CHAPTER I
THE PROBLEM
## CHAPTER I

### THE PROBLEM

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1.01: **Introduction**

Right from the first Homo sapien emerged on the ladder of evolution the process of education started. Parents brought up their children in the life of tribe long before schools and schoolmasters were thought of. Of all the animals, man has the longest childhood, the most helpless infancy and the widest range of needs. His growth depends on mental and spiritual as well as bodily help. Continued help is needed if growth is to be full. The function of education is to help the individual to grow. Education helps a person in the unfolding of his personality by bringing forth and revealing the potential qualities in him. Education develops the mind, the physique, the senses and skills and nourishes the thinking qualities of the learner. The aim of education is the full and balanced development of an individual.

Education has socio-economic relevance also. The educational system can play its part in correcting social ills and in strengthening if not shaping the national character of people to serve as a solid foundation whether it be of fellow feeling, team spirit, industriousness, discipline, self-confidence, or other individual or cooperative virtues which constitute the basic requirements of a prosperous society. Education helps a person to secure gainful employment and further enables him to do his job in an efficient manner with a
high level of productivity. In improving the employability to large numbers, education is rendering a great service to the society. Higher employment and production result in the consequent rise of industrial and agricultural G.N.P. A high level of national per capita can be taken as the correct index of the social well being and prosperity of the country. The importance of education was brought out in the report of the "International Commission of the Development of Education" presented in the UNESCO's publication "Learning To Be" (1972) in the following words:

... for centuries educational development especially in the countries of Europe which initiated the industrial revolution, had generally followed economic growth. Now, probably for the first time in the history of humanity, development of education on a world-wide scale is tending to precede economic development.

1.02 : Concept of Education

02.a : Definition of Education

The word "education" is derived from the Latin word "educare", which means "to bring up". According to some theorists, "to educate" means "to lead forth", or "to extract out" the best in man, where "e" means "out of" and "duco" means "to lead".

These etymological explanations lead us to a variety of meanings of education. Numerous notable philosophers and educationists have tried to define the term "education".
According to Plato, "Education is giving to the body and soul, all perfection of which they are susceptible".

Welton James had defined education as under:

Education is an attempt on the part of the adult members of the human society to shape the development of the coming generation in accordance with its own ideals of life.

This definition assumes that education is a conscious process to train the children for fulfilling the responsibilities of adult life. Education is directing the undeveloped capacities, attitudes, interests, urges and needs of the young into the most desirable channels.

According to Dunn,

Education is the complete development of the individuality of the child so that he can make an original contribution to human life according to the best of his capacity.

All these definitions of education consider education as an attempt to develop the men.

Education is also viewed as a continuous reorganization and integration of activities and experiences. In the words of John Dewey:

Education is the development of all those capacities of the individual which will enable him to control his environment and fulfill his responsibilities.
According to him, all education must proceed by participation of the individual in the social activities.

While defining the term "education", Ross wrote:

Education is the cultivation of dynamic and adaptable mind which will be resourceful and enterprising in all situations, the mind which will have powers to create values in unknown future.

These definitions viewed education in a social context.

Eminent Indian educationists also have defined "education". These definitions are in accordance with their respective philosophies of life. Rabindranath Tagore viewed education as an emancipation from ignorance. He had defined "education" in this manner:

... It (education) enables the mind to find out that ultimate truth which emancipates us from the bondage of the dust and gives us wealth, not of things but of inert light, not of power but of love, making this truth its own and giving expression to it.

Another educationist, Mahatma Gandhi, had defined education in a different manner. He has expressed his views regarding education in these words: "By education, I mean, all round drawing out of the best in man - body, mind and spirit."
This discussion throws light on the fact that education is of utmost importance to the human being because it enables him to live life to its fullest extent. In the modern world education has reached an extraordinary and privileged position and it is expected that it would discharge manifold functions.

02.b: Role of Education in the Modern World:

In the modern world education has to perform manifold functions such as:

(i) It is expected that education should enable an individual to acquire the civilization of the past, to take part in the civilization of the present, and to contribute to the civilization of the future. In short, education should be useful for conservation, transmission, and renewal of culture.

(ii) Education should act as an agent of social, economic, and political development. It should be an active agent of social change and it should accelerate social change as well.

(iii) Dynamic and progressive nations demand an educational system that will take leadership in piloting and manning a future which will assure a better life to all. Education is expected to assist in the development of individuals and nations. This is especially true of a developing nation like India.
(iv) Modern economists and educationists view education as an investment in the development of human resources for economic growth. Thus education is the backbone of a progressing nation.

The role of education as an investment in human resources is comparatively of recent origin. The success of this new role is dependent upon the quality of education. The quality of education depends upon the content of education on one hand, and upon the quality of teachers on the other. To improve the quality of education, therefore, the content should be remodelled and teachers possessing the requisite scholarship, skill and vision for putting it across, should be made available for teaching jobs. Teacher is the pivot of the system of education. The quality of the teacher is the cornerstone of the edifice of effective education. Thus the demand for good teachers is growing stronger in every nation. Our society demands well-trained and well-equipped teachers to guide and direct the learning activity of the younger generation. The teacher, therefore, plays an important and indispensable role in the process of education.
1.03: **Teacher in the Process of Education:**

03.a: **Role and Functions of a Teacher in the Process of Education:**

The teacher plays a crucial role in the process of education. He must be able to motivate the learner to learn. If the learner is well-motivated, learning would take place easily.

The teacher is like a gardener. He is there to modify the environment of the learner so as to provide optimum conditions for his growth. In order to do this efficiently he must know the environment of the learner.

A teacher, who wishes to perform these two functions successfully, must possess certain attributes.

03.b: **Essential Attributes of a Teacher:**

Teaching profession has a great and honourable tradition extending from the dawn of history until recent times. It is considered to be a refined and socially acceptable profession. At the same time teaching is a strenuous activity and a skilful job which demands the possession of certain attributes by a person who wishes to be a successful teacher. Personality characteristics, such as good health, freedom from physical handicap, pleasing voice, good diction, and the correct use of
language, and above-average mental ability are useful for teaching with success.

The teacher must have knowledge of the subject-matter and also of the learner. Similarly, he must love both knowledge and the learner. No man can be a good teacher, unless he has feeling of warm affection towards his students, and a genuine desire to impart knowledge. The knowledge and love form the twin columns which support education of the young.

The teacher must have the ability to adjust his subject-matter according to the needs and interests of his students. At the same time, he must be able to arrange the teaching-learning situation, so that his students will adopt the goals, that are new but useful to them. By doing so they would be able to live effectively in future.

Understanding the cultural background, knowledge of areas of teaching-learning activities, basic knowledge of human development and learning process, knowledge of basic professional practices and procedures, help a teacher to be successful. At the same time, a complete mastery of the subject-matter to be taught, skill in the utilisation of specific techniques and methods of teaching are necessary. Above all a thorough understanding of child and adolescent psychology, is of
topmost importance to a teacher, who aspires to be successful in the teaching profession.

In order to develop some of the abovementioned qualities in a person, who wishes to accept teaching as a profession, a conscious effort to that effect should be made by the institution which trains teachers for teaching jobs. It goes without saying, that some kind of training is necessary, for every individual who desires to be a good teacher.

1.04 : Need of Teacher-Training Programmes :

Teacher-training programmes are designed and carried out in order to develop some of the qualities, already mentioned in persons who intend to enter the profession. These programmes mainly aim at preparing the student-teachers for teaching jobs in preprimary, primary and secondary schools. A graduate teacher is admitted to a College of Education. He is given a Bachelor of Education (B.Ed.) degree at the end of successful completion of the course. He, then, becomes eligible for a teaching post in any secondary school. This course is offered by various Universities in India. In the State of Maharashtra the following universities offer Teacher Training courses for secondary-school-teachers. These courses are run in various Colleges of Education.
1) S.N.D.T. Women's University, Bombay.
2) Bombay University, Bombay.
3) University of Poona, Pune.
4) Shivaji University, Kolhapur.
5) Marathwada University, Aurangabad.
6) Nagpur University, Nagpur.

1.05: Outline of the B.Ed. Course:

The outline of the B.Ed. courses prescribed by each of the six universities is generally the same with little variations from one university to the other. The salient features of the course are as under:

Name of the Course: Bachelor of Education.
Duration: Two academic terms (one year).
Eligibility: A graduate of any faculty of a recognized University.

The Framework of the Course:

(A) The examination consists of two parts:
   Part I: Written Examination.
   Part II: Practical Examination.

(B) The examination carries 1000 marks.
   Part I: Written Examination:
   600 marks: six papers; each of three hours duration and carrying 100 marks.
Part II : Practical Examination

(a) Years Work : 300 marks.

(b) Examination Lesson : 100 marks.

The six papers are titled as under :

(i) Philosophical and Sociological Foundations of Education.

(ii) Problems of Education and Development of Education in Maharashtra.

(iii) Psychological Foundations of Education.

(iv) Methods of Instruction and Evaluation Procedures.

(v) School Organization, Administration and Educational Structure.

(vi) Methodology of School Subjects.

This course has been prescribed by the University of Poona in June 1972 and is still in force. It is in line with those prescribed by the other five universities, though there are some variations. During the academic year 1961-62 S.N.D.T. Women's University has revised the B.Ed. course. Still the place of the subject "Educational Psychology" remains almost the same in this new course also.

1.06 : Place and Importance of Educational Psychology in the B.Ed. Course:

A close and careful study of the prescribed syllabus of the University of Pune reveals the fact that
"Educational Psychology" occupies an important place in the Secondary Teacher-Training Programme. It is one of the six compulsory theory-papers and 100 marks are allotted to the paper in the final university examination. The subject is given such an important position in the prescribed syllabus of the university, because acquisition of the knowledge of the subject helps the prospective teacher in many ways. Some of them are as under:

(i) It helps him to understand the nature of the stages of development of a child.

(ii) It helps him to understand the nature and scope of individual differences and their significance to teaching.

(iii) It enables him to acquaint himself with the abnormalities of behaviour, their causes, and ways to deal with them.

(iv) It enables him to acquire knowledge of the concept of personality.

(v) It helps him to understand the process of learning.

(vi) It enables him to recognise the important role that motivation plays in effective learning.

(vii) It helps him to understand and use the methods and tools of assessing the abilities of his students/teachers and diagnosing learning difficulties.
(viii) It helps him to understand better, assess, and improve his own role as a teacher, and to be useful professionally.

(ix) It helps him to understand various techniques that are useful to evaluate the pupil-progress in learning situation.

This discussion unveils the pertinence of the knowledge of "Educational Psychology" to the prospective teacher. It can be concluded, therefore, that, as the knowledge of the subject is of crucial importance to the prospective teacher, it has been given an important place in the teacher-training programme.

1.07: Need of Measurement of Pupil-Achievement in Educational Psychology:

The subject "Educational Psychology" is taught to the student-teachers during the B.Ed. course. It is, therefore, necessary that the teachers teaching the subject should evaluate the achievement of their students in the content of the subject. This achievement can be measured by the teachers in numerous ways. Some of them are as under:

(i) by arranging periodical examinations during the course, and,
(ii) by arranging an examination at the end of the course.
108 : Present System of Measurement in Colleges of Education:

08.a : Measurement in Colleges of Education:

As mentioned earlier the present B.Ed. course extends over two academic terms. A final examination is held at the end of the course. This examination is conducted by the university. The final examination includes 6 compulsory papers out of which one is based upon the content of "Psychological Foundations of Education" or "Educational Psychology". The duration of the paper is 3 hours and it carries 100 marks. The question paper mostly includes "essay-type" questions. Some "short-answer" and "short note" type questions also figure in it.

During the course, one terminal or preliminary examination is also arranged. This examination is conducted by the respective colleges. The nature of the examination is similar to that of the final written examination, with some minor variations. The teachers teaching the subject set the question paper. One paper is based on the content of "Educational Psychology". The types of questions, the total marks are the same as those at the final examination. Since the essay tests have many glaring defects, out of which subjectivity is one, it is necessary that a teacher must have some other tool which would evaluate his student's achievement objectively.
Essay questions are the most popular form of testing because they have many merits. Some of the merits of essay questions can be enlisted as under:

(i) Essay questions examine the following abilities well: ability for description, ability for reproduction of learned material, ability for discussion, explanation, argumentation, comparison and appreciation.

(ii) Essay questions test the skill in written communication, expression and comprehension satisfactorily.

Though essay questions have some merits they suffer from a number of demerits which can be enlisted as under:

(i) Usually the nature of the expected answer is not made clear in the wording of essay questions. Improper and ambiguous wording handicaps both - the pupil and the valuer. Consequently irrelevant answers are received at times.

(ii) Tests having essay questions do not give scope for larger sampling of the content.

(iii) Essay questions do not test the mastery of the content effectively.
(iv) Stereotyped questions, asked frequently permit success through rote learning and thus defeat the very purpose of the examination.

(v) Essay questions are not reliable and valid as they permit faulty interpretation, false judgements and biased scoring.

(vi) Temperamental condition of the evaluator at the time of evaluation affects the assessment.

(vii) The sequence in which the answer papers are assessed affects the assessment of a particular answer paper.

(viii) Essay tests are contaminated by such extraneous factors as spelling errors, quality of handwriting, grammatical errors in written material and proportion of irrelevant material in the answers.

(ix) When the number of students is large, the task of reading the answer-sheets and evaluating them conscientiously becomes extremely laborious.

08.c : Merits and Demerits of Objective Questions:

Because of the abovementioned glaring defects, that are inherent in the essay questions, the new type (i.e., objective type) of questions have become popular among the test-makers. Though they have very significant
merits they too suffer from certain demerits. Some of the merits are under:

(i) The objective questions have a great motivational value.

(ii) They give scope for wider sampling of the content.

(iii) They can be satisfactorily used to test the attainment of different objectives such as knowledge, comprehension etc. and their specifications.

(iv) Their scoring is not biased, i.e. there is objectivity in the scoring.

(v) They permit stencil, machine and clerical scoring.

The objective questions have certain demerits. Some of them are as under:

(i) The students may indicate answers by mere guessing.

(ii) Linguistic ability of a student is not at all measured.

(iii) Preparation of the items is quite difficult, while answering them is quite easy.

(iv) They do not encourage sound learning. Things are learnt in "bits" and not as "wholes".

(v) They demand more of analysis than synthesis.
In order to compensate for the demerits of the essay questions, and to get advantages of objective questions essay tests need to be supplemented by the objective tests. Since no objective test which would test the attainment of B.Ed. (Marathi medium) students in Educational Psychology is available, the present study was undertaken by the researcher. Through this study it was attempted to prepare a "Question Bank" consisting of objective-type items and develop an "Achievement Test" in Educational Psychology" for B.Ed. (Marathi medium) students.

1.09 : **Statement of the Problem :**

**DEVELOPMENT OF AN ACHIEVEMENT TEST IN EDUCATIONAL PSYCHOLOGY FOR B.ED. (MARATHI MEDIUM) STUDENTS AND PREPARATION OF A QUESTION BANK.**

1.10 : **Significance of the Problem :**

10.a. **Place of Measurement in Education :**

Teachers have had the responsibility of judging and appraising ever since the teaching activity began. They could not ignore the individual difference in the learning of what was being taught to their students. Naturally it became one of the responsibilities of the teachers to note and estimate the amount of such difference and report on them and also on students' progress. Earliest records of history of education indicate
that some tools of measurement were always in existence and use, though they could have been crude and subjective type.

With the passage of time, more and more refined methods of measurement were discovered and developed in other fields of knowledge such as natural sciences. Eventually these methods influenced the methods of measurement in the field of education. As a result measurement has become an integral part of the system of education.

At present, measurement plays the most significant role in the process of education. It touches upon and influences every phase of education, such as marking, promotion, guidance and counselling, curriculum development and instruction. Measurement occupies such a pivotal position in the field of education because it is useful to the teacher as well as to the student. It helps the teacher to determine the degree of attainment of the purposes, goals and objectives of education and to recognize the extent of his students' progress towards them. It helps the student to evaluate his own strengths and weaknesses as he acquires knowledge and develops skills that enable him to take his due place in life and take on the tasks of life with full confidence and wisdom.
10. b: **Concept of Measurement**

In the "Dictionary of Psychology", Chaplin has given the following meanings of the term "Measurement":

Measurement: (1) the quantification of variables. Quantification usually implies the assignment of numbers and numerical values to that which is being measured.

(2) the comparison of any item or variable with a standard.

(3) the placing of an item along a scale, such as an attitude scale.  

Guilford has defined the term "measurement" as under:

"Measurement is the description of data in terms of numbers".  

Stevens has defined the term "measurement" in these words:

"Measurement is the assignment of numerals to objects or events according to rules".  

In the context of testing in education, the definition can be recorded as thus:

"Measurement is the assignment of numerals to behaviour according to rules".

Therefore, measurement of any characteristic, involves the utilization of certain procedures (operations), according to specific rules, that results in the
assignment of numerical values to a student's performance. Implicit in the definition, is the idea that these numerical values will be expressed on a well-defined scale. In other words, the test maker has a continuum measuring some dimension and his goal is to determine the proper place of each student on this continuum.

10.c: Concept and Utility of an Achievement Test:

According to Fredrick G. Brown: "Achievement Tests .... are designed to measure the knowledge and skills developed in a relatively circumscribed area (domain)." 13

Three basic assumptions are made about measurement. The first is that, the content and/or skill domain covered by the test can be specified in behavioural terms. The second assumption is that, the test does, in fact, measure the important behaviours rather than irrelevant considerations. The third assumption is that, the test takers have had the opportunity to learn the material covered by the test.

William A. Meherens and Irvin J. Lehmann write:

Any test that has a representative sampling of the course content (that is, possesses content validity) and that is designed to measure the extent of present knowledge is an achievement test, regardless of whether this test was constructed by the classroom teacher or by professional test makers.14
In other words, it can be said that an achievement test measures learning, that has occurred,
(a) as a result of experiences in a relatively circumscribed learning situation, such as in a classroom or training programme; and (2) when the frame of reference is what has been learned.

10. d: Uses of Achievement Test:

Achievement tests are useful in a number of ways, which can be enumerated as under:

(i) These tests are useful in making surveys of pupil's performance and progress in a particular subject or field of study.

(ii) The results of the achievement tests provide a basis or criterion of motivation for an individual, since he can more readily measure his progress on a standardized scale, rather than by other available means. The progress can be evaluated over a period of time by the pupils themselves and by their teachers.

(iii) The results of achievement tests when administered to two different groups of individuals, are useful to make comparison between their performances.

(iv) Achievement tests provide criterion to be considered, in the process of selecting and eliminating applicants for admissions to various types of courses.
(v) These tests provide information for the classification and placement of individuals in relatively homogeneous groups (often referred to as ability grouping), for purposes of differential instruction.

(vi) Achievement tests are indispensable in the guidance of individual pupils, for they enable teachers and counsellors to diagnose each pupil's strength and weakness. Such a diagnosis is necessary, to plan remedial instruction, and to assist in the selection of a future course of education, to be followed by a given individual.

(vii) Achievement tests are useful to evaluate the content of the subject-matter. They help the evaluator to ascertain the relative difficulty of the course, from the point of view of the students.

(viii) Achievement tests are useful to appraise experimentally, the effectiveness of different teaching methods.

(ix) Achievement tests are used to evaluate teacher effectiveness, when employed in conjunction with tests of intelligence.

(x) The results of educational achievement tests are used by the clinical psychologists, when dealing with the individuals at various levels, such as elementary, secondary or
college levels, who face adjustment problems that are associated with deficiencies or inabilities, with certain subjects of study.

It can, therefore, be concluded that, an achievement test is a test which measures what has been learned, as a result of a particular course or experience or a series of experiences. Further, achievement tests serve numerous purposes, such as evaluating student-progress, ascertaining teacher-effectiveness, diagnosing student's strength and weakness, etc.

10.a : Concept of a Question Bank:

The concept of Question Banks is comparatively of recent origin. It has been evolved to eliminate the defects of the present examination system. University Grants Commission in the document "Examination Reforms - A Plan of Action" has recommended the preparation of Question Banks in the following words:

The boards of studies established by the universities should not only frame the syllabus, but also a "Bank" of questions for each of the courses. Questions for the banks may be invited from teachers as well as students, and where necessary members of the boards of studies should frame the questions. In this manner each course should have a bank in which there may be 50 to 100 questions. The questions in the Bank must be suitably distributed over the entire course and they should preferably be of equivalent standard. The questions may be modified or changed every year. The teachers may be given a chance to set up to 25% questions from outside the Bank, particularly numerical questions.
It has further recommended that:

The questions in the Bank must be published and made available to the staff and the students concerned at the beginning of the year.  

It has also recommended that the "Question Bank" may be an assortment of essay-type, short-answer-type, and objective-type or of any one type. Objective-type questions should be prepared and reported along with their respective difficulty value and discriminating power. Item analysis for finding the difficulty value and discriminating power is central to the idea of "Question Bank".  

1.11 Objectives of the Study:

The objectives of the present study were as under:

(i) To determine the objectives and specifications of learning "Educational Psychology" in terms of behavioural outcomes.

(ii) To construct objective-type items purported to test the objectives and specifications.

(iii) To test the validity of the items in terms of their difficulty values and discriminating powers.

(iv) To prepare a Question Bank consisting of objective-based and objective-type items having varied difficulty values and positive discriminating powers.
(v) To develop a reliable "Achievement Test" which would consistently test the attainment of B.Ed. Marathi Medium students in "Educational Psychology".

(vi) To develop a valid "Achievement Test" which would test the achievement of the students in the subject matter.

(vii) To determine the norms of the performance of the group tested.

1.12 : Scope and Limitations of the Study:

In any area of research the researcher builds his/her investigation programme on the basis of certain assumptions. The researcher has also to face some limitations.

12.a : Assumptions: The assumptions of the present study were as under:

(i) The teachers teaching the subject "Educational Psychology" in the four Colleges of Education (the sample) taught the same teaching points on which the items in the Bank were based.

(ii) The students had studied the relevant content matter before they responded to the items in the Question Bank.
(iii) The students were aware of the nature of objective-type items and understood the manner in which they were instructed to note their responses to the items.

(iv) The teachers who administered the sub-tests in their respective colleges were well-acquainted with the techniques of administering the tests and strictly followed the instructions given to them by the researcher.

(v) The variables that were beyond the control of the researcher such as temperamental conditions and motivational level of the students at the time of testing were assumed to have random effect on their performance.

12.6 : Limitations : The limitations of the present study were as under :

(i) The Content of the Subject-matter : The eight sub-tests consisted of the items which were based on the topics that were common to the prescribed syllabi of "Educational Psychology" (for B.Ed. course) by the six universities in the State of Maharashtra namely,
1) S.N.D.T. Women's University, Bombay.
2) Bombay University, Bombay.
3) University of Poona, Pune.
4) Shivaji University, Kolhapur.
5) Marathwada University, Aurangabad.
6) Nagpur University, Nagpur.

(ii) The type of items: The items that made up the eight sub-tests were of only objective-type.

(iii) The sample: The items were tried out on the students studying in four Colleges of Education situated in Pune only in the academic year 1979-80. The items were constructed in Marathi. Therefore, only Marathi-medium students took the sub-tests. Hence the results were based on the responses of the students who received instruction through Marathi-medium.

(iv) The sequence of the administration of the sub-tests: The sequence of the administration of the eight sub-tests varied from college to college. Each sub-test was administered at the end of teaching that particular topic on which the items of the sub-test were based. The researcher had no control over the sequence of teaching the topics in the respective local Colleges of Education.

(v) The conditions of the students at the time of taking the sub-tests: The researcher had no control over the temperamental conditions, motivational levels of the students and their presence at the time of taking the sub-tests.
1.13 : **Definitions of the Terms used :**

**Achievement Test** : A test designed to measure the attainment of the B.Ed. students in the subject “Educational Psychology”.

**Question Bank** : A pool of objective-type items based on the content of the subject “Educational Psychology” having appropriate difficulty values and positive discriminating powers.

**B.Ed. (Marathi Medium) Student** : A graduate student-teacher enrolled in a College of Education who received instruction through Marathi Medium.

1.14 : **Summary** :

Education has been defined as a complete development of the individuality of the pupil so that he can make an original contribution to human life according to the best of his capacity. Education has to perform manifold functions in modern society such as (i) to be instrumental in the conservation, transmission and renewal of culture, (ii) to assist in the development of individuals and nations, and (iii) to act as an active agent of social change. Education is viewed as an investment in the development of human resources for ensuring economic growth.

Education is the backbone of a progressing nation.
Teacher occupies a pivotal position in the educational system of a nation. Therefore, the equality of teachers is of utmost importance to a developing nation. To be successful in the profession of teaching every teacher must possess certain attributes. Some of them can be developed through an intensive teacher training programme. Every prospective teacher needs to undergo some type of training before he becomes eligible for the teaching job. To be an effective teacher he must know the pupil end for this, knowledge of "Educational Psychology" is necessary. The subject, therefore, is given an important place in the teacher training programme.

Teacher-training programmes are conducted at three levels i.e. pre-primary, primary and secondary.

Colleges of Education admit graduates from all faculties and train them for teaching jobs mainly in secondary schools. These students learn the subject 'Educational Psychology' during the training period. It is, therefore, necessary for the teachers teaching the subject, to measure the achievement of the student-teachers in the content-matter of "Educational Psychology". This is usually done by arranging examinations during the course and also at the end of the course. The question papers which are set for these examinations consist mostly of essay-type and short-answer-type questions. Very few teachers attempt to test the achievement of the students by constructing objective-type items. These items
are hardly tried out on a larger sample to establish their validity and reliability. An attempt was therefore made to prepare a "Question Bank" consisting of only objective-type items. An attempt was also made to develop an "Achievement Test" by selecting some items from the "Question Bank" so that a readymade test was available to the teachers of "Educational Psychology".

But before turning to the actual work done in this respect it would be worthwhile to consider the previous work done in the field of Achievement Testing and the preparation/building up of the "Question Banks". This would give a sound footing to the present attempt and avoid unnecessary repetition. Hence the next chapter has been devoted to the review of testing movement in India and abroad and review of some "Achievement Tests" and "Question Banks".
1.15 : References


4 Ibid.

5 Ibid. p.109.

6 Ibid. p.110.

7 Ibid. p.68.

8 Ibid. p.8.


12 Ibid.

13 Ibid., p.228-29.


16 Ibid.