CHAPTER III
DEVELOPMENT OF INSTRUCTIONAL TOOLS

The preceding chapter dealt with the theoretical basis, review of related studies, significance of the study along with objective of the study and hypotheses. The present chapter has been written for the development and description of tools required for collection of data, the test listed below.

Entry – Behaviour Scores
Scores of achievement of skills in English based on previous English Exam.

Achievement Tests - Ten (Given in each module)
(developed and validated by the investigator)

Evaluation test for testing development of skills 1 and 2
(developed and validated by the investigator)

Self learning modules- Ten
(developed and validated by the investigator)

Value Identification Questionnaire- One
(developed and validated by the investigator)

3.1 ENTRY BEHAVIOUR SCORES
Entry behaviour is the knowledge and skills with which a learner enters into an instruction programme. In this experiment the entry behaviour scores were the scores achieved by the learners who were taken up for the sample in the previous Exam in school on Achievement of skills in English. The Entry behaviour scores helped us to divide them into Adequate Entry behaviour, Average Entry behaviour, and
inadequate entry behaviour. The terms adequate, Average and inadequate one the terms new used in place of high, Average and low as latest studies being done (Vibha, 2001)

3.2 ACHIEVEMENT TESTS- TEN (GIVEN IN EACH MODULE)

The achievement test attempts to measure what an individual has learned that is his / her present level of performance. Most tests used in school are achievement tests. They are particularly helpful in determining individual or group status in academic learning. Achievement test scores are used in placing, advancing, or retaining students at particular grade levels. Frequently, achievement test scores are used in evaluating the influences of courses of study, teacher, teaching methods and other factors considered to be significant in educational practice (Best, 1982).

Gronlund (1967) defined evaluation (achievement) as a systematic process of determining the extent to which educational objectives are achieved by pupils. It is an integral part of teaching-learning process. Karmel and Karmel (1978) opined that the primary goal of an achievement test is to measure past learning that is, the accumulated knowledge and skills of and individual in a particular field or fields. According to Ebel-and Frisbie (1991) achievements tests are helpful in measuring i) educational progress and attainments, and ii) motivate and direct students' learning.

For the purpose of present study, and achievement test was developed by the researcher herself to measure the achievement of the students in English. However, unit tests for each of ten modules, and a final achievement test form the II term syllabus were locally prepared on the basis of available procedures and guidelines from various researchers.
In developing an achievement test the suggestions given by Gronlund (1967) were taken into consideration. The achievement areas were delimited after discussion with experienced teachers of the subject concerned. The subject matter was thoroughly analyzed with the help of subject-matter experts and experienced teachers. A separate unit test for each unit was developed as part of each module to measure the attainment of instructional objectives. The researcher herself has been teaching the subject for the last 12 years. Herself decided about the number of items to be prepared and the relative weight age to be given to each content area: The researcher made all efforts to correlate the test items with the objectives.

As to the type of questions the tests consist of objectives type test items in each module and one question based on development of that particular topic of writing.

3.3 EVALUATION TEST FOR TESTING DEVELOPMENT OF SKILL (1) AND (2)

For pre-post treatment administration to both the groups a teacher-made locally developed evaluation test from the 2nd term syllabus for testing development of skill 1 and 2 in English. The items of the test prepared were carefully edited and reviewed for content relevance and learning outcomes as well as for technical accuracy and language. The guidance of the subject experts was taken at this stage. The scoring key for the evaluation test was also prepared.

3.4 SELF-LEARNING MODULES

To impart instruction to the students in English two approaches of teaching were used- the modular approach developing peace values in the English curriculum and the traditional approach. Instructional tools used in the modular approach included self-learning modules and visual aids (posters, notices). The self-learning modules were prepared in the form of booklets. The subject matter for preparing these modules was
taken from the curriculum. Details for preparation of modules is given in chapter II.

3.5 VALUE IDENTIFICATION QUESTIONNAIRE TEST

In the absence of any suitable published tool to measure the development of peace values in the present study, the need was felt to develop a test for value identification. This objective type test with forced choice responses on value based situations involving various types of dilemma was developed by the researcher herself. The steps are given below:

The hypothetical situation presented by Piaget (1932) in the form of stories formed the basis of developing this test. The necessary guidelines form Piagetian stories were taken and the test was developed for the local use with school student of D.A.V. Senior Secondary Classes.

A comprehensive list of values was initially prepared form the list of values promoting peace given by UNESCO.

A hypothetical situation in the form of a situation through provoking questions was created of each value. Since the attempt was to identify the values on the basis of theoretical value judgments, hence the situations were based, in most of the cases, on anecdote related to real life situations of the children, general knowledge latest happenings were later. Alternatives were suggested for each situation one of which indicated positive inculcation of value, the second alternative stood for a comparing value orientation. The two responses of each situation were arranged at random so that the children did not have a clue to the value they were being tested for. The test was in the form of a booklet which is appended in appendix. The test was first presented before the experts for the face validity. The necessary modifications were made as suggested by the experts. The test of value identification was not standardized beyond face validity by experts.