks	Percentage
1	Mensuration	10	40
2	Factorisation	7	28
3	Graphs	8	32
	Total		100



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### iii) Weightage to form of questions.

This indicates the forms of the items to be included in the test.

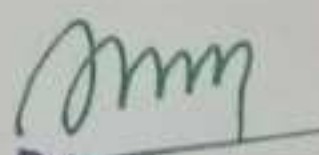
Sl. No	Form of questions	No. of questions	Marks	Percentage
1	Objective type	6	3	12
2	Short answer Type	7	14	56
3.	Essay Type	2	8	32
	Total	15	25	100.

### iv) Weightage to difficulty level.

Appropriate weightage should be given for different levels of difficulty of the items.

Sl. No	Difficulty level	Marks	Percentage
1	Easy questions	5	20
2	Average questions	14	56
3	Difficult questions	6	24
	Total	25	100.



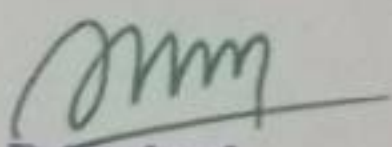
  
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## References:

1. Mathematics Education: Methodology of teaching and pedagogic analysis; Dr. K. Soman and Dr. K. Sivaraman (2008)
  2. Teaching of Mathematics; Sudhir Kumar and D.N. Ratnalikar (2006-2007)
  3. Teaching of Mathematics; Dr. S. Packiam (2015)
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## Lesson Plan

Name of the Teacher : M.V. Manjusha      Strength :  
School :      Duration : 45 minutes  
Subject : Science      Date :  
Topic : Digestive System

### General Objectives

The learner,

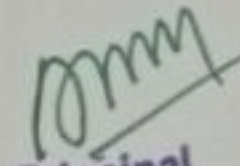
- ❖ Acquires knowledge about the structure of Human digestive system.
- ❖ Understands the structure and various organs involved in human digestive system.
- ❖ Develop skill in observing, drawing and labeling the human digestive organs.
- ❖ Applies knowledge in identifying various organs in human body.

### Specific Objectives :

The learner,

- ❖ Recalls the different system of human physiology.
- ❖ Recognises various organs involved in Digestive system.
- ❖ Identifies process of Digestion.
- ❖ Define the digestive process.



  
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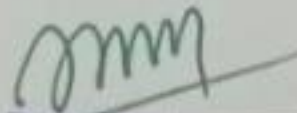
- ❖ Gives reason for the Importance of Digestion.
- ❖ Classifies the salivary gland.
- ❖ Infers the Function of stomach.
- ❖ Observes the structure and function of human digestive system.
- ❖ Draws the diagram of human Digestive organs.

Teaching aids :

- ❖ Chart showing the diagram of human digestive system.
- ❖ Booklet showing the types of salivary gland.
- ❖ Flashcard showing the diagram of pancreas.

Specification	Content	Learning Experience	Evaluation
Recalls	Muscular system, Skeletal system, Respiratory System, Integumentary System, Circulatory system etc.	The learner recalls the Muscular System, Skeletal System, Respiratory system, Integumentary System, Circulatory System etc.	What are the different systems in human body?
Define	Digestion is process of conversation of complex compounds like Carbohydrates, Proteins in to simpler molecules like glucose and amino acids.	The learner defines that digestion is the process of conversion of complex compounds like Carbohydrates, Proteins in	Define digestion?



  
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Classifies	Digestive system can be divided in to alimentary canal and the associated glands.	to simpler molecules like glucose and amino acids.  The learner classifies the digestive system can be divided in to alimentary canal and the associated glands.	
Recognizes	<b>Alimentary Canal</b> Alimentary canal is a coiled muscular tube extending from the mouth to the anus.	The learner recognizes Alimentary canal and the various organs involved in the alimentary for the digestion process.	What are the organs involved in the Alimentary Canal?
Classifies	Alimentary canal is arranged sequentially by a mouth, buccal cavity, Pharynx, Oesophagus, stomach, Small Intestine, Large Intestine, Vectum and Anus.		
Recognizes	<b>Mouth</b> Mouth opens in to the buccal cavity. The roof of the cavity is lined by the palate.	The learner recognizes that mouth opens in to the buccul cavity and the cavity is lined by the palate.	



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Recognizes	<b>Teeth</b> Adults have 32 teeth, 16 in each jaw. 4 incisors, 2 canines, 4 premolars and 6 molars in each jaw.	The learner recognizes adults have 32 teeth.	How many teeth has adults ?
Differentiate		The learner differentiate 32 teeth in 16 teeth in each jaw 4 incisors 2 canines 4 premolars and 6 molars in each jaw.	
Identifies	Teeth is made o a bone-like substance called dentine and covered with a layer. eg. Enamel.	The learner identifies that teeth is made of a bone-like substance called dentine and covered with a layer of enamel.	What is dentine ?
Recalls	<b>Tongue :</b> Small muscular organ responsible for the sense of taste.	The learner recalls that tongue is the responsible for the sense of taste.	
Recognizes	The upper surface of the tongue contains several papillae or sensory buds.	The learner recognizes that upper surface of the tongue contains several papillae or sensory buds.	



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Locates	<b>Salivary gland :</b> 3 pairs of salivary glands open in to the mouth they are parotid , sub-maxillary and sub-lingual.	The learner classifies salivary gland in to parotid, sub-maxillary and sub-lingual.	What are the types of salivary gland ?
Infers	<b>Pharynx</b> Pharynx found below the nose and mouth.	The learner locates that pharynx found below the nose and mouth.	Where the pharynx located ?
Identifies	<b>Oesophagus</b> It is musculo-membranous canal about 22cm length. It extends from pharynx to the stomach.	The learner Infers that pharynx is 11cm length.	Oesophagus _____ Cm in length ?
Recognises	<b>Stomach</b> Stomach is an important organ of digestion.	The learner identifies that oesophagus is musculo-membranous canal about 22cm length.	
Recognises	Stomach is a muscular sac found on the left side of the abdomen.	The learners recognizes that stomach is an important organ of digestion.  The learner recognizes that stomach is a muscular sac found on the	Where the stomach is



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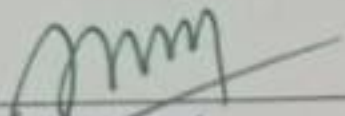
Classifies	Stomach is divided in to 3 regions : they are cardiac, fundus and the pylorus.	left side of the abdomen.  The learner classifies that Stomach is divided in to 3 regions : they are cardiac, fundus, pylorus.	located ?  What are the 3 regions of stomach ?
Identifies	Stomach secretes gastric juice.	The learner identifies that stomach secretes gastric juice.	Which organ secretes gastric juice ?
Classifies	Gastric juice contains Pepsin, Renin, Hydrochloric acid.	The learner classifies that Gastric juice contains Pepsin, Renin, Hydrochloric acid.	
Identifies	<b>Small Intestine</b> The stomach opens in to the small intestine through the pylorus.	The learner identifies that stomach opens in to the small intestine through the pylorus .	
Gives example	The small intestine is a 10 feet long tube coiled like a hose.	The learner gives example that small intestine is a 10 feet long tube coiled like a hose.	Small intestine _____ feet long ?



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Classifies	Small intestine can be divided in to three parts, duodenum, jejunum and ileum.	tube coiled like a hose.	
Identifies	<b>Duodenum</b> Duodenum is C-shaped and around 22cm in length.	The learner classifies that small intestine divided in to duodenum, jejunum and ileum.	What are the 3 parts of small intestine?
Locates	<b>Pancreas</b> Pancreas is a long, leaf - shape gland located below stomach.	The learner identifies that Duodenum is C-shaped and around 22cm in length.	What is the shape of Duodenum?
Identifies	Pancreas secretes pancreatic juice and its connected with duodenum through pancreatic duct.	The learner locates that Pancreas is a long, leaf - shape gland located below stomach.  The learner identifies that Pancreas secretes pancreatic juice and its connected with duodenum through pancreatic duct.	What is the shape of Pancreas?

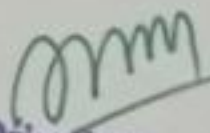


  
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Identifies	<p><b>Jejunum</b> Jejunum constitutes two fifths of the small intestine. It starts from the duodenum and ends with ileum.</p>	The learner identifies that Jejunum constitutes two fifths of the small intestine. It starts from the duodenum and ends with ileum.	Where the jejunum is located?
Identifies	<p><b>Large Intestine</b> It extends from the ileum to the anus. It is about 1.5 metres in length.</p>	The learner identifies that large intestine extends from the ileum to the anus. It is about 1.5 metres in length.	Large Intestines _____ Cm in length?
Classifies	Large intestine divided in to caecum, colon and rectum.	The learner classifies that Large intestine divided in to caecum, colon and rectum.	What are the parts of large intestine?



  
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Classifies	<p>The secretion of small intestine is intestinal juice. The intestinal juice contains the enzymes:</p> <p>1) Sucrose, 2) Maltose, 3) Lactose 4) Lipase</p>	<p>The learner classifies that Intestinal juice contains the enzymes are Sucrose, Maltose, Lactose and Lipase.</p>	<p>What are the Enzymes contains in the Intestinal Juice?</p>
Identifies	<p><b>Ileum:</b></p> <p>Ileum is a coiled tube-like structure which constitutes three fifths of the small intestine.</p>	<p>The learner identifies that Ileum is a coiled tube-like structure which constitutes three fifths of the small intestine.</p>	<p>What is the shape of Ileum?</p>
Identifies	<p>Ileum contains numerous minute finger like projections called villi. They are approximately 4 million in number.</p>	<p>The learner identifies that Ileum contains numerous minute finger like projections called villi. They are approximately 4 million in number.</p>	<p>What is the shape of Villi?</p>



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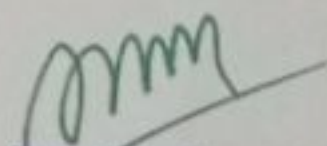
### Review

Digestive system - process of Digestion - Alimentary canal - mouth - Teeth - Tongue - Salivary gland - Pharynx - Oesophagus - Stomach - Small Intestine - Duodenum - Pancreas - Jejunum - Ileum - Large Intestine.

### Assignment

- 1) Explain the process of Digestion
- 2) Draw the diagram of Pancreas and label it neatly ?



  
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# Lesson plan

Name of the teacher trainee : W. Joanna Judith

Name of the School : Christucoil L.M.S Higher Secondary School, Palliyadi

Name of the Guide teacher : Dr. K. Raja Sekar  
Standard : VIII

Subject : English

Topic : Crossing the River

Unit : IV

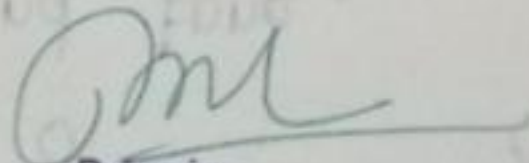
Time : 45 minutes

Date : 8/3/2023

Instructional Objectives : The pupil

\* Gathers information about the author



  
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- \* Comprehends the meaning of the paragraph
- \* Develops the language skill of listening, speaking, reading and writing
- \* Learns to read with correct pronunciation, stress and tone.
- \* Enriches the vocabulary
- \* Understands the meaning of the hardwords
- \* Acquires knowledge about the story
- \* Enables the student to express the ideas contained in the passage

### Instructional Resources

- \* Chart contains information about the aim
- \* Booklet contains glossary



• Flashcard contains the picture of the author

• Strip chart contains the character list

• Matching board

• Working Model - Moti crossing the river

Previous knowledge of the Pupil:

The teacher asks few questions to motivate the students.

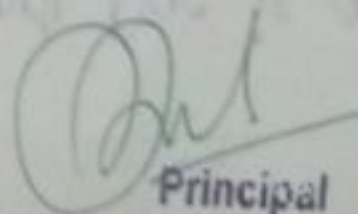
1) What do you need when you are thirsty?

2) What are the five elements of earth?

3) Name some water resources?

4) Where you can see the flow of water?



  
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Content	Specification of behavioural outcomes	Learning Experience	Evaluation
Manoj Das	listens	<p>The teacher explains about the author Manoj Das by showing the flashcard which contains the picture of the author and the chart contains the life history of Manoj Das.</p> <p>Pupil listens and understands about the author Manoj Das.</p>	<p>Manoj Das is an award winning Indian author who writes in — and —</p>
Character Introduction	grasps	<p>Teacher shows the strip chart and introduce the character.</p> <p>Pupil grasps and understands about the character Introduction.</p>	<p>— is the protagonist of story.</p>
disciplines and	acquires	<p>Teacher explains that there was Pundit who had many disciples and</p>	<p>Pundit had many — and — Principal Muslim College of Education</p>



admirers		admirers. Among them one was landlord	
		Pupil acquires and understands about disciplines and admirers	
Poor milkmaid	understands	Teacher explains that the landlord who had ordered a poor milkmaid name Moti to supply a tumblerful of milk to the Pundit everyday in the morning.	The poor milkmaid named —
		Pupil understands and reads about the poor milkmaid.	
Ferry boat	grasps	Teacher explains that Moti crossed the river with the help of ferry boat and then she return home in the same boat.	Moti crossed the river with the help of —
			Principi





Smoke days

reads and  
understands

Pupil grasps and understands about  
the ferry boat.

Teacher explains that even on smoke  
days Moti supplied Milk. Pundit was an  
eloquent speaker.

— was an  
eloquent speaker

Before the  
sunrise

achieves

Pupil reads and understands about  
smoke days.

Teacher explains that one day Pundit  
asked Moti to bring him the milk an  
hour before the sunrise for only a month.  
Moti failed. So she asked pardon.

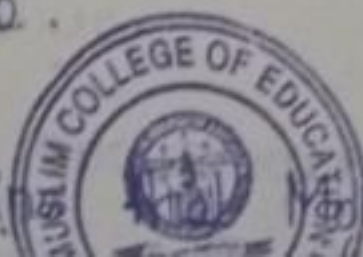
— asked Mo  
to bring Milk  
hour before su

Pupil listens and understands about  
before the sunrise.

Uttering the

listens

Teacher explain



Moti said that

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Pundit said to

name of  
Vishnu

She was present on time, but the boatman  
became late. Pundit jocularly said to  
utter the name of Vishnu and cross  
the river.

utter the name  
of \_\_\_\_\_

Pupil listens and understands about  
uttering the name of Vishnu.

Vow came  
to an end

observes

Teacher explains that Pundit's vow  
period came to an end. Pundit thanked  
both boatman and Moti. Moti revealed  
that she had not taken the boat but  
walked on the river by uttering the  
name of God. Pundit followed Moti to  
find how Moti crossed the river by  
having faith in God.

\_\_\_\_\_ thanked  
Moti and the  
boatman.



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		<p>Teacher shows the working model which contains Moki crossing the river.</p> <p>Pupil understands and observes about how came to an end.</p>	
Glossary	reads and recalls	<p>Teacher shows the booklet which contains glossary</p> <p>Pupil reads and learns the glossary.</p>	jocularly - discourse - eloquent -
loud reading	reads and listens	<p>Teacher reads the story with correct pronunciation and stress</p> <p>Pupil reads and listens the paragraph with correct pronunciation.</p>	Reads the story with correct pronunciation.
main ideas of the lesson	Briefs and summarizes	<p>Teacher summarizes the main ideas of the lesson</p>	Summarizes story.



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Home Assignment :

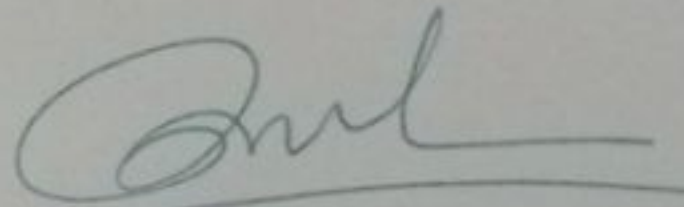
- 1) Write short note on Ganga river ?
- 2) Collect some pictures of Holy rivers and paste it on the chart.

Signature of the guide teacher

Joanna Judith  
Signature of the teacher trainee

Signature of the lecturer.



  
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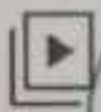
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## UNIT – I EDUCATION AND ITS AGENCIES

Education: Meaning, Definition, Concept, Aims of Education, Functions of Education – Forms of Education: Formal, Non-formal and Informal Agencies of Education.

### Meaning of Education

Etymologically, the word education is derived from the Latin word 'educare' which means to "bring up". A group of educationists says that it has come from another Latin word "educere" which means "to bring out", "bring forth what is within", or "bring out potential". According to a few others, the word "Education" has originated from another Latin term "Educatum" which means, "the act of teaching or training".

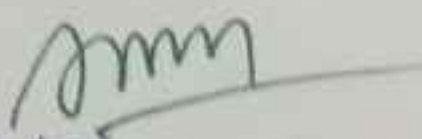
Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. Education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. It is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs and habits. Education frequently takes place under the guidance of educators, but learners may also educate themselves. Webster defines education as *the process of educating or teaching*. Educate is further defined as *to develop the knowledge, skill, or character of an individual*. So the purpose of education is to develop knowledge, skill, or character of students. In ancient Greece, Socrates argued that education means *drawing out what is already within the student*. Thus, we see that there are different views and understandings of the meaning of the word education.

According to Dr Radhakrishnan, 'Education in Indian tradition is not merely a means of earning a living; nor is it only a nursery of thought or a school for citizenship, it is an initiation into the life of spirit and training of human souls in the pursuit of truth and the practice of virtue'.

The Oxford universal dictionary explained education as

- The process of learning or growing up;
- The process of rearing or bringing up;
- Systematic instruction or training.



  
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Whereas according to John Dewey, Education is not a preparation for life, rather it is the living. Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individuals which will enable them to control their environment and fulfil their possibilities.

The Concepts of Education as given by prominent Indian educationists are as follows.

- "Education is something which makes man, self-reliant and selfless. It is an initiation into the life of the spirit, a training of human souls in the pursuit of truth and the practice of virtue" – Rigveda
- "Education is for liberation" – Upanishad
- "Nothing is more purifying on earth than wisdom" - Bhagavad Gita
- "Education is the manifestation of the divine perfection, already existing in man" - Vivekananda
- "By education, I mean an all-round drawing out of the best in the Child and man, body, mind and spirit" - Gandhiji "
- "The wide road leading to the solution of all our problems is education." - Tagore
- "Education which will offer the tools whereby one can live in the divine, for the country, for oneself and others and this must be the ideal of every school which calls itself national" - Sri Aurobindo
- "Education is the manifestation of divine perfection already existing in man". Swami Vivekananda

### Narrow Meaning of Education

In its narrow sense, the instruction being provided in school is called education. It refers to the formal system of education which is acquired from the Schools, Colleges, and the Universities. In this process, more knowledgeable people attempt to attain predetermined aims during a specified time by providing pre-structured knowledge to children through set methods of teaching. This instruction aims to achieve the intellectual development of children entering school. Education, in the narrow sense, is also regarded as the acquisition of knowledge. According to it, education is a process by which knowledge or information on a subject is acquired.



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But this idea of education has been criticized. The acquisition of knowledge is not the only or supreme aim of education, yet it is one of the important aims of education.

### Broader Meaning of Education

Education in a broader sense refers to all those experiences that affect the individuals throughout their life. In a wider sense, education is not just passing the information and communicate things included in a curriculum. It is for the total development of human personality. Thus, education is that process by which an individual freely develops him/her according to his/her nature in a free and uncontrolled environment. The definitions of education cited by Mackenzie, Gandhi, and Dewey support the wider concept of education. In a broad sense, education refers to an act or experience that has a formative effect on the mind, character or physical ability of an individual. Education in this sense never ends, we truly learn from experience throughout our lives.

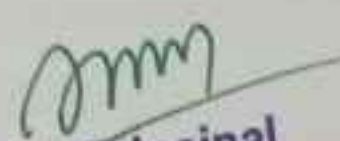
Education, in the wider sense, is a lifelong process. It begins with the birth of a child and ends with his/her death. It is a continuous process. The broader meaning neither limits the Education in the classroom nor a particular period of life. All experiences of life which the individuals gain in interaction with family, friends, peers, playmates, environment, club members, social gatherings, culture and festivals, teachers and mentors that help the persons to mould their behaviour and personality are the wider meaning of education.

### Nature and Scope of Education

The nature of education may be enumerated as under:

Education is both unipolar as well as bipolar in nature, but *John Dewey*, defined, education as Tripolar process. According to bipolar nature, education has two aspects: The Teacher and the Child. The Tripolar process of education considers that the development of the child takes place in and through the society, in which the teacher and the child live together. Thus, it is the society which will determine the aims, contents and methods of teaching. In this way, the process of education contains three poles, namely-(1) The Teacher, (2) The child, and (3) The society. Tripolar process of education is a systematic and continuous process. It takes place throughout life and



  
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no matter at what stage is a child or the learner is, education can take place and it affects his/her growth accordingly through a systematic institution and regulation.

Education is the development of all aspects of human personality or harmoniously integrated growth of the human child. Education aims at developing individual's personality which is actually his/her adjustment to the place where s/he lives. Slowly and gradually, she/he gets integrated into that society and they construct their identity and knowledge in the later course of time.

The interaction of the teacher and students cannot be done isolated. The social system, societal norms and standards, and the aspirations of the society also construct the base for the teaching-learning process. It is, therefore, the role of society in teaching-learning is as important as the participation of teachers and students. It is regarded as an active role in the process of education.

### What is Formal Education:

Formal Education is intentional, organized and structured form of learning. It is imparted in educational institutions like school, college or university to modify the behaviour of an individual. Formal education is the education that occurs within an organized and structured context. It is usually located in institutions dedicated to education or training, structured via learning objectives or learning strategies, facilitated by a teacher or trainer, intentional on the part of the learner and leads to certification.

Formal education is imparted by an institution or agency specially established for this purpose. Such an institution has its structure. For example, the school is an agency for formal education. The school has its structure and organisation. It is governed by rules and regulations prescribed by the state. The school has a head of the institution. The teachers work in the school; therefore, teachers are responsible for imparting education. In this sense, the school as it exists and functions in our society can be compared to the factory. The output of the factory is its product; for the school, the educated children are its products --after completing the stage of education for which they have studied. The school has a curriculum. The total of experiences represented in the curriculum is to be provided to the target group of children.

### Characteristics of Formal Education

Formal education has the following characteristics:

- The education imparted by formal institutions like schools, Colleges,



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and Universities.

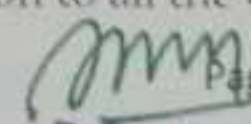
- Though the main centres of formal education are School, Colleges the library, museum, zoo, picture galleries, lectures, symposia etc serve as agencies of formal education.
- Definite curriculum and courses of studies are framed to teach the students and definite duration of years required to complete the courses.
- The proper schedule prepared for day to day personalised teaching and semester or yearly planning of academic sessions is implemented.
- Both teacher and the students meet in a venue like a classroom for personalised teaching.
- Attendance of teachers, as well as the students, is taken for formal record and completing the Courses.
- Formal evaluation system (both internal and external) is implemented to assess the performance of the learners. Both continuous and Term End Examination are used for evaluating the performance of the students.
- Proper certification is done by the Board/University for awarding the degrees or diplomas to the students.
- Based on the result, the students are promoted to higher classes or pursue higher degrees.

#### NON- FORMAL EDUCATION:-

Non-formal education refers to education that occurs outside the formal school system. Non-formal education is also known as community education, adult education, lifelong education and second-chance education. "Learning resulting from daily activities related to work, family or leisure. It is not organized or structured in terms of objectives, time or learning support". Example –Swimming sessions, Certification courses, Distance learning.

Non-formal education has emerged as an alternative system of education. Due to the limitation of the formal system of education and also because of individuals' requirements and circumstances, a child may not be able to attend the school regularly. Consequently, s/he may not be able to complete the education even at the primary level. Thus, a large number of children in India are not in a position to go to school. Therefore, the need for the alternative system of education was felt and non-formal education was organised to provide the facility of education to all the children



  
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who are not the part of a formal system of education for whatever reason. The National Policy on Education (1986) states that "A large and systematic programme of non-formal education will be launched for school dropouts, for children from habitations without schools, working children and girls who cannot attend whole day schools" (NPE, 1986, 5-8).

Non-formal education has emerged as one of the alternatives of the formal system of education in contemporary society. It envisages need-based education in a free atmosphere. Non-formal education may be differentiated from the conceptual framework of formal education and informal education. The Non-formal education is the life long and with flexible and limited to a period meant for teaching and learning, with a fixed point of entry and exit.

The characteristics of Non-formal Education are as follows:

- Non-formal education endowed with flexible curricula, schedule, choices of subjects, and the place of education.
- It is not necessarily required daily teacher-student interaction like formal education.
- The education imparted in distance mode like the Open and Distance Learning system, offered by the Open Schools and Open Universities, even the distance education departments of the regular institutes also offers non-formal courses/education.
- Like formal education, non-formal education has a curriculum and uses a variety of methods of teaching and mode of communication.
- The gravity and quality of instruction both for formal and nonformal education are the same.
- The timing of regular classes in non-formal education is usually conducted on weekends (Saturday/Sunday) or during the vacations.

Multi-media communication systems like Print (Self Learning Materials) and non-print (Audio/Video) materials, radio, television, teleconferencing, interactive radio counselling online learning, etc. are popularly used as a medium of instruction in non-formal education. In India, institutes like Indira Gandhi National Open University, National Open Schooling, and the State level Open Education Institutes





provide non-formal education. Like formal education, degree awarded and Certification are also done in non-formal education.

### INFORMAL EDUCATION

Education for no formalities are observed is known as an informal type of education. Informal education is natural and incidental. There are no predetermined aims, curricula, methods, teachers and places where children receive informal education. In this type of education, there is a modification of the behaviour of the learner but no conscious efforts are made for it. Whatever it is learnt here is not pre-planned. It is natural and incidental. Here neither the teacher nor the learner is conscious of the process of teaching-learning. In this type of education, there are no pre-determined aims, no definite curriculum no well-thought methods of teaching, no qualified and trained teachers and no definite place of education. Here education is received by the company of friends, relatives, community etc. whatever as education is received plays a very important and significant role in the life of educating.

All the experiences gained by a child, which can be used by him / her during lifetime are part of education. In a broad sense, education is a life-long process. While school provides education during fixed hours, the community and the media also function as sources of education. The education provided by the family, community or media is called informal education.

Learning that goes on in daily life and can be received through daily experiences, such as from family, peer group, the media and other influences in a person's environment. Informal education covers a vast array of learning that all people take part in, in their lives every day. It covers activities like individual and personal research on a subject or interests for themselves by using books, libraries, informal trainers, the internet or other resources. Informal education also includes aspects whereby the individuals seek or want to learn a specific skill. But informal education means also learning things without the learner realizing that he learned it. This can be any kind of information that the learner picked up from the television, radio, conversations with friends and/or family.

The characteristics of informal education are as follows:

- This type of education is informal because formalities are not observed here.



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- No conscious efforts are made either by the teacher or the taught.
- Informal education is also called natural or incidental education.
- No formal or non-formal institute is required to provide informal education.
- For informal education, there is no need for any curriculum, methods of teaching, teachers/mentors and place of teaching.
- Education and experiences acquired during travel, interaction with people, family discourses, community and social dealings, interaction within the environment, neighbourhoods, playmates, cultural and religious activities are necessarily informal education.
- Informal education supports formal as well as non-formal education.
- Informal education does not provide degrees or diplomas, it simply enriches by filling the gaps of formal and non-formal education.
- Informal education may comprise the activities like storytelling, group discussions, reading books on your interests, listening to radio broadcasting or watching educational Television programmes, visits to the zoo, museums, educational fairs and scientific exhibitions, attending lectures and conferences, etc.

#### Need and Importance of Education

In every field of our life, we need education. At birth, the tendencies and behaviour of the child are like an animal. It is education which makes the child change from the animal tendency to human tendency. The need and importance of education for the human being is not limited to a particular period of life or a particular aspect of human dealing but influences the human being from cradle to grave to their developments. Let us discuss some of the needs and importance of education for the child.

- Education is necessary for the growth and development as well as for maturation of the child.
- Education sublimates the basic animalistic instincts of the child to socially useful activities, habits, thinking and actions.
- It teaches the child to practice moral, spiritual, character building and higher-order values in their life.



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- Education is important to do it for the child satisfying for both immediate and the ultimate aims of education.
- It makes the child economically self-sufficient, self-dependent and self-reliant.
- Education fulfils the bread and the butter aim of the human child.
- It develops the individuals the intellectual and emotional powers so that the child can meet the problems of life and solve them successfully.
- Education develops the social qualities like service, tolerance, cooperation, fellow-felling and constitutional values within the individual.
- Education teaches us to love the nation and work for the development of the Country.
- It also teaches us to understand and practice national and emotional integration, international understanding, and universal brotherhood.
- In the era of globalization, it teaches us to acquaint and cope with the developmental aspects occur across the world such as knowledge generation, science and technology, business and industry, international relations, dissemination of knowledge and experiences, medicine, art and culture, world citizenship, and achievement of humanity and peace.

With the above discussion, we now know why being educated is extremely important. Education gives us a balanced mind, a critical and scientific view of life and society and how to handle them. You will now not feel inferior to anyone and will have a pragmatic understanding of the world. Education is not only the key to happiness but it also brings many things in our life that give us happiness.

#### AGENCIES OF EDUCATION AND THEIR ROLE

The major agencies of education are the following:

##### A. FAMILY

Psychologically and physically the first contact and interaction the child makes with the outer world are with his/her mother. Learning process of the child begins the moment s/he is born. His/her brain takes shape by the responses made to the stimulus. The child's brain is nascent, eager to record the first reaction of the person who comes in contact with him/her. The home environment gives shape to his/her psychological and sociological growth. The mother becomes the first teacher. Undoubtedly, that is the reason that the first language a child learns is called "mother tongue". When we use the term "Home", it signifies the place where there are parents and other family members who the child comes in contact with, where the child is



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loved, cared for, disciplined, reared, taught and brought up, where responsibility is felt by the family to modulate the child and attend his/her needs. Home, therefore, plays a very important role in laying the foundation of the child's personality in terms of physical, emotional, social, moral and cognitive aspects.

Family is the first institution of education for the child. The child first learns the language and expected norms of behaviour through his experience in the family. These experiences shape the psychological, social, emotional and moral aspects of his personality. For a child, the family is a social system, which provides opportunities for socialisation. The family influences the child during his formative and most impressionable years. A child imitates his family members. Thus she/he learns many new concepts things and facts through imitation and observation. The boys follow the behaviour of their father while the girls imitate the behaviour of their mother. The basic vocabulary is acquired by the child in the family. The customs, values and beliefs of a family are unique. The childhood experiences exercise a lasting influence on the development of the individual's personality.

Family -

- educates the child about the attitude, moral and values, ethics, skills, behaviour pattern in the family as well as the society.
- teaches the child about the culture, tradition, and customs of the society and also, teaches fellow feeling, love and belongingness in living together.
- helps in developing physical, mental, and emotional development of the child.
- influences the socialization and actualization of the child.
- identifies the interest and motivation of the child and accordingly provides opportunities to them.
- helps the child in bringing closeness of home and school.
- provides many opportunities for the child for future living.
- helps the child in developing a balanced personality in all aspects of human living.

**Physical Development:** The child spends his/her infancy within the family. The priority, initially, should be on the physical growth of the child. The family should take care of the diet of the child and ensure that the child is nourished.

**Social Development:** The first step towards socializing is learnt by the child is the love and affection received from his/her family. Home is the first social institution that



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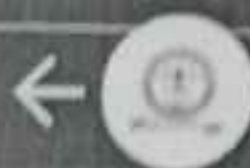
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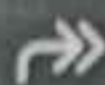
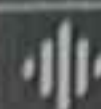
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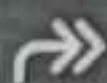
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UNIT V

ASSESSMENT TECHNIQUES AND EVALUATION MODELS

5.1 MEASUREMENT

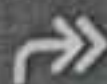
5.1.1 Concept of Measurement

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19 February 2024



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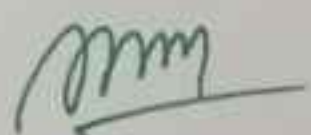
**ORIENTATION PROGRAMME ON SELF STUDY COURSES (UNICEF) held on  
09/11/2022**

NIIT Foundation implemented the "Vodafone Foundation Financial Literacy Program- JaaduGinniKa" in semi urban and rural communities across twelve states in India. It recognizes the need of financial inclusion and has partnered with NIIT Foundation to provide for a sustained Financial Literacy Training Program. The pilot study revealed that most people were either semi financially literate or not financially aware at all. Based on these findings, a financial Literacy training program was developed. The Vodafone Foundation Financial Literacy Program- JaaduGinniKa is designed to enable participants to learn the "basics" of financial management that allows them to use technology in ways that are relevant to their daily lives.

Muslim College of Education, Thiruvithancode along with IQAC organised a training programme on Three UNISEF Self Study Courses like Financial Literacy, Employment Skill and Digital Productivity on 09/11/2022 in the seminar hall from 10.00 a.m. to 1.00 p.m. The programme was inaugurated by our respected Secretary, Lion. Dr. A. Mohammed Ali and Dr. V. S. Pramod, Principal, Muslim College of Education. Mr. Premson David, Zonal Manager, Learning Links Foundation, New Delhi was the resource person and he explained about the benefits of the courses.

Through this training the student teachers learnt the basics of banking and savings, mobile accounts and e- wallets, wise borrowing, investments, risk management with insurance and financial planning.



  
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**BASIC INSTRUCTIONAL METHODS**

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*offered by* **Prof. (Mrs.) Susan S. Mathew**

*Urshagatesan*

**NATIONAL  
COORDINATOR**

Director NITTTR, Chennai



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**DIRECTOR**  
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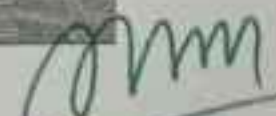
## WORKSHOP FOR CREATING ID AND ACCOUNT FOR BLOG, TWITTER, YOUTUBE & FACEBOOK

IQAC, Muslim College of Education conducted workshop for creating ID and account for blog, twitter, YouTube and Facebook on 24/04/2023 in the seminar hall at 10.00 a.m. Workshop began with prayer and welcome address by Miss. Ancy John. Trainer for the workshop was Mrs. Johny Jesin Jose.

The objective of the workshop is to use social media effectively and achieve successful results.

Benefits of workshop is to make students to know the importance of social media and to deal with problems if arise. Miss. Sherin Jenisha Raj proposed vote of thanks.





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