

B.Ed. 2nd Year

Paper-IX - B (v)

Teaching of Commerce

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Unit 1

Learning Resources and Teaching Aid

Structure

- 1.1 Introduction
 - 1.2 Learning Objectives
 - 1.3 Meaning of Learning Resources
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1.1 Introduction

In the sphere of education, the value of learning resources cannot be overstated. These materials make it feasible for instructors and students to receive direction on how to approach a certain subject. Teachers view learning resources as sources of information that they can utilise to instruct their students. It is seen as a crucial component of ongoing professional development and student support. It's also critical to emphasise that maintaining productivity correctly depends on making appropriate use of learning materials. One of the main reasons is that it helps to guarantee that pupils are able to absorb the material and are not overloaded with information.

1.2 Learning Objectives

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

- Write the meaning of learning resources with examples
- Enumerate the types of learning resources
- Explain the functions and utilization of learning resources
- Explore the uses of internet

1.3 Meaning of Learning Resources

The tools that teachers employ to assist students in meeting the curriculum's specified expectations for learning are known as learning resources. They can also be described as tools that educators employ to imbue their lessons with meaning and pique the attention of their students.

Definition

According to Klaus, “Teaching learning resources are tools that classroom teachers use to help their learners learn quickly and thoroughly. A teaching aid can be as simple as a chalkboard or as complex as a computer program”.

From the above meaning and definitions, we can say that resources used by teachers to help students satisfy curriculum-defined learning requirements are known as teaching-learning resources. These resources can also be described as tools that educators utilise to enhance what they teach in the classroom or pique students' interests.

1.4 Types of Learning Resources

Numerous resources are available to enhance the effectiveness of the teaching-learning process. These materials are also referred to as instructional aids. The resources can be categorised in various ways, such as conventional and modern teaching-learning resources, audio and visual teaching-learning resources, and audio-visual teaching-learning resources.

1.4.1 Models

The term model stands for the replica, imitation or copy of a thing, act or process. As three-dimensional aid, models thus can be defined as a replica, imitation or copy of the real things or objects with a suitable change in size, complexity, timing, safety and cost factor for carrying out desired instructional purpose. Models are not the actual representation of the real things. They are merely the replicas or imitations. The original shape or size of the things is altered in making these models to i) represent the reality as much as possible ii) to make them appropriate for being used as an effective instructional aid. They provide valuable means for the clear understanding and complete comprehension of the facts, principles and processes related to the things and events represented by them.

1.4.2 Educational CDs

An educational CDs has been described as the greatest teacher because it teaches not only through the brain but through the whole body. It has a very powerful influence on the mind of children and in shaping their personality. Its main aim is to elevate and educate the students in accordance with the pattern and principles set by the society. It is a multiple method of communication. It presents facts in a realistic way, arouse emotions and transmits attitudes. It may be used for the communication of ideas, attitudes and experiences to the masses of the people outside the classroom.

1.4.3 Diagrams

A diagram may be defined as a graphic visual aid in the form of some simplified but explanatory drawing to show inter relationships and explain some idea, events or processes by means of lines, geometrical forms and symbols. Their main value lies in their power to describe and explain rather than merely to represent a thing or phenomena. Moreover, in comparison to other visual graphic aids like pictures, charts and graphs, they provide the highest condensed visual summaries' of the presented facts and ideas. The success of such visual representation and explanation depends on the appropriateness of the symbolism used in the diagrams and the ability of the students to comprehend and interpret this symbolism for gaining the required insight into the related subject matter.

1.4.4 Pictures

Pictures are visual learning resources which are of great tool for seeing and understanding. Pictures selected should be too effective and should serve the instructional purposes. For representing a number of events, objects or ideas pertaining to a single theme, a number of pictures should be presented one after the other. Teacher may also get good pictures in the form of photographs taken by a good camera. The pictures according to the need may be prepared in the class with the active cooperation of students. Their preparation does not always require very high artistic talents.

1.4.5 Balance Sheet

In financial accounting, a balance sheet or statement of financial position is a summary of the financial balances if an individual or organization, whether it be a sole proprietorship, a business partnership, a corporation, private limited or other organization. A balance sheet is often described as a snapshot of company's financial condition. Of the four basic financial statements, the balance sheet is the only statement which applies to a single point in time of a business calendar year. A standard

company balance sheet has three parts: assets, liabilities and ownership equity.

Balance sheet is used for keeping records. The order of presentation is the balance sheet is followed by profit and loss statement. Following procedure is followed in using balance sheet:

- 1) Introducing the students with the book-keeping cycle on the first day.
- ii) Presenting a summary of closing the income and expense account on the day. Repeating the above summary and adding some adjustment of inventory account.
- iv) Introducing the liabilities account after the review of the previous work.

1.4.6 Charts, Graphs and Power point presentations

A chart is a combination of pictorial, graphic, numerical or vertical material which presents a clear visual summary. The most commonly used types of charts include outline charts, tabular charts, flow charts and organization charts. Other types of charts are technical diagrams and process diagrams. Flip charts and flow charts are also being ready to use made charts available for use in teaching in almost all areas in all subjects. But charts prepared by a teacher himself incorporating his own ideas and lines of approach of the specific topic are more useful.

Graphs are flat pictures which employ dots, lines or pictures to visualize numerical and statistical data to show relationships or statistics. Graphs and tables are visual material for making the teaching of commerce interesting and effective. Through these devices, the statistical data and the figures are presented in a visual form.

Graphs occupy a very important place in the teaching of commerce. Through them the statistical data and the commercial situations are presented in a visual form before the students. Certain laws and theories of commerce are not easy to explain. If they are explained in words, they are likely to become difficult for the students to understand. If they are presented

through graphs, they are likely to be easy for the students, For example, while teaching the law of diminishing utility to the students, it shall be easy to demonstrate it with the help of the graphs. The rise and the decline of the utility may be easily plotted on the graph.

Power point presentation is computer software created by Microsoft which allows the user to create slides with recordings, narrations, transitions and other features in order to present information. It consists of one or more slides. Each slide can contain text, graphics and other information. It is similar to a word processor, except that it is generated towards creating presentation rather than documents.

Slide presentation software such as PowerPoint has become an ingrained part of many instructional settings, particularly in large classes and in courses more geared toward information exchange than skill development. PowerPoint can be a highly effective tool to aid learning, but if not used carefully, may instead disengage students and actually hinder learning.

Self- Check Exercise

Q1. Choose the correct answer

Learning resources are:

- a) Charts
- b) Models
- c) Educational CDs
- d) All of these

1.5 Functions of Learning Resources

1. The teacher can more readily explain the material by using teaching-learning resources.
2. Resources for teaching and learning also inspire personal motivation. When teachers use these resources to help students understand any idea, it can motivate them to study more effectively.
3. Motivation and interest are linked, and motivation is necessary for learning. The environment is engaging for the students thanks to the teaching-learning resources.

4. In teaching; illustration with examples makes learning very successful. Teaching-learning resources provide absolute picture for conceptual thinking.
5. Additionally, by using teaching-learning resources, classrooms become lively and dynamic spaces free from boredom.
6. When a teacher employs these resources in the teaching-learning process, students use many senses. Using more senses contributes to persistent learning since they aid in the formation of the correct mental image.

1.6 Preparation and Utilization of learning Resources

The good learning resources should be meaningful and purposeful as well as simple and cheap. The learning resources, as far as possible, should be made with the locally available material. The teachers should also receive some training in the preparation of an aid and teachers should prepare some of the learning resources in association with students.

Preparation of learning resources on the part of the teacher and students may involve the following things:

1. The teacher must get himself fully acquainted with the nature of the learning resource and the way it may be used for the realization of the teaching-learning objectives.
2. The teacher must have a prior rehearsal or test the usability of the learning resource or equipment before using in the classroom. In any case, he should never be taken by surprise at what appears through the aid material or equipment but be prepared for its purpose and products.
3. Students should be told about the objectives if their participation in the teaching-learning task involving the use of aid material and equipment.
4. Students should be helped in acquiring necessary background for understanding the things and events that are being illustrated through aids.
5. Students should be properly told and guided for deriving maximum educational benefit out of the presented learning resource especially in terms of focusing

their attention and perception over its significant areas and understanding of the relevant factual information.

Utilisation of Learning Resources:

1. Reinforce what you are saying,
2. Ensure that your point is understood,
3. Signal what is important/essential,
4. Enable students to visualise or experience something that is impractical to see or do in real life,
5. Engage students' other senses in the learning process,
6. Facilitate different learning styles.

Self-Check Exercise

Q2. Choose the correct answer

The good learning resources should be:

- a) Meaningful
- b) Purposeful
- c) Cheap
- d) All of these

1.7 Use of Internet

Internet may be used as a learning resource in education and commerce also. It is crucial to use the internet for educational purposes. The internet has changed education in a number of ways, increasing its accessibility, interactive nature, and adaptability. Without a doubt, everyone prefers Google these days for their questions, worries, and uncertainties. Well-known search engines like Yahoo, Google, and others. It is advantageous for both our personal and professional lives. There is a wealth of information available on the Internet that is accessible at all times. The internet has advanced technology, communication, and online entertainment. Students require the internet to hunt for information regarding tests, syllabuses, and outcomes, among other things. Let's look into the advantages of using the internet for educational purposes.

The major uses of internet are as follows:

knowledge Access: Students and teachers may access a wide range of resources, including articles, research papers, textbooks, and multimedia content, thanks to the internet's large storehouse of knowledge.

Communication: We can communicate easily with the help of internet. Internet has made communication so much easier, we can easily communicate our messages over long distances with help of internet. Information can be shared through various online mediums like email, WhatsApp, and other social media platforms.

Online Research: To locate material quickly and effectively, students can use search engines, academic databases, and perform research on a variety of topics.

E-learning & Online Courses: There are a tonne of online courses available on the internet, ranging from specialised programmes to MOOCs (Massive Open Online Courses). Due to the scheduling and location flexibility offered by these courses, education is now more accessible to a wider audience.

Distance Learning: Without physically attending classes, students can obtain degrees and credentials from universities all around the world via the internet. Those who are unable to migrate or who have other obligations would especially benefit from this.

Accessibility: Internet has made every information, product easily accessible to us. By sitting at our homes we can search for any information just by use of internet. Internet has made online shopping, online marketing, distance education and many more services accessible to us.

1.8 Summary

Dear students in this unit we have d studied about the learning resources, which play a significant role in teaching -learning process. These learning resources makes the classroom more interesting. We have also studied that there are three types of learning resources i.e. audio, video and audio video, which are the most important for effective teaching and learning. Different learning resources have different advantages and their use is controlled by teacher.

1.9 Glossary

TLM: Teaching Learning Material

PPT: Power Point Presentation

E- Learning: Electronic learning

MOOCs: Massive Open Online Courses

1.10 Answer to Self- Check Exercise

Q1. d)

Q2. d)

1.11 References/ Suggested Reading

Aggarwal, J.C. (2010). Teaching of Commerce- A practical approach, New Delhi, Vikas Publication.

Beck, Hugo E. 1962. "The Contributions of Henry Clinton Morrison: An Educational Administrator at Work." Ph.D. Thesis , The University of Chicago.

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Morrison , Henry C. 1924. *The Teaching Technique of the Secondary School*. Ann Arbor, MI: Edwards Brothers.

1.12 Terminal questions

Q. What do you understand by learning resources?

Q. Explain the functions of learning resources?

Q. Write short note on

i) Power point presentation

ii) Model

iii) Balance sheet

iv) Graphs

Q. Explain the uses of internet in teaching commerce?

Q. How can we utilize the learning resources in effective way?

Unit 2

Textbooks in Teaching Commerce

Structure

- 2.1 Introduction
 - 2.2 Learning Objectives
 - 2.3 Meaning of Textbook
 - 2.4. Importance of Textbook in teaching commerce
 - Self- Check Exercise
 - 2.5 Qualities of a Good Textbook
 - 2.6 Role of Textbook in Teaching Commerce
 - Self- Check Exercise
 - 2.7 Evaluation of a Good Textbook
 - 2.8 summary
 - 2.9 Glossary
 - 2.10 Answer to self-Check Exercise
 - 2.11 References/ Suggested Reading
 - 2.12 Terminal questions
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2.1 Introduction

In teaching learning process, print media plays a very important role and textbooks are the main part of teaching learning process. There was a time when the printed book or printing machine was not invented or not in use and only students were taught with the lecture methods. After the coming of print media or printing machines teaching learning took a change in many ways.

2.2 Learning Objectives

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

- Explain the meaning of textbook
- Describe the importance of textbook
- Enumerate the qualities of good textbook
- The role of textbook in teaching commerce

2.3 Meaning of Textbook

Textbooks were considered to be the be-all and end-all of all education. In many cases, they are still used as ends in education. They are read out loudly, para by para in the class by each of the pupil in turn, brief explanations and comments are given by the teacher here and there, and all the matter covered is to be memorized by the pupils in the class as well as at home. According to the modern trends in education the textbook does not enjoy monopoly over teaching. It is only a tool, an aid and a source of activity knowledge. It is a fundamental tool which is found in every classroom and which is accessible to every student. Books and other instructional materials supplemented by personal insight, sympathy and imagination of the teacher are the backbone of all good teaching and learning. They should be regarded as strictly subordinate and supplementary to the teacher's lesson.

Keating's view: "Textbook is the basic instrument of teaching."

Doughal's view: "The textbook is a potent determinant of what and how they (teachers) will teach."

Hill's view: To quote C.P. Hill, "A textbook is a store house of basic information which the pupils can use in a variety of ways."

View of American Textbook Publishers Institute: "A true textbook is one especially prepared for the use of pupil and teacher in a school or a class presenting a course of study in a single subject, or closely related subject."

Encyclopaedia of Educational Research: "In a modern sense and as commonly understood, the textbook is a learning instrument usually employed in schools and colleges to support a programme of instruction. In ordinary usage, the textbook is

printed; it hardbound, it serves as an ideal for instructional purpose; and it is placed in the hands of the learner.

2.4. Importance of Textbook in teaching commerce

Good textbooks are indispensable for the study and teaching of social studies. They are helpful for the teachers as well as for the students. They have a unique place in the teaching-learning process. In the words of Shores, "The textbook is only one of many medias through which teacher and pupil communicate with each other in an effort to carry forward the learning process.

Helpful for the teacher: Social studies textbook helps social studies teacher to plan his daily lesson, prepare assignment and organize class-room and outside class-room activities. It also serves as a reference book while actually teaching in the classroom. Social studies curriculum goes on changing because of changes in society and human relationships. Therefore the textbooks show the way to the teacher with regard to the latest content material. It indicates the direction in which the teacher has to go. It can thus be a constant standby to the social studies teacher.

Standard of minimum essential: A good social studies textbook sets a standard of minimum essential to be achieved by students of all categories. For a teacher, it provides essential knowledge at one place. All teachers are not in a position to dig up facts.

Scope of course: A good textbook (textbook method) of social studies determines the scope of the prescribed course. It delimits boundaries of the content matter. It presents content material in a logical, comprehensive and compact form. It acts as a course organizer. It furnishes a good outline for a course. It helps in setting classroom objectives and suggests related activities. The teacher may use the textbook as the basis for his planning.

Source of self-education: Social studies textbook encourages self-education (self-teaching) and independence. The efficacy of the textbook lies in making self-teaching a possible proposition through printed materials. Therefore, students should be taught to share thoughts and dispositions from the pages of the book. A good textbook can prove an insurance against illiteracy at home, which is true, in the case of many learners.

Source of supplementary devices: Social studies textbook furnishes many supplementary devices for students and teachers. Interesting illustrations and supplementary material are included in good social studies textbook to stimulate interest in the course. It is the most helpful guide to the teacher and the taught.

Basis of various methods: A good social studies textbook serves as a basis for almost all the teaching methods used in the teaching of social studies. Methods like the assignment method, discussion method, project method, unit method and activity method are suggested at the end of each chapter.

Source of self-education: Social studies textbook encourages self-education (self-teaching) and independence. The efficacy of the textbook lies in making self-teaching a possible proposition through printed materials. Therefore, students should be taught to share thoughts and dispositions from the pages of the book. A good textbook can prove an insurance against illiteracy at home, which is true, in the case of many learners.

Self- Check Exercise

Q1. Choose the correct answer

Who said that “Textbook is the basic instrument of teaching”

- a) Becon
- b) Keating
- c) Hill
- d) Doughal

2.5 Qualities of a Good Textbook

1. Appropriate selection of content: The content should be relevant to the instructional objectives of Commerce. The content should be up-to-date. The continuity and balance among the various topics covered in the book should be maintained. Considerable material drawn from practical life situations and day to day life of the community should be included in the book.

2. Good organisation of content: The content should be well organised and presented so that the content becomes easily understandable. The content should be appropriately divided into various units and sections. The approach followed in the book

should be suitable to the needs of the students. There should be sufficient coherence and sequence in the organisation of the subject matter.

3. Good illustrations: The illustrations presented in the text book should be correct, authentic and purposeful. The illustrations should be placed in the textbook appropriately. These supplement the text as there is variety in illustrations.

4. Learning assignments: The learning assignments or exercises should be adequate to test the various purposes like recapitulation, consolidation, etc. these should cover the significant content. Learning assignments should also include the projects related to commerce having close resemblance to actual life situations. The learning assignments should promote the spirit of enquiry and motivate the students for further study.

5. Use of appropriate language: The vocabulary should be appropriate for the class level. The sentences should be simple and short. There should not be any spelling mistakes and punctuation error. The language used should also be grammatically correct. The technical terms should be used properly, and suitably explained wherever necessary.

2.6 Role of Textbook in Teaching Commerce

1. To provide structure and a syllabus for a program: Without textbooks a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed.

2. To provide a variety of learning resources: Textbooks are often accompanied by workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.

3. To help standardize instruction: The use of a textbook in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way.

4. A textbook generates educational interaction: A text book plays a crucial role in generating educational interaction in classroom between the teacher and students, and also the learner and co- learner as a result of which learning occurs in a group.

5. A text book is a transmitter of culture: textbook serve as potential media of mass communication. It has a positive role to play in bringing about desirable culture change by discarding certain outdated values and customs and introducing radical changes.

Self- Check Exercise

Q2. Choose the correct answer

Qualities of a good textbook are

- a) Appropriate language
- b) Suitable size
- c) Appropriate content
- d) All of these

2.7 Evaluation of a Good Textbook

A good textbook of commerce must satisfy the following criteria :

1. **Objective based:** Content material should be selected in accordance with the objectives of teaching commerce. It should be objective based.
2. **Authentic content:** the content should be accurate, authentic, adequate and reliable.
3. **Linking with daily life:** content material of teaching commerce textbook should be drawn from practical life situations and related with daily life of the community.
4. **Cover all the syllabus:** the content should cover all topics of the syllabus prescribed for a particular class for the particular year.
5. **Language:** the language of a textbook should be simple, clear and easy to grasp.
6. **Logical approach:** logical approach should also be followed while organizing the content.
7. **Wide coverage:** the assignment should cover the wide and significant content.

8. **Creative approach:** the subject matter should be presented in a creative manner to arouse, sustain and regulate the interest of the students.
9. **Correct tables:** a good textbook of commerce should have the correct table of content.
10. **Adequate examples:** technical words should be used with adequate examples.

2.8 summary

Dear students, we have studied in this unit about the textbook of teaching commerce. Text-book is a standard book, used as a tool of teaching and learning, organized for instructional purpose related with particular subject of curriculum organized for the use of students and teachers. Text- books assist the students to get education in a systematic and arranged way and also provide to the teachers, a scheme of his work and make available information and records in a methodical way.

2.9 Glossary

Illustration: A drawing, diagram or picture in a book

Content: the things or subject matter that is inside the book

Logical approach: involves the systematic process to arrive at a conclusion.

2.10 Answer to self-Check Exercise

Q1. b)

Q2. d)

2.11 References/ Suggested Reading

Aggarwal, J.C. (2010). Teaching of Commerce- A practical approach, New Delhi, Vikas Publication.

Beck, Hugo E. 1962. "The Contributions of Henry Clinton Morrison: An Educational Administrator at Work." Ph.D. Thesis , The University of Chicago.

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Morrison, Henry C. 1924. *The Teaching Technique of the Secondary School*. Ann Arbor, MI: Edwards Brothers.

2.12 Terminal questions

Q. Explain the meaning of textbook with definition?

Q. Enlist the different qualities of a good textbook?

Q. What is the role of textbook in teaching commerce?

Q. How can we evaluate a good textbook of teaching commerce?

Unit 3

Commerce Teacher: Qualities and Ethics

Structure

3.1 Introduction

3.2 Learning Objectives

3.3 Meaning of Teacher

3.4 Qualities of Commerce Teacher

3.5 Ethics of Commerce Teacher

Self- Check Exercise

3.6 Social Responsibilities of Commerce Teacher

3.7 Environmental Responsibilities of Commerce Teacher

Self- Check Exercise

3.8 Personality of Commerce Teacher

3.9 Summary

3.10 Glossary

3.11 Answer to Self- Check Exercise

3.12 References/ Suggested Reading

3.13 Terminal questions

3.1 Introduction

Using a variety of curricular and extracurricular media, a team of teachers in every type of school is striving to meet the national education goals. Aside from this, a variety of social classes make up the student clientele. Students vary from one another in a variety of ways, including their socioeconomic status, family history of schooling, level of interest in learning, and more. A teacher must possess an awareness of the intricacies inherent in the teaching profession in order to effectively handle such circumstances.

3.2 Learning Objectives

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

- Explain the meaning of teacher
- Enlist the qualities of commerce teacher
- Enumerate the ethics of commerce teacher
- Explain the social and environmental responsibilities of commerce teacher
- Describe the personality of commerce teacher

3.3 Meaning of Teacher

Teachers are individuals who have sophisticated systems of knowledge for understanding challenges in teaching and learning. They are specialists who have control over multiple knowledge bases of teaching and learning and use this knowledge to influence the science and art of their classroom education. They possess the necessary content mastery in the subject or discipline they teach, depending on the level at which they instruct. They also possess the essential knowledge of the theoretical and practical facets of teaching and learning. Theoretically, they have learned pertinent material from foundational education courses like philosophy, sociology and psychology. A teacher possesses strong selection, planning, organising, and implementation skills in addition to pedagogical and content understanding. Planning involves knowing what we want to do, how to accomplish it, and how to assess whether or not students have met expectations. Three stages of planning are often completed by teachers: annual, unit, and daily lesson planning. The equitable distribution of the material throughout the course of the academic year is taken care of by the year plan. A unit plan outlines the goals of instruction, selects key teaching points from the unit or lesson, and provides methodologies for both teaching and evaluating the material. Next, the unit plan is divided into as many lessons per day as possible.

In addition to organising and instructing, teachers also assess the performance of the students and implement the required corrective actions to support their improved learning. In addition to all of these, excellent teachers constantly work to improve their

expertise. They never stop moving in response to the shifting demands of the times. For them, education never ends. On a daily basis, they work to improve their instructional awareness in addition to updating their knowledge. They reflect on themselves and discover their own weaknesses for this reason. As they watch their colleagues teach, they pick up tips that help them provide instruction more effectively. Accordingly, the perfect teacher is someone who possesses the skills and information necessary to shape their students in the most positive ways.

3.4 Qualities of Commerce Teacher

As the teacher is to guide the pupils by his example as well by his precept, he must possess certain definite qualities. The teacher is expected to be an ideal person. He should have high qualities so that he may imbibe high values of life among the pupils. He can serve the pupils, the nation and the human race if in himself he has the competencies of high order. The qualities of an ideal commerce teacher may be described as under:

- 1. Sufficient knowledge of commerce:** No teacher can be successful in his teaching unless he knows his subject thoroughly. commerce draws its content material from accountancy business study economics, company law, cost accounting etc. Hence commerce teacher must possess at least adequate latest and up to-date functional knowledge of these subjects. He should be keenly interested in the latest developments in accountancy, business study, economics and commerce cultural life not only of his own country but also of the world at large. He needs a broad understanding of the family, community, state, nation and the world. commerce teacher should be well informed, fair minded and communicative person. Only a highly competent teacher can guide discussion, stimulate interest and provide educational situations. Only he can simplify and reorganize into one connected whole so many diverse elements the commerce, economics, and so on. He must keep himself in touch with the current affairs in order to utilize this material for supplementing commerce and for facilitating instruction.
- 2. Knowledge of objectives of teaching commerce:** commerce teacher must possess the knowledge of very well-defined objectives of teaching commerce or

a particular topic thereof. He must be able to formulate the instructional objectives of a particular topic in order to delimit the boundaries of the course. The contents to be taught and teaching procedures to be adopted become explicit only when the instructional objectives of commerce are clearly understood and formulated.

3. **Sound knowledge of techniques of evaluation:** Social studies teacher should have a sound knowledge of different techniques of evaluation also. He should have the skills of framing objective type tests, short-answer type tests and objective rating scales for awarding marks to questions other than objective type.
4. **Mastery over techniques of teaching commerce:** in teaching commerce, teacher should have mastery over the techniques like exposition, explanation, description, review, and illustrations, textbooks, home play assignment, discussion, questioning and answering and maxim of teaching like to proceed from the known to the unknown, from the simple of the complex, from the concrete to the abstract.
5. **International outlook:** commerce teacher must have international outlook. He should have faith in world citizenship and international understanding. He should have faith that international co-operation is desirable and possible and that he can help to promote such co-operation. He should be fully conversant with methods and resources for creating world understanding among students. He should know the working of international organizations and international agencies.
6. **Thirst of knowledge:** commerce teacher must have a zest for learning. He must refresh himself by constant reading not only about his subject but books which touch life at every point. He should improve upon his knowledge by making extensive use of libraries, attending seminars, refresher courses etc.

3.5 Ethics of Commerce Teacher

Professional ethics are moral standards that an individual or a community in a given setting must adhere to. These are the tenets that those in that certain profession

are expected to uphold or are required to follow. Depending on the level of responsibility associated with a certain career, different occupations have varied standards for professional ethics. This blog focuses on the professional ethics that educators should adhere to. The primary professional code of conduct for educators is to give their all to ensure that pupils succeed.

Truthfulness

One of the fundamental principles of instructors' work is to guide students in navigating life and their surroundings. Being truthful is one of these ideals. One of the fundamental tenets of a teacher's job is to communicate with others and oneself with honesty and mutual respect.

Common Sense

Teachers should read more and more books for increasing common sense. Teachers should read more and more educational website for increasing common sense. It will be the quality of a good teacher, if he has store of treasure of knowledge. This quality can get only regular and daily pray of God. He should demand knowledge from God.

Patience

Patience is another quality of great teachers. Great teachers keep patience in their every work. They do not demand of quick result of their teaching. They do not demand that their students have become expert but they live their life in positive thinking. They take their steps of teaching more patiently.

Fairness

Fairness is crucial in the workplace as well as when interacting with groups and individual students. Promoting equality, refraining from prejudice, and abstaining from favouritism are all important components of justice.

Sincerity

A commerce teacher should be sincere towards his responsibility. Teaching is a noble profession where the human resources are build so, a teacher should be sincerer about his work and his profession

Impartiality

A good commerce teacher should be impartial. He should see student of poor community and rich community, student of own religion and other religion etc with one eye. He should teach with equality and impartiality.

Quick sound judgement

one of the qualities of a good teacher is to take quick sound judgement. We all take decisions, but some decisions are good and other may be wrong. But teacher's one wrong decisions may affect the whole life of a student.

Self- Check Exercise

Q1. Choose the correct answer

Teachers have:

- a) social responsibilities
- b) sound knowledge
- c) Impartiality
- d) All of these

3.6 Social Responsibilities of Commerce Teacher

It is undeniable that teaching entails social responsibility. Since they will be our future adult citizens, they will be the ones to change our society. Building an inclusive society is a social obligation of the teacher. It is the teachers who are influencing their kids' futures. Students will be the ones to make a difference in our society because they are the adults of tomorrow. Therefore, it is the social duty of educators to foster learners who are knowledgeable and sophisticated in their thought processes.

Educational Equity: Regardless of a student's background, aptitudes, or financial situation, teachers should work to provide them equitable access to education. This

entails modifying lesson plans and instructional resources to accommodate students' various demands.

Fostering Critical Thinking: Instructors should push their pupils to think critically and on their own, so they may make wise decisions and make valuable contributions to society.

Moral and Civic Education: Teachers should assist pupils in comprehending civic duties, democratic ideals, and the significance of being knowledgeable citizens who take part in the political process.

Professional Development: In order to give their pupils the greatest education possible, teachers must stay up to date on industry advancements and continuously refine their pedagogical strategies.

Unbiased teaching: Personal views of teachers should not be discussed in the classroom. Although basic discussions about politics and religion are acceptable, teachers should never distort their teachings to support their personal ideologies. In order for students to gather the information and skills necessary to make their own decisions and think for themselves, they must be given objective information.

Social teaching: A teacher should discuss social justice concerns with her students in addition to being aware of them. Talking about current local and global issues in a safe and accepting atmosphere is important. These subjects include the unequal distribution of income and power, marginalised communities, gender and social inequality, the environment, and social services. Students' impartiality and tolerance will be encouraged by these conversations.

3.7 Environmental Responsibilities of Commerce Teacher

To provide knowledge: It is the responsibility of the commerce teacher to provide knowledge of principles, practices, procedures, etc. about business, trade and industry and its relationship with the society. To provide basic knowledge of technological tools including computers and its application in business is also the responsibility of commerce teacher.

To observe Democratic Behaviour: Commerce teacher should observe democratic values so as to prepare his students for a democratic way of life.

Spread Awareness: It is the duty of the commerce teacher to spread awareness about the environment protection laws, acts and their amendments. He should also spread awareness about the basic commerce in the society.

To develop an understanding: Commerce teacher should develop the understanding of the environment in which we live and undertake various activities relating to business.

To develop basic skills: Commerce teacher is needed to undertake different commerce in the society and in the favour of society.

Self- Check Exercise

Q2. Choose the correct answer

Role of teachers:

- a) as a guide
- b) as facilitators
- c) as counsellor
- d) all of these

3.8 Personality of Commerce Teacher

Teachers who are successful have a strong enthusiasm for teaching. They have a strong enthusiasm for education and involving kids in the learning process. Furthermore, a lot of instructors have a particular area of expertise and enjoy imparting that information to their students.

Even though it's not an easy job, teaching is one of the most fulfilling vocations, with those who are most committed to their work succeeding. Hardworking educators who go above and beyond to create outstanding lesson plans or to help kids in need are more likely to thrive in their professions and, most importantly, to like what they do.

A captivating personality is essential for success in the classroom. In addition to measuring student interest, it helps teachers build rapport with their students, come up with creative explanations for various subjects, and make sure the students actually get the material. Enthusiasm and inventiveness, which are essential for capturing students' attention and earning their respect, are traits of a bright personality.

In addition to being an excellent speaker and presenter, a great teacher also has outstanding listening skills. This makes them a personable and sympathetic role model who students can confide in or talk to about any issues they may be having. Furthermore, resolving any problems in the classroom and ensuring that students comprehend the lesson content depend heavily on their ability to actively listen.

3.9 Summary

Dear students, we have studied in this unit about teacher, teacher's personality qualities of a good teacher and social and environmental responsibilities. Teacher hold an important role in the society. He is not only the role model of students but he is the role model of the society. In this lesson we have studied about the commerce teacher. A commerce teacher must have good academic and personal qualities. Various social and environmental responsibilities of the commerce teacher should be obeyed by the commerce teacher. Commerce teacher plays important role in imparting commerce knowledge and making reforms in the society.

3.10 Glossary

Profession: any type of work that needs special training or a particular skill, often one that is respected because it involves a high level of education

Ethics: the philosophical study of the concepts of moral right and wrong and moral good and bad

Facilitator: someone who, by indirect or subtle assistance, direction, or other support, assists to bring about an outcome (such learning, productivity, or communication)

3.11 Answer to Self- Check Exercise

Q1. d)

Q2. d)

3.12 References/ Suggested Reading

Aggarwal, J.C. (2010). Teaching of Commerce- A practical approach, New Delhi, Vikas Publication.

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3.13 Terminal questions

- Q. What are the qualities of a commerce teacher?
- Q. Explain the ethics of a commerce teacher?
- Q. Explain the social and environmental responsibilities of teachers’?
- Q. How a teacher can play the different roles in a school?

Unit 4

Unit Planning: Meaning Need and Importance

Structure

- 4.1 Introduction
 - 4.2 Learning Objectives
 - 4.3 Meaning of unit Planning
 - 4.4 Need of Unit Planning
 - Self- Check Exercise
 - 4.5 Importance of Unit Planning
 - 4.6 Summary
 - 4.7 Glossary
 - 4.8 Answer to Self- Check Exercise
 - 4.9 References/ Suggested Readings
 - 4.10 Terminal questions
-

4.1 Introduction

Planning is the process of thinking about and organizing the activities required to achieve a desired goal. It involves the creation and maintenance of a plan, such as psychological aspects that require conceptual skills. There are even a couple of tests to measure someone's capability of planning well. As such, planning is a fundamental property of intelligent behavior.

A unit plan continues the mapping process that you began with your long-term plan. Just as your long- term plan sets out the goals and pacing for the whole year, your unit plan sets out your goals and pacing for the discrete slices of the year to which you have assigned your learning goals.

The purpose of unit planning is to connect the competencies, language standards, and skills together so that it creates a unified picture for the students. Instructors are able to group language standards across skills to integrate with the competencies at the students' level. The competencies are the subject matter/topic

or theme for the unit and are the same competencies used in the CASAS assessments. In the end, unit planning saves the instructor time and energy when planning lessons. Unit plans can be saved, reviewed, and revised each year because they are broad and generalized. A sample unit plan on the next page provides an example of a unit plan.

4.2 Learning Objectives

After going through this lesson, you will be able to:

- Discuss the meaning of unit planning
- Discuss the need of unit planning
- Explain the importance of unit planning

4.3 Meaning of Unit Planning

When developing a course for the semester the process of unit planning is important. The steps below will help guide that process. Without unit plans, instructors tend to focus on class activities that may not address language standards. Unit planning focuses the learning on the language standards that are integrated thematically. Lesson plans aligned with the unit are connected and spiral instruction, so that learners have multiple opportunities to develop and apply what they have learned. Without unit plans, students and instructors can become frustrated because they may see the intended progress. The objectives and outcomes in a unit plan help the instructor articulate to the students what they will know and be able to do in a specific period of time. In simple meaning, unit planning stands for the planning of the instructional work of the session dividing the prescribed syllabus into same well defined and meaningful unit.

Carte V. Good “Unit may describe as an organization of various activities experiences and types of learning around the central problem or purpose developed comparatively by a group of pupils under teacher-leadership”.

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

I.J. Quillen and Lavone Hanna A unit refers to materials organized around a common principle, process, culture, or an area of living, and directed through the achievement of significant outcomes, thus giving unity to learning experiences.

Steps for unit planning

1. Select the purpose or goal of the unit. The goals, written as an overview or rationale, explain what the unit is about and what the learners will know and be able to do.
2. Write appropriate objectives for the unit using behavioral terms to describe what the learners will do, consistent with the unit goal. It is helpful to review the Content Standards by Skill Section and to identify cultural, workplace, technology, and/or metacognitive skills when planning objectives.
3. Brainstorm learning activities that are appropriate for the proficiency level of the learners that reflect the goals and objectives. Think about materials, including texts, audio and video; manipulative, authentic materials, field trips, guest speakers, and equipment needed for the activities.
4. Plan how you will evaluate the learners' progress towards meeting the goal and objectives at the completion of the unit. Evaluation may include demonstrations, projects, portfolio assignments, or unit tests.

4.4 Need of unit planning

A great deal of your effectiveness as a teacher has to do with your ability to design and implement instruction that promotes learning. In outcome-based education an overwhelming amount of research suggests that learning is directly correlated to teacher planning and preparation.

This is largely due to the fact that if your plan is ready, then one can focus on its implementation. While developing unit and lesson plans may seem like an onerous burden at first, doing so is important because:

- The process of planning forces you to reflect on what you want to accomplish in each unit and in each class and how best to do so.
- Planning helps you control how class time is used and, as a result of reflection, use that time as productively as possible.
- Lesson and unit plans can be used, with revisions and adaptations, each time you teach the course, and they can be put in your teaching portfolio, to be used when you apply for teaching positions.

In simple terms, a unit plan is simply a shorter-term, more detailed view of your teaching map than your long-term plan. Yet in many ways, it has a very similar purpose. Unit planning provides you with a sense of direction and organization that again helps you and the class to achieve significant academic gains within a particular time period. More specifically, creating a plan to reach short-term goals has the following benefits:

A unit plan forces you to make difficult decisions about what to teach and how to teach it. After taking the time to develop a unit plan, you are less likely to be side-tracked by objectives, lessons, or activities that do not advance your ultimate quest for academic achievement. Tempting diversions will look much less appealing if you have your sights set on your particular set of goals in a particular four-to-six-week period.

A unit plan keeps you on pace to reach your unit (and ultimately long-term) goals. Your unit plan, which should be referred to with almost daily frequency, is your point of reference when you ask yourself, “Given where I want to be in two [or four or six] weeks, am I where I need to be now? Am I spending too much time on certain skills and concepts given the other skills and concepts that must be included in these X weeks, or X days?” Given the limited number of weeks, days, and lessons in a unit, each moment becomes more precious, forcing you to pace yourself appropriately in order to meet your end goals.

A unit plan provides an opportunity to stimulate student interest through overarching content

that is relevant to students. When you design your unit plan, consider what content will engage your students given their interests and backgrounds. As Jere Brophy

indicates in *Tomorrow's Teachers*, "whether in textbooks or in teacher-led instruction, information is easier to learn to the extent that it is coherent (i.e., a sequence of ideas or events makes sense and the relationships among ideas are made apparent). Content is most likely to be organized coherently when it is selected in a principled way, guided by ideas about what students should learn from studying the topic."¹⁴ Your unit plan does precisely that—it creates discrete segments of learning that have a cohesive unity. And, you will help engage your students in learning because each unit will have an overarching idea that is relevant and interesting to students.

Self- Check Exercise

Q1. Choose correct answer

The process of thinking about and organizing the activities required to achieve a desired goal:"

- a) **Organizing**
- b) **Planning**
- c) **Learning**
- d) **None of these**

4.5 Importance of unit planning

We as teachers in a dual curriculum school have a tremendous responsibility to teach the same material that our public school and non- dual curriculum private schools have, but with far fewer hours. Over the years, parochial schools have done an amazing job of this, but as the wealth of material and skills students need to be effective members of the workforce continues to grow, this is becoming an increasing challenge.

Unit planning, unlike lesson planning in the traditional sense, requires teachers to look at the end result first. How do we want our student to be as a result of our instruction in a macro sense? What should our student know and be able to do as a result of our instruction? By having global questions drive our unit of study and utilizing the standards in the beginning to drive instruction, we are able to cover more ground in a unit with less concern about simply teaching day to day only to find out we aren't able to get past World War II in a US history class. If we know this issue, we can plan in

advance when is taught what and how long each unit of study should be. We are able to prioritize and organize our instruction.

What was my big mistake? (I always have one.) When I first worked with my BOLD teachers in the summer, I wanted the Step 3 section in their unit plans (the day to day activity section) to include daily accounting for blended (online curriculum) and differentiation. Rather, I now am asking my BOLD teachers to account for both differentiation and online content each unit rather than each lesson. Why? Precisely because they are utilizing the playlist approach requiring students to go from station to station to conquer certain tasks and content within a unit, rather than within a period. This approach gives flexibility to the teacher to adapt an individual lesson to provide remediation when necessary or additional time for online or offline activities.

Rather than having teachers' hand in a section with dates on it, they divide their unit into days needed to cover it. I told them to look at these days as pieces in a greater puzzle called their unit. Magen David teachers are working on utilizing the common core state standards to drive their units of instruction and utilizing Bloom's Taxonomy to differentiate students in the rotational model.

How to write a unit plan

As a new teacher or educator, it can be overwhelming to face all the responsibilities in writing a good unit plan that map to all the audiences in our classrooms. Successful unit plans help you organize individual lessons into a coherent structure. Careful attention to advance planning will provide important benefits for both you and your students. You may use a variety of approaches toward unit planning, from short- and long-term outlines to interdisciplinary unit plans shared with instructors in other departments.

Adopt unit plans to create connections for your students. At its most basic level, unit planning ensures you are linking each lesson plan to the next. As you develop a unit plan, you'll support key concepts and learning goals with a carefully mapped structure.

- Use unit planning to weave key concepts and learning goals together over time and between or among disciplines.
- Consider overlapping lessons with fellow instructors to provide longer spans of time for study and practice.

Diversify your instructional approach to help meet the needs of more students. You may use unit plans within your specific course. Unit plans are also an excellent way to forge interdisciplinary connections. Developing a multi-lesson unit structure provides you with a framework for presenting overarching themes in a variety of ways. Students with diverse learning styles will benefit, and you will be able to explore different ways of teaching without veering off course or running short on time.

Plan for longer periods of time so you're forced to pace yourself. Planning out several units over the course of a term, or even the entire year, will help you recognize what you can and cannot accomplish during a given period of time. Once you've recognized your limitations you can prioritize key concepts and learning goals.

Define your objectives. Writing a clear goal for each lesson and activity will help focus the learning of your students and your teaching.

- For example, if you're planning a history unit on the Great Depression, you may want students to understand 1) the root causes of the Great Depression; 2) the efforts taken by Herbert Hoover to address the Depression; 3) the accomplishments of Franklin Roosevelt and the New Deal; 4) challenges to the emerging New Deal order; and 5) the influence of World War II in ending the Depression.
- Use these five goals to plan lessons and activities that will meet these goals.

Follow a standard template for preparing a unit. Normally, these begin with objectives, but also include standards addressed, materials, lessons, assessments, resources, and accommodations for all learners in the classroom.

- The templates provided at the end of this article may be useful for course planning.

List in sequential order the major concepts in outline form to be clear on what concepts you are planning to teach within a given time frame. This exercise will help you understand how much material you can realistically fit into a unit and how you

should allocate your time. Remember to leave room for adjustment. You may find that in practice, a given concept takes more or less time to convey than anticipated.

- If, for example, you have four weeks to address the five Great Depression unit goals outlined above, you may opt to begin with three lessons on the Depression's root causes and end with two focused upon the influence of World War II in ending the Depression. In between, you might allocate roughly a week to each of the other three goals, but leave a "float" day or two built into the schedule.
- Plan supplemental assignments for "float" days that, while enriching, are not required material for meeting state standards. You'll be well-prepared if you do need the lessons, but you'll retain the capacity to sacrifice this material in favor of spending an extra day on a key learning goal.

Expand your students' exposure to key concepts and learning goals.

Interdisciplinary coordination can provide your students with longer spans of class time for study and practice. Working together may allow you to spend multiple periods one day focused upon a larger-scale science project, while another day you'll use extra time on a language arts component of the interdisciplinary plan.

4.6 Summary

Dear students in this unit we learned about unit planning, need and importance of unit planning. Unit planning is very helpful for a teacher as well as students also. A unit plan keeps you on track and keeps the kids on track, but it also helps outside the context of the lesson itself. Lesson planning lets you track progress and problems. With planned lessons, you have actual paperwork of everything you've taught, so you can refer back to it later. If kids aren't learning a particular point, you know which lesson plan to amend, which helps you learn from your own mistakes and missteps. If kids learn something really well, you can look at that lesson and figure out what about it really worked. You can start to learn to be a better teacher overall and for each particular class, and you don't have to do it via memory.

4.7 Glossary

Planning: to devise a strategy

Relevant: correct or suitable for a particular purpose

Exposure: the condition of being presented to view or made known

4.8 Answer to Self- Check Exercise

Q1. b)

4.9 References/ Suggested Readings

Aggarwal, J.C. (2010). Teaching of Commerce- A practical approach, New Delhi, Vikas Publication.

Beck, Hugo E. 1962. "The Contributions of Henry Clinton Morrison: An Educational Administrator at Work." Ph.D. thesis, The University of Chicago.

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Maheshwary, S.N., & Maheshwary, S.K. (1989). Elements of Business Studies, New Delhi, Asha PrakaGreh.

4.10 Terminal questions

Q. Prepare a unit plan of your choice for any class.

Q. Discuss the need and importance of unit planning?

Q. Explain the need of unit planning?

Unit 5

Lesson Planning and Approaches of Lesson Planning

Lesson Structure

5.1 Introduction

5.2 Learning Objectives

5.3 Meaning of lesson planning

5.4 Need of lesson Planning

Self- Check Exercise

5.5 Advantage of lesson planning

5.6 Steps of lesson planning

Self- Check Exercise

5.7 Approaches of lesson planning in teaching of commerce

5.8 Summary

5.9 Glossary

5.10 Answer to Self- Check Exercise

5.11 References/ Suggested Reading

5.12 Terminal questions

5.1 Introduction

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning.

5.2 Learning Objectives

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

- Explain the meaning of lesson planning
- Discuss the need of lesson planning
- Enlist the advantage of lesson planning
- Enumerate the main steps in lesson planning
- Discuss the approaches of lesson planning in commerce

5.3 Meaning of Lesson Planning

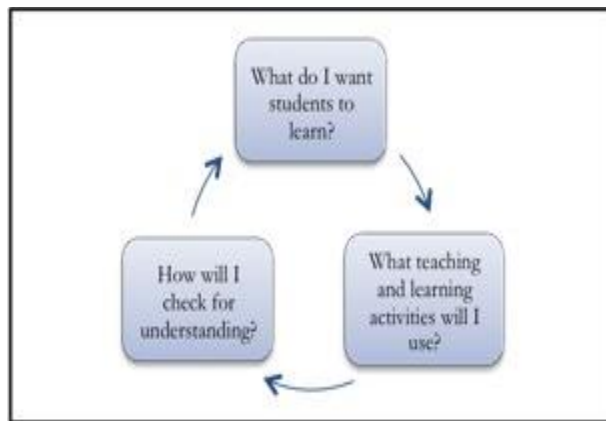
A lesson plan is a teacher's plan for teaching a lesson. It can exist in the teacher's mind, on the back of an envelope, or on one or more beautifully formatted sheets of A4 paper. Its purpose is to outline the "programme" for a single lesson. That's why it's called a lesson plan. It helps the teacher in both planning and executing the lesson. And it helps the students, unbeknownst to them, by ensuring that they receive an actual lesson with a beginning, a middle and an end, that aims to help them learn some specific thing that they didn't know at the beginning of the lesson (or practise and make progress in that specific thing).

Lesson planning is a special skill that is learned in much the same way as other skills. It is one thing to surf the Net to retrieve lesson plans from other sites and adapt them to your needs. It is quite another thing to have the skill to develop your own lesson plans. When you are able to create your own lesson plans, it means you have taken a giant step toward "owning" the content you teach and the methods you use, and that is a good thing. Acquiring this skill is far more valuable than being able to use lesson plans developed by others. It takes thinking and practice to hone this skill, and it won't happen overnight, but it is a skill that will help to define you as a teacher. Knowing "how to" is far more important than knowing "about" when it comes to lesson plans, and is one of the important markers along the way to becoming a professional teacher. It is also in keeping with a central theme of this site that you should learn to plan lessons in more than one way. The corollary is, of course, that there is no one "best way" to plan lessons. Regardless of the form or template, there are fundamental components of all

lesson plans that you should learn to write, revise, and improve. A successful lesson plan addresses and integrates these three key components:

- Objectives for student learning
- Teaching/learning activities
- Strategies to check student understanding

Specifying concrete objectives for student learning will help you determine the kinds of teaching and learning activities you will use in class, while those activities will define how you will check whether the learning objectives have been accomplished (see Fig).



5.4 Need of Lesson Planning

Lesson planning is essential because:

- It helps the teacher conduct her lesson in an orderly fashion and it allows students to know what they are going to be learning and how it fits into the course syllabus.
- Students also feel that the lessons are sequenced properly. Having a good lesson plan will also increase confidence in the teacher; on the other hand, not having a plan will result in complete failure for both teacher and students. In addition, a

detailed plan clearly demonstrates that the teacher has taken the time, as well as, put in the thought and effort into making the lesson.

- Teachers who do not produce a lesson plan are often lazy, or feel that they can create a lesson (known as jungle path lessons) based on what is happening in the room at that moment. This can sometimes work, but to continue to never have a lesson plan proves to be ineffective, besides, your students will become frustrated and feel a sense of negligence or carelessness on the teacher's part as well as not getting their money's worth.
- Planning detailed lessons will avoid problems in class. This will give the teacher confidence that they have done their best to plan for any eventuality, or at least minimize some problems.

Self- Check Exercise

Q1. Choose the correct answer

In A successful lesson plan, the main key components are:

- a) Objectives for student learning
- b) Teaching/learning activities
- c) Strategies to check student understanding
- d) All of these

5.5 Advantages of Lesson Planning

1. It inspires the teacher to improve the further lessons.
2. It helps the teacher in evaluating his teaching.
3. It develops self confidence in the teacher.
4. Proper care is taken on take into consideration, the level and previous knowledge of students.
5. The teaching matter is organized in a time-frame.
6. It inspires the teacher to ask proper and important questions.
7. It provides guidance to the teacher as to what and how he should teach.

8. It helps in creating the interest of students towards the lesson.
9. It stimulates the teacher to think in an organized manner.
10. It helps the teacher to understand to objectives properly.

5.6 Steps of Lesson Planning

The first step is to determine what you want students to learn and be able to do at the end of class. To help you specify your objectives for student learning, answer the following questions:

- What is the topic of the lesson?
- What do I want students to learn?
- What do I want them to understand and be able to do at the end of class?
- What do I want them to take away from this particular lesson?

Once you outline the learning objectives for the class meeting, rank them in terms of their importance. This step will prepare you for managing class time and accomplishing the more important learning objectives in case you are pressed for time. Consider the following questions:

- What are the most important concepts, ideas, or skills I want students to be able to grasp and apply?
- Why are they important?
- If I ran out of time, which ones could not be omitted?
- And conversely, which ones could I skip if pressed for time?

Now that you have your learning objectives in order of their importance, design the specific activities you will use to get students to understand and apply what they have learned. Because you will have a diverse body of students with different academic and personal experiences, they may already be familiar with the topic. That is why you might start with a question or activity to gauge students' knowledge of the subject or possibly, their preconceived notions about it. For example, you can take a simple poll: "How many of you have heard of X? Raise your hand if you have." You can also gather background information from your students prior to class by sending students an

electronic survey or asking them to write comments on index cards. This additional information can help shape your introduction, learning activities, etc. When you have an idea of the students' familiarity with the topic, you will also have a sense of what to focus on.

Develop a creative introduction to the topic to stimulate interest and encourage thinking. You can use a variety of approaches to engage students (e.g., personal anecdote, historical event, thought-provoking dilemma, real-world example, short video clip, practical application, probing question, etc.). Consider the following questions when planning your introduction:

- How will I check whether students know anything about the topic or have any preconceived notions about it?
- What are some commonly held ideas (or possibly misconceptions) about this topic that students might be familiar with or might espouse?
- What will I do to introduce the topic?

Prepare several different ways of explaining the material (real-life examples, analogies, visuals, etc.) to catch the attention of more students and appeal to different learning styles. As you plan your examples and activities, estimate how much time you will spend on each. Build in time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding. These questions would help you design the learning activities you will use:

- What will I do to explain the topic?
- What will I do to illustrate the topic in a different way?
- How can I engage students in the topic?
- What are some relevant real-life examples, analogies, or situations that can help students understand the topic?
- What will students need to do to help them understand the topic better?

Now that you have explained the topic and illustrated it with different examples, you need to check for student understanding – how will you know that students are

learning? Think about specific questions you can ask students in order to check for understanding, write them down, and then paraphrase them so that you are prepared to ask the questions in different ways. Try to predict the answers your questions will generate.

Self- Check exercise

Q2. Choose the correct answer

Pedagogical knowledge includes:

- a) Knowledge of content
- b) Knowledge of method
- c) Both (a) and (b)
- d) None of these

5.7 Approaches of lesson planning in teaching of commerce

There are several approaches for planning and writing the lesson plan. During different periods various basic assumptions of education for planning. Educationist have laid much stress on various steps for writing lesson plan:-

1. The Herbartian Approach
2. Morrison Approach
3. RCEM Approach
4. Evaluation Approach

The Herbartian Approach

Herbart advocated five formal steps in teaching:

(1) Preparation—a process of relating new material to be learned to relevant past ideas or memories in order to give the pupil a vital interest in the topic under consideration

(2) Presentation—presenting new material by means of concrete objects or actual experience

(3) Association—thorough assimilation of the new idea through comparison with former ideas and consideration of their similarities and differences in order to implant the new idea in the mind

(4) Generalization—a procedure especially important to the instruction of adolescents and designed to develop the mind beyond the level of perception and the concrete

(5) Application—using acquired knowledge not in a purely utilitarian way but so that every learned idea becomes a part of the functional mind and an aid to a clear, vital interpretation of life. This step is presumed possible only if the student immediately applies the new idea, making it his own.

Morrison Approach

This approach is associated with the name of the Professor H.C Morisson (1871-1945) of the University of Chicago. It lays greater emphasis on the unit method for the planning of the teaching –learning activities and that is why it is also termed as unit approach. According to it the teaching-learning process must result into the mastery over the subject matter or the contents prescribed for classes. The teacher moves to the second unit only when he thinks that the students acquired mastery over the subject matter of the unit and capable of generalizing and applying the ideas of learn material.

Steps involved

- Exploration
- Presentation
- Assimilation
- Organization
- Recitation

Evaluating the learning outcome

This step is with regard to the evaluation of the behavioral changes occurred in the students on account of the teaching activities through suitable evaluation techniques.

Lesson Planning: Bloom’s evaluation approach (with a little modification) involves the following systematic steps of the lesson planning:

1. Content or teaching points
2. Objectives and their specifications

3. Teacher's activities
4. Students activities
5. Teaching aids
6. Evaluation

In developing his concept of mastery learning, Morrison distinguished between learning and performance. Mastery, according to Morrison, is when students focus on learning a skill and acquire a fundamental grasp of subject matter. Once students have achieved a certain level of learning, they attempt to apply the skill; this application is called performance. The next step achieved is adaptation, the stage at which students become able to apply their learning to any situation.

RCEM Approach

The approach has been developed at Regional College of Education, Mysore (R.C.E.M.) and leave the name R.C.E.M approach. The assumption regarding this approach is that human learning can be best explained in terms or mental process of mental abilities rather than behavior. It has shifted the focus from product to process. This is very necessary indeed as the list of action verbs designating behavior was to long and unwieldy to have any meaningful application of classroom teaching. Having given a lot of thought to it and having discussed both the system at RCEM, the education and content cum behavioural outcome.

The RCEM approach has used the Bloom's taxonomy of educational objectives with a little modification. The system has converted into four categories. The last categories:

Analysis, synthesis and evaluation are denoted by one category, i.e, creativity. These four categories have been further divided into seventeen mental abilities or processes. These abilities are used for writing the objectives of cognitive, affective and psychomotor domains in behavioral terms. These seventeen mental abilities are:-

Knowledge

- (i) Recall

- (ii) Recognize

Understanding

- (i) Seeing relationship
- (ii) Cite example
- (iii) Discrimination
- (iv) Classify
- (v) Interpret
- (vi) Verify
- (vii) Generalize

Application

- (i) Reason out
- (ii) Formulate hypothesis
- (iii) Establish hypothesis
- (iv) Infer
- (v) Predict

Creativity

- (i) Analyses
- (ii) Evaluate
- (iii) Evaluate

Evaluation Approach

Professor B.S. Bloom gave a new concept in Education known as Evaluation Approach. According to him "Evaluation is a continuous process. It has three components- Behavioural Changes, Learning Experiences and Teaching Objectives.

Steps of Evaluation Approach- Evaluation approach of lesson planning consists of the following steps-

Preparation: According to Herbart the mind of the child must be prepared to receive new knowledge. This step should be brief and nothing new should be told to the students. There should be a link between the previous knowledge and the new lesson: This step may involve-

- Skillful discussion.
- Use of charts, pictures and models.
- Arousing curiosity by the novelty of experimentation.

Testing of the previous knowledge

Presentation: This marks the commencement of the actual lesson. The teacher makes a statement of the aim in which he briefly tells the class what they are about to learn. This creates a readiness in the minds of the children and they know what they are about to learn. In presenting the lesson, the teacher carefully and skillfully arranges his material, tells a new relevant fact and "educates some very important principles by encouraging pupils to observe, compare and contrast the fact presented to them. The presentation step must consist of a great deal of mental activity on the part of the pupils. Even in an informative lesson, the teacher should talk as little as possible and makes the pupils talk as much possible.

Comparison or Association: The new ideas or knowledge to be learnt should be compared and associated with already known ideas and facts. It is felt that in an inductive lesson such as a formula in algebra or the framing of a principle in Science, Compare what was given to them with the results obtained after going through a certain process.

Generalization: In an inductive lesson the result of the agreement of facts after observation and comparison leads the pupils to a certain conclusion which should enable them to frame a general law or principle. The pupil's generalization may sometimes be incomplete and wrongly stated. The teacher should help them to complete and correct.

Application: It is said that knowledge which is not used will soon fade from consciousness. So it is necessary that the generalizations may be applied to the solution of particular examples in the application step. This application serves the purpose of revision and recapitulation of principles just learnt. The main aim is to fix the new knowledge in the minds of the pupils. Thus, knowledge becomes clear and meaningful.

Recapitulation: This is the last step in Herbartian steps of lesson planning. The teacher ascertains whether the pupils have understood and grasped the subject- matter or not. It is generally done by one of the following ways-

- i. Asking suitable questions on the topic taught.
- ii. Asking pupils to label the unlabeled sketches

5.8 Summary

Dear students, in this unit we have studied about the lesson planning and different approaches of lesson planning. The lesson plan does not have to be an exhaustive document that describes each and every possible classroom scenario. Nor does it have to anticipate each and every student's response or question. Instead, it should provide you with a general outline of your teaching goals, learning objectives, and means to accomplish them. It is a reminder of what you want to do and how you want to do it. A productive lesson is not one in which everything goes exactly as planned, but one in which both students and instructor learn from each other.

5.9 Glossary

Pedagogy: the method of teaching.

Approach: a technique/ way of looking at teaching and learning.

Strategy : Procedure and process that a teacher uses during instruction

5.10 Answer to self- Check Exercise

Q1. d)

Q2. c)

5.11 References/ Suggested Reading

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5.12 Terminal questions

Q. What do you understand by lesson planning? What are the various steps followed when preparing a lesson plan?

Q. Do you think that lesson plan having any advantages? Justify your answer?

Q. How many approaches are there in lesson planning? Write any two approaches of lesson planning?

Unit 6

Evaluation and Assessment

Structure

6.1 Introduction

6.2 Learning Objectives

6.3 Meaning of Evaluation

6.4 Difference between assessment and evaluation

Self- Check Exercise

6.5 Construction and Standardization of achievement test in commerce

6.6 Summary

6.7 Glossary

6.8 Answer to Self- Check Exercise

6.9 References/ Suggested Reading

6.10 Terminal questions

6.1 Introduction

The main purpose of education process is to improve the performance of the students. The learning outcomes of the students are measured with the help of achievement tests. Performance assessment is the process of measuring the terminal behaviour of the students at the end of teaching or instruction. It is the job of the teacher to measure whether the students have acquired the level of attainment in the subject matter.

6.2 Learning Objectives

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

- Explain the term of evaluation
- Differentiate the measurement and evaluation
- Explain the standardization and construction of achievement test in commerce

6.3 Meaning of Evaluation

The evaluation process ascertains the workability of learning experiences and change of behaviour of the students. The term evaluation convey several meanings in education and psychology. The evaluation is both qualitative as well as quantitative process. The term evaluation has been defined in the following manner.

According to Bradfield and Moredock "Evaluation is an assignment of symbols to a phenomenon in order to characterise the worth or value of a phenomenon usually with reference the some social, cultural or scientific standard."

According to Hanna "Evaluation is the process of gathering and interpreting evidence on change in the behaviour of all students as they progress through school."

Writingstone states in the encyclopedia of Educational Research that "Evaluation is a relatively new technical term introduce to designate a more comprehensive concept of measurement that is implied in conventional test and examination."

It is evident for the above definitions, that evaluation in educational context implies broad programme than the examination in which achievements attitudes, interests, personality traits and skills factors are taken in consideration. Thus, cognitive, affective and psychometry learning outcome are measured in the evaluation process. The success and failure of teaching depends upon teaching strategies, tactics and aids.

The concept of evaluation was introduced by B.S Bloom. The concept of evaluation is also applicable to the teaching of commerce. Evaluation is a gradual and continuous process.

According the J.W.Wrightstone, "Evaluation is a new technical term introduced to design a more comprehensive concept of measurement."

"Evaluation is the systematic assessment of the worth or merit of some object".

"Evaluation is the systematic acquisition and assessment of information to provide useful feedback about some object".

All definitions agree that evaluation is a *systematic* endeavor and both use the deliberately ambiguous term 'object' which could refer to a program, policy, technology, person, need, activity, and so on. The latter definition emphasizes *acquiring and assessing information* rather than *assessing worth or merit* because all evaluation work

involves collecting and sifting through data, making judgements about the validity of the information and of inferences we derive from it, whether or not an assessment of worth or merit results.

Evaluation strategies' means broad, overarching perspectives on evaluation. They encompass the most general groups or "camps" of evaluators; although, at its best, evaluation work borrows eclectically from the perspectives of all these camps.

There are many different types of evaluations depending on the object being evaluated and the purpose of the evaluation. Perhaps the most important basic distinction in evaluation types is that between **formative** and **summative** evaluation. Formative evaluations strengthen or improve the object being evaluated -- they help form it by examining the delivery of the program or technology, the quality of its implementation, and the assessment of the organizational context, personnel, procedures, inputs, and so on. Summative evaluations, in contrast, examine the effects or outcomes of some object -- they summarize it by describing what happens subsequent to delivery of the program or technology; assessing whether the object can be said to have caused the outcome; determining the overall impact of the causal factor beyond only the immediate target outcomes; and, estimating the relative costs associated with the object.

Formative evaluation

Formative evaluation takes place during the formative year. It implies evaluation of pupils during instruction. It takes into account smaller and independent units' students of the curriculum. In the end of each should be given test and weaknesses should be After diagnosis, remedial teaching should be diagnose is given. Formative test is constructed for the one and the provides opportunity t to student to get mastery in of each unit. It of one-learning more effective. Intent. Formative tests on the achievement of objectives. Special tests are prepared on each unit or chapter of instruction. These are generally teacher-made mastery tests. Formative evaluation provides continuous feedback to both pupil and teacher concerning learning success and failure.

- (i) Feedback to student provides reinforcement of successful learning and identifies the specific learning errors that need correction.
- (ii) Feedback to the teacher provides information for improving instruction and for prescribing individual and group remedial work.

Formative evaluation is useful for the improvement of curriculum, teaching and learning.

Salient Features (Characteristics) of Formative Evaluation:

1. Selection of the unit: In formative evaluation a particular unit of learning is selected.
2. Specification of the unit: The components of the unit are analysed in the form of specifications. Specification of the unit includes (i) the content, (ii) the behaviour of the pupil and (iii) the objectives to be achieved in relation to the content.
3. Determining the content: In formative evaluation new subject-matter or content of the unit is determined. It includes new terms, new relations and new procedures.
4. Determining learning outcomes: Learning outcomes or behaviours of the pupil are determined in relation to each new element of the content.

General Principles of Formative Evaluative Test Construction:

1. Include all the important elements in a unit.
Include items at each of the behavioural levels specified.
2. Test items may proceed from lower level to higher level (i.e., from easy to difficult).
3. Each item should indicate student's mastery of the unit element.
4. The test should reveal to the students the errors they have made. Remedial instructional materials should be provided in the form of textbooks, work-books, programmed instruction and films.

Summative Evaluation

Summative evaluation is the type of evaluation used at the end of the term or course. From summative test, the general level of student is judged and on the basis of student performance, the effectiveness of teaching and instruction is evaluated. Thus it provides

reinforcement to teacher and help in planning and organizing of further teaching. On the basis of students' performance it is judged to what extent objectives could be realised.

Features of Summative Evaluation:

Evaluation : Summative evaluation takes place at the end of the term, course, programme or semester.

2. It is terminal and judgemental in character.
3. It is designed to determine the extent to which the instructional objectives have been achieved by the pupils.

The main purposes of summative evaluation are:

(i) Grading and certifying students..

(ii) Evaluation of progress.

(iii) Judging the effectiveness of the teacher.

(iv) Judging the effectiveness of the curriculum, course of study or educational plan.

In the words of Bloom and Others, "Perhaps the essential characteristic of summative evaluation is that a judgement is made about the student, teacher or curriculum with regard to the effectiveness of learning or instruction, after the learning or instruction has taken place."

4. The portion of the course covered in specific term, semester becomes the basis of summative evaluation. Prof. Bloom and his Associates are of the view, "Atleast several skills or concepts which combine to make a broader ability should have been presented before a summative evaluation is administered."

5. The level of generalisation sought by the items in the examination used to collect data for the evaluation is a significant characteristic of summative evaluation.

6.4 Difference between assessment and evaluation

Assessment focuses on learning, teaching and outcomes. It provides information for improving learning and teaching. Assessment is an interactive process between students and faculty that informs faculty how well their students are learning what they are teaching. The information is used by faculty to make changes in the learning environment, and is shared with students to assist them in improving their learning and study habits. This information is learner-centered, course based, frequently anonymous, and not graded. • Evaluation focuses on grades and may reflect classroom components other than course content and mastery level. These could include discussion, cooperation, attendance, and verbal ability.

Assessment is the process of objectively understanding the state or condition of a thing, by observation and measurement. Assessment of teaching means taking a measure of its effectiveness. “Formative” assessment is measurement for the purpose of improving it. “Summative” assessment is what we normally call “evaluation.”

Evaluation is the process of observing and measuring a thing for the purpose of judging it and of determining its “value,” either by comparison to similar things, or to a standard. Evaluation of teaching means passing judgment on it as part of an administrative process. When reading the educational literature in this area, the terms assessment and evaluation are often used interchangeably. This can be confusing to students.

The table below highlights some of the key differences.

Assessment	Evaluation
Emphasis on the teaching process and progress	Emphasis on the mastery of competencies
Focus on the Teacher Activity or Student Activity	Focus on Student Performance or Teacher Performance
Methods include: Student Critiques, Focus Groups, Interviews, Reflective Practice, Surveys and Reviews	Methods include: Test/Quizzes, Semester Projects, Demonstrations or Performances
Purpose is to improve the teaching and learning process	Purpose is to assign a grade or ranking

Assessment	Evaluation
Generally Formative	Generally Summative

Assessments and evaluations are valuable elements in the learning process. They provide evidence that learning is happening through a progressive process and ultimately in the allocation of grades. Assessments and evaluations are excellent vehicles for providing feedback and for helping students to be self-directed in the learning process. While some form of feedback should be provided in all assessments and evaluations, grades are most often associated with evaluations. Your online course(s) should provide a combination of self-assessments (where the student completes an activity and receives immediate feedback) and instructor-assessed activities (where the instructor provides direct feedback to the student - can be an assessment or an evaluation). Instructor-assessed activities require you to provide more than a grade; you should also give the student some direction that will help them improve on future activities. More information about this can be found in this module's Feedback section.

Self- Check Exercise

Q1. Choose the correct answer

The process of observing and measuring things for the purpose of judging it and determining its value either by comparison to similar things called:

- a) Assessment
- b) Evaluation
- c) Tests
- d) None of these

Q2. The process of objectively understanding the state or condition of a thing:

- a) Evaluation
- b) Assessment
- c) Criterion test
- d) Non- criterion test

6.5 Construction and Standardization of achievement test in commerce

Test construction and evaluation have been under investigation by a large number of authors for centuries but the interest towards tests has become even more intense in the past few decades with the drive to reform testing and the consideration of its moral aspect.

A test is defined as a series of questions, problems, or physical responses designed to determine knowledge, intelligence, or ability. Tests can be classified in different ways according to various criteria. There is no uniformity in the classifications offered by the different authors. However, following the classification in, tests can be divided into eight basic categories:

According to the test purpose: Proficiency tests (used to measure students' language abilities

- regardless of any training): Achievement tests (to measure how much of the language taught
- during a certain period of time has been learned): Diagnostic tests (to identify students' strengths and weaknesses and
- to plan further teaching): Placement tests (to place students in groups in compliance with their language abilities);

Some authors recommend that the teacher use different methods of testing in order to reduce the influence of the test effect and thus obtain a clearer picture of the students' knowledge and skills rather than of their abilities to perform particular types of exercises such as multiple choice, cloze (a cloze test is an exercise, test, or assessment consisting of a portion of text with certain words removed, where the participant is asked to replace the missing words), true or false, and others. However, other specialists advise test authors to devise uniform tests, which consist only of one type of exercises, so that the change from one method of testing to another wouldn't affect the test taker and the test qualities would be easier to assess afterwards.

Steps for Constructing Standardized Tests

Standardized tests are carefully constructed tests with a uniform procedure of scoring, administering and interpreting the test results. They consist of items of high quality. The items are pretested and selected on the basis of difficulty value, discrimination power, and relationship to clearly defined objectives in behavioral terms. Any person can administer the test as the directions for administering, time -limits and scores are given. These are norm-based tests. Norms are age, grade, sex etc. Reliability and validity of a test are established beforehand. A manual is supplied which explains purposes and uses of the test.

Steps for construction of a Standardized test

- 1.Planning the test.
- 2.Preparing the test.
3. Try out of the test.
4. Reliability of the final test.
5. Validity of the final test.
6. Preparation of norms for the final test.
- 7.Preparation of manual and reproduction of test.

6.6 Summary

Dear students in this unit we have learned about assessment and evaluation. Assessment is the systematic collection of data to monitor the success of a program or course in achieving intended learning outcomes (ILOs)* for students. Assessment is used to determine:

- What students have learned (outcome)
- The way they learned the material (process)
- Their approach to learning before, during, or after the program or course

You can assess students before instruction to get a baseline of what students know (for example, by administering a pretest). During instruction, assessment can be used to determine what students are learning so you can adjust your teaching, if needed. Quizzes or mud cards, which ask students to identify the “muddiest point” that remains for them after the class, are two methods of this kind of “formative assessment.” After instruction, you can use assessment for two purposes: (1) to determine if there has been a change in knowledge (final exams can be used for “summative assessment”); and (2) to provide you with information to revise the class or program.

6.7 Glossary

MCQ: Multiple Choice Questions

CRT: criterion Referenced Test

Achievement Test: A test developed skill or knowledge

6.8 Answer to Self- Check Exercise

Q1. b)

Q2. b)

6.9 References/ Suggested Readings

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6.10 Terminal questions

Q. What is assessment? In which ways the assessment is different from evaluation?

Q. How will you standardize and construct the achievement test in commerce?

Q. Differentiate the summative and formative evaluation?
