ACHIEVEMENT TEST

Max. Marks 50.                                                                                          Max. Time   60 mins.
Answer all questions.                                                                                       ( 50 x 1 = 50 )

1. In micro teaching a set of strictly overt or observable behaviour is …………
   a. □ skill   b. □ behaviour   c. □ feedback   d. □ micro lesson

2. Micro teaching is an effective feedback device for the modification of ……………
   a. □ curriculum   b. □ teacher behaviour
   c. □ evaluation system   d. □ content

3. By asking the same questions to various students the teacher practices………
   a. □ planned repetition   b. □ re direction   c. □ reinforcement   d. □ refocusing

4. ‘What are the similarities and contrast between LCD and plasma TV’? - By this question the teacher practices.
   a. □ refocusing   b. □ redirecting   c. □ prompting   d. □ gesture

5. In micro teaching cycle feed back is followed by ………
   a. □ re teach   b. □ re plan   c. □ teach   d. □ re feed back

6. Micro teaching is
   a. □ training technique   b. □ simulated technique
   c. □ scaled down technique   d. □ all the above
7. By smiling and nodding the head the teacher gives .........
   a. □ gestures                      b. □ negative verbal reinforcement
   c. □ positive non verbal reinforcement  d. □ focusing

8. In micro teaching
   a. □ one skill is practiced at a time.   b. □ feedback is not received.
   c. □ taught to a small group of 5-10 pupils.  d. □ a &c

9. “Very bad, I never expected this kind of wrong answer from you” – by this statement the teacher practices
   a. □ active non verbal reinforcement.  b. □ negative verbal reinforcement.
   c. □ proximity reinforcement.         d. □ positive verbal reinforcement

10. A micro lesson plan is known as .......
    a. □ activity       b. □ episode       c. □ coding sheet       d. □ scoring key

11. Criteria for the selection of objectives
    a. □ usefulness       b. □ practicability   c. □ timeliness       d. □ all the above

12. i) Aim gives direction to a teaching programme; ii) Objective is a mile stone in that direction
    a. □ both (i)and (ii) are correct       b. □ (i) is correct (ii) is incorrect
    c. □ (ii) is correct (i) is incorrect  d. □ Both (i) and (ii) are incorrect

13. Find the odd out
14. The component receiving of affective domain has three sub components namely
   a. □ acquiescence, willingness, satisfaction
   b. □ acceptance, preference, commitment
   c. □ awareness, willingness, selected attention
   d. □ derivation, operation, production

15. In psychomotor domain the component precision is in between
   a. □ limitation and manipulation b. □ valuing and characterizing
   c. □ manipulation and articulation d. □ naturalization and articulation

16. The lowest level of cognitive behaviour is ...........

**Match the following components with its sub components**
17. Comprehension a. reproduction
18. Precision b. acquiescence
19. Responding c. interpretation
20. Valuing d. commitment

**Identify the following into G.I.O and S.I.O**
21. Acquires knowledge about wave motion.
22. Classifies types of energy.
23. Gains knowledge about magnetism.
24. Distinguishes the images formed by convex and concave mirrors.
Identify the technically correct S.I.O among the following pairs

25. a. □ Tabulates the products of fractional distillation
   b. □ Understands various products of fractional distillation

26. a. □ Develops skill of multiplying
   b. □ Multiplies three digit numbers

Find the odd action verb.

27. a. □ Define       b. □ Recall       c. □ Repeat       d. □ Prepare


29. a. □ Use          b. □ Employ        c. □ Apply          d. □ Analyze


31. Multiple choice questions are………………
    a. □ diagnostic test    b. □ objective type test    c. □ extension test    d. □ descriptive test

32. Characteristics of a good test
    a. □ valid        b. □ reliable       c. □ objective       d. □ all the above

33. If the test items are testing what is to be tested then the test is said to be
    a. □ objective    b. □ reliable       c. □ valid       d. □ subjective

34. If the test items are having only one answer each then the test is said to be
    a. □ objective    b. □ descriptive       c. □ subjective       d. □ operative
35. The wrong answers present in the MCQ options are known as
   a. □ stems   b. □ keyed answers   c. □ distracters   d. □ markers

36. The wrong and right answer given in the MCQ together called as
   a. □ choices   b. □ options   c. □ answers   d. □ enumerators

37. Identify the better item to test knowledge through MCQ
   a. molecular formula of water is
      (i) □ H₂O   (ii) □ H₂SO₄   (iii) □ CO₂   (iv) □ CH₄
   b. water is composed of
      (i) □ Oxygen and hydrogen
      (ii) □ Two elements that do not burn
      (iii) □ Two liquid elements
      (iv) □ Carbon and oxygen

38. The other name for Match the following type question is
   a. □ short answer type   b. □ correct answer type
   c. □ multiple answer type   d. □ extended answer type

39. Fill in the blank type questions are also known as
   a. □ sampling answer type   b. □ short answer type
   c. □ completion answer type   d. □ long answer type

40. (i) □ multiple choice questions   (ii) □ Match the following questions
    (iii) □ True \ false questions   (iv) □ Essay questions
    a. □ all are objective type questions   b. □ (iii) & (iv) are objective type questions
    c. □ (i) (ii) & (iii) are objective type questions   d. □ (i) & (iv) are objective type questions
41. Which of the following is not a science co-curricular activity?
   a. □ science club       b. □ science text book
   c. □ science fair        d. □ nature study garden

42. The success of science club depends upon
   a. □ science teacher  b. □ facilities  c. □ proper guidance to the teacher
   d. □ all the above

43. The enthusiasm and resourcefulness of the science teacher ensures the success of the science club (a. □ True\ b. □ False)

44. Science fair has the following value
   (i) Social  (ii) Intellectual  (iii) Psychological  (iv) Educational
   a. □ (i) and (ii) only  b. □ (i) and (iv) only
   c. □ All the above  d. □ None of the above

45. Science fair provides an excellent opportunity for discovering and encouraging science talents. (a. □ True \ b. □ False)

46. Science museum plays an important part in the …….and……..life of the individual.
   a. □ personal and professional  b. □ intellectual and cultural
   c. □ married and family  d. □ social and emotional

47. Science museum stimulates sense of ………and spirit of ………
   a. □ satisfaction, freedom  b. □ curiosity, inquiry
   c. □ humour, war  d. □ society, nature
48. (i) An aquarium is a small pond arranged in the class room.
(ii) This provides opportunities for an undirected observation and enjoyment.

a.  (i) correct (ii) incorrect  
b.  (i) and (ii) correct

c.  (i) incorrect (ii) correct  
d.  (i) and (ii) incorrect

49. A few snails may be introduced in the aquarium to

a.  balance the environment  
b.  clean the glass wall

c.  eat the plants  
d.  none of the above

50. The unconsumed food must be removed from the aquarium

a.  to avoid fighting between the fish.  
b.  to maintain water clean.

c.  to prevent fungal infection of the fish.  
d.  to supply more air.
# Appendix – C

**Achievement test Scoring Key**

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<th>Q.No</th>
<th>Ans</th>
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## Appendix – D

### Scale of e-quest

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<th>Many Times</th>
<th>Some Times</th>
<th>Rarely</th>
<th>Never</th>
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<td>I am getting instant information from net.</td>
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<td>2.</td>
<td>One way or other I manage to get required information from net.</td>
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<td>3.</td>
<td>Many times I am unable to get the required information from net.</td>
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<td>4.</td>
<td>The organization of the content in net is attractive.</td>
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<td>5.</td>
<td>I search for one thing and find so many unrelated things.</td>
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<td>6.</td>
<td>Net increases the quest for new knowledge.</td>
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<td>More and more new knowledge mounts while browsing.</td>
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<td>The thirst for gaining new knowledge grows day by day.</td>
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<td>9.</td>
<td>Many times I am not getting the connectivity and get irritated.</td>
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<td>The materials I am getting are trust worthy.</td>
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<td>11.</td>
<td>I am confident that the world is in my finger tips.</td>
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<td>Connectivity problems are short living; very soon I can get access.</td>
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<td>My capacity to experiment with new ideas increases.</td>
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<td>My ability to solve new problems increases.</td>
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<td>My ability to understand unfamiliar information grows.</td>
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<td>My ability of interpretation develops stronger.</td>
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<td>My ability to adopt alternative ideas improves.</td>
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<td>My ability of improvising research queries refines.</td>
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<td>My ability to construct new model increases.</td>
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<td>My ability to link my knowledge with real world outside increases.</td>
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<td>My ability to think abstractly enhances.</td>
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<td>My ability to transfer knowledge from one domain to another domain increases.</td>
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<td>My ability to locate the required content increases.</td>
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<td>My ability to remix the media develops.</td>
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<td>My ability to scan the content quickly increases.</td>
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<td>My active vocabulary expands every time.</td>
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<td>My Multi tasking ability increases.</td>
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<td>My ability of handling research tools improves.</td>
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<td>My co-operation to attain common goal increases.</td>
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<td>My ability to integrate my knowledge with others knowledge improves.</td>
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<td>My ability to quickly access a network for various needs increases.</td>
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<td>I am managing well my cyber space.</td>
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<td>My ability to sustain long term on-line relationship develops.</td>
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<td>My on-line and off-line living is synergistic.</td>
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<td>I feel progressive while I am in the cyberspace.</td>
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**Appendix – E**

**Scale of ICT readiness**

* SA - Strongly Agree
* A - Agree
* UD - Undecided
* DA - Disagree
* SDA - Strongly Disagree.

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<th>UD</th>
<th>DA</th>
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<td>I will not train my students to create and name new folders.</td>
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<td>I will not train the students to install new fonts.</td>
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<td>11</td>
<td>I will inform the students about inserting and deleting rows and columns.</td>
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<tr>
<td>12</td>
<td>I will train the students to insert header and footer.</td>
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<tr>
<td>13</td>
<td>I will instruct the students to create a new slide show.</td>
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<tr>
<td>14</td>
<td>I will inform the students to edit an existing slide show.</td>
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<td></td>
<td>Description</td>
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<tr>
<td>15</td>
<td>I will teach the students to change the font and lay out of the slide show.</td>
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<tr>
<td>16</td>
<td>I will not teach the students to add animation and slide transition to a slide show.</td>
<td></td>
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<tr>
<td>17</td>
<td>I will train the students to add sound in a slide show.</td>
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<tr>
<td>18</td>
<td>I will instruct the students to create a hyper link between slides.</td>
<td></td>
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<tr>
<td>19</td>
<td>I will encourage my students to access e-mail.</td>
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<tr>
<td>20</td>
<td>I will not encourage my students to create and send e-mails.</td>
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<tr>
<td>21</td>
<td>I will train the students in attaching files to e-mails.</td>
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<tr>
<td>22</td>
<td>I will not guide the students how to locate sent and deleted messages.</td>
<td></td>
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<td></td>
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<tr>
<td>23</td>
<td>I will train my students to use spam guard.</td>
<td></td>
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<tr>
<td>24</td>
<td>I will encourage the students to make use of group mails.</td>
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<tr>
<td>25</td>
<td>I will brief the students about different browsers.</td>
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<tr>
<td>26</td>
<td>I will not educate the students how to browse known and unknown websites.</td>
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<tr>
<td>27</td>
<td>I will instruct the students about creating book marks.</td>
<td></td>
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<tr>
<td>28</td>
<td>I will make the students to save images and text from internet.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>29</td>
<td>I will not train my students to install software plug-ins.</td>
<td></td>
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<td></td>
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<tr>
<td>30</td>
<td>I will train my students to send SMS through Internet.</td>
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</tbody>
</table>
Appendix – F

Case Study

Name :
Age :
Gender :
Marital Status :
Number of children :
Father/Husband’s Occupation :
Father/Husband’s Annual Income :
Opinion about Blended Strategy :

Opinion about Modules :

Role of face to face Component :

Percentage of dependence with face to face session:

Role of e - media:
Percentage of dependence with e – media:

Preference over online and off line media:

Interesting feature of the strategy:

Instructional effect:

Nurturant effect:

Signature
Appendix – G

Papers Published in Journals

Paper - 1
The learner mass is increasing day by day, the existing institutions are unable to accommodate the growing mass fully. The role of alternative channels of delivery also needs to be matched with the increased demand. Among the alternative modes e-learning is having the edge of catering to a huge number of learners with less per capita expenditure. But many e-learners are expressing that they are craving for some live face to face interaction with peer and instructor and therefore blended learning is considered to be the promising one.

**Blended Learning**

As per the words of Graham, C.R. (2005) blended learning is a blending of different learning methods, techniques and resources and applying them in an interactively meaningful learning environment. Learners should have easy access to different learning resources in order to apply the knowledge and skills they learn under the supervision and support of the teacher inside and outside the classroom. This approach will combine face-to-face instruction with computer-mediated instruction. It also applies science or IT activities with the assistance of innovative educational technologies using computer, cellular or I-phones, Sky TV channels and other electronic media. Purnima Valiathan (2002) has defined blended learning as “The term blended learning is used to describe a solution that combines several different delivery methods, such as collaboration software, Web-based courses, EPSS, and knowledge management practices. Blended learning also is used to describe learning that mixes various event-based activities, including face-to-face classrooms, live e-learning and self-paced instruction”.

Blended learning combines face to face learning with on-line learning to provide the most efficient and effective instructional experience by combining delivery modalities, for example a teacher with more class room enrollment may choose the computer mediated or online elements of instruction, another teacher who is concerned about slow learners may choose face to face interaction where motivation can be infused through gesture voice and communication. The other teacher who would like to have the best of both methods can combine both of these modes by starting with a class room discussion, having some activities, web based course ware, text based job, conference calls, and so on, which may impart a holistic learning experience to the learner.

So blended learning may be considered as “The right mix of various media to maximize learning experience with minimum utility of resources to ensure optimum realization of educational objectives, by making the perfect blend of informational technology and instructional technology”.
One-Up with Blended Learning

Among the electronic instructional strategies blended learning is fast picking up with the following benefits.

- It addresses the different learning styles and multiple methods of information delivery to reinforce the lesson.
- It offers improved pedagogy as it increases the level of active learning strategies, peer to peer learning strategies and learner centered strategies.
- Boundless information in the World Wide Web can be accessed instantly; social interaction is relatively more in blended learning than e-learning.
- For self motivated adult learners it offers the benefits of self regulatory learning and ease of revision.

Elements of Blended Learning

As per the learners demand and expected learning outcomes the blended learning experience is designed by the experts. Bersin and Associates (2004) have identified the following elements related to blended learning.

1. Instructed led lecture / training
2. Webinars
3. Web-based Courseware
4. Simulations
5. CD - ROM based courseware
6. Rapid e-learning courseware
7. Internet delivered videos
8. Electronic performance support system
9. Offline videos
10. Video conference
11. Collaboration system (chat room, discussion board.)
12. Conference calls
13. Job aids
14. Workbooks
15. Books
16. On the job exercise

Variants of Blended Learning

Along with the traditional lecture the course designer will use a combination of collaborative and individual activities with different media types depending on the content of the material Bersin (2004) has suggested two models of blended learning.

(i) Program flow model; and
(ii) Core -Spoke model.

These two are theoretical models in the primitive level.

Making the Right Mix

The success of blend largely depends on the right mix of the elements it posses. A good blend should provide optimum role of live interaction. It should also provide a wide choice to learners as per their self regulatory perception. It is essential to provide a good support and training model and should keep the cultural components also in mind. A blend which makes the right balance between innovations and mass utility as well as which bridge the digital divide will be the successful blended learning model.

Blended Learning for Instructional implementation

The models suggested by Bersin and Associates (2004) are reviewed and customized so that it can be used in the present context in the teaching learning process.

In program flow model the activities are blended chronologically as per the nature of the topic and by the wisdom of the course designer. The Fig. 1 shows the general instructional sequence of the programme flow model of blending for both non-technical and technical mode of blend.

In this model in overview session the instructor can give overview either as traditional class room interaction if it is non-technical blend or through webinar if it is a technical blend. In self-paced learning activity the learner can pick books in non-technical blend and in technical blend one can go for e-books, electronic performance support system (EPSS). Query session may contain face to face and e-mail in non-technical and technical mode respectively. And demonstration will have live demo, and simulation in non-technical mode and web meeting in technical mode. Whereas collaborative session will contain role playing and chat for respective modes. Finally feedback session may have traditional class room in case of non-technical mode webinar or mail in case of technical mode.

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Program flow model

Overview
- Traditional Class room,
  Webinars

Self – Paced Learning
- Books, eBooks, EPSS,
  Web based tutorials

Query Session
- Face to Face meeting
  e.mail. Instant messenger

Demonstration
- Live demo, Simulation,
  Web meetings

Collaborative Session
- Role Playing, Chat

Feed back and closing session
- Traditional classroom,
  Webinar, e.mail

Fig. 1: Program Flow Model

Core-Spoke Model

In Core-Spoke model the activities are blended in a non-chronological order that is a central activity or activities surrounded by supporting activities as shown in Fig. 2 which can be used at any time during the course. In this model also the nature of the topic and the course designer finalize the activities. But the learner is at his liberty to select the sequence of activities he would like to go about.

In this model the activities CD-ROM based course ware, off-line videos, books and e-books are off-line activities. Remaining activities can be considered as on-line activities, which may be either instructor led or peer alone activities.

Suitability of Program Flow Model

This model blends the activities in the chronological order and the flow is in progressive building of cognitive structure and activities. The blend can be of either traditional or technical components. By virtue of its scaffolding of cognitive structure in a sequential order the model is best suitable for Reflectors and Theorist type of learners. As per B.S. Warrier (2006) Peter Honey and Alan Manford have categorized that Reflectors learn better when they are given an opportunity to review what has happened and think about what they have learned. Like wise Theorists are the type of learners who are structured in situations with clear purpose who do things by knowing the principles or concepts. So this
model is suitable for pedagogical learning activities at school level.

Suitability of Core-Spoke Model

This model follows the non-chronological order where the learner is at his liberty with spoked activities. But in most of the cases it is suggested to have the class room activity as the core either in face to face or in virtual mode. So this model will be suitable for activists and pragmatists type of learners. According to B.S. Warrier (2006) Peter Honey and Alan Mumford have categorized that activists learn better when given new experiences, problems and opportunities and who less likely to listen to lectures and explanation. Like wise pragmatist learners are those who obviously like the topic to put into action and look forward to try new techniques to save time or something else. So this model will be apt for pedagogical learning activities at higher education level.

Challenges Ahead

- Negative attitude towards new technology among the instructors and learners.
- Cost of many on-line components is high.
- Teachers and learners should be made accustomed with the modalities.
- Lot of e-content in various topics should be developed.
- Bandwidth needed for the fast access of internet should be improved.
- Server with better capacity needed for congestion free learning.
- Developing adequate technological and human resources.
- Developing adequate contingency plan in case of technical problem.

Conclusion

“Blended learning is the right mix of various media to maximize learning experience with minimum utility of resources to ensure optimum realization of educational objectives, by making the perfect blend of informational technology and instructional technology”. Among these two models discussed, program flow model is suitable for Pedagogical learning activities at school level and Core-spoke model will be apt for pedagogical learning activities at higher education level. In this global village digital technologies are becoming the integral part of day-to-day life and in near future blended learning will be synonymous with learning.

Reference


INVITATION TO AUTHORS

Authors are invited to contribute articles on contemporary issues in higher education in general and Indian higher education in particular for publication in the ‘University News’. The articles may be sent as an e-mail attachment in MS WORD to: universitynews@iaiweb.org, or printed/typed copy in duplicate along with CD/DVD by post at the following address:

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University News
Association of Indian Universities
AIU House, 16 Comrade Indrajit Guptha Marg (Kota Marg), New Delhi 110 002
Effective Blends and Economical Blogs: Successful Change Agents of Higher Education to Meet New Challenges

K. Mohana Sundaram
(Professor & Head, Department of Education, Tamil University, Thanjavur 613 001. dr.mohanasundaram@yahoo.com)

A. Sivasankar
(Asst Professor: School of Education, SASTRA University, Kumbakonam 612 001. sivasankar_arunagiri@yahoo.com)

Educational systems around the world are under severe pressure to use the new information and communication technologies (ICT) to teach students the knowledge and skills they need in the 21st century (UNESCO 2001). With the advent of building knowledge society the learning mass has grown exponentially where as the existing educational system can not accommodate all the aspirants to build a knowledge society. This leads to the search of an effective alternative system of delivery that will fulfill their desire and offer qualitative improvements such as greater individualization of learning, easier access to information and more use of simulation techniques. On top of it there are more chances for new forms of technology to have a positive impact on the cognitive functions of child and youth.

The challenge confronting our educational system is how to transform the curriculum and teaching-learning process to provide students with the skills to function effectively in this dynamic, information rich and continuously changing environment.

In this pressure cooker situation of expanding learner mass, pressure to utilize technology, building knowledge society, inability of existing educational institutions to accommodate and search for innovative channel of educational delivery have made e-learning the choicest with its robust content and tremendous growth. Though e-learning is the answer for the aspiring knowledge society, many of the e-learners are craving for some face to face interaction with peers and teacher. This craving population’s demands were addressed with concern by the instructional designers and that had given way for the emergence of blended learning.

Blended Learning

As per the words of Graham, C.R. (2005) blended learning is a blending of different learning methods, techniques and resources and applying them in an interactively meaningful learning environment. Learners should have easy access to different learning resources in order to apply the knowledge and skills they learn under the supervision and support of the teacher inside and outside the classroom. This approach will combine face-to-face instruction with computer-mediated instruction.

According to Mohana Sundaram & Sivasankar (2010) blended learning may be considered as “The right mix of various media to maximize learning experience with minimum utility of resources to ensure optimum realization of educational objectives, by making the perfect blend of informational technology and instructional technology.”

Blended learning combines face to face learning with on-line learning to provide the most efficient and effective instructional experience by combining delivery modalities. Blended learning integrates multiple media with the appropriate instructional strategies that can also include collaborative tools like wikis and discussion boards to facilitate transfer of learning as well as adaptive tools like blogs for dynamic content to increase interaction.

This approach has yielded various structural and functional variants of blended learning models. The following are to name a few:

- Program flow blend
- Core-Spoke blend
- Concentric blend
- Branching blend
- Enabling blend
- Enhancing blend
- Transforming blend
- Knowledge driven blend
- Skill driven blend
- Attitude driven blend
- Competency driven blend

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Kinds of Blending

Huge amount of research work had gained momentum in this direction. Path breaking advantages and new paradigms of higher education are promised by these blends but the kind of blending that are taking place can be ultimately categorized into three. Laster et al (2005), Jolly T. Holden and Philip J Westfall (2010) have given the abstract categorization about the components of blended learning and media as following.

1) Blending Learning Environments 2) Blending Instructional Strategies 3) Blending Instructional Media. The elements suggested are ambiguous and need refinement, so the enhanced and customized elements suitable for Indian higher education have been given in figure 1. to illustrate the concept map of blended learning and to give the bird's eye view about the elements of blended learning.

Elements of Learning Environments

The learning environment may be the traditional face to face learning environment or the distance learning environment. The distance learning environment may be either conventional correspondence mode or online distance mode (OLD). The ODL mode may also be either synchronous or asynchronous learning environment. Face to face environment offers same time same place convenience with teacher’s expertise and comes under synchronous learning environment, where as virtual mode offers the same time different places convenience with geographical advantage and comes under synchronous learning environment. In case of conventional distance mode it offers different time different places convenience with the advantage of portability and comes under asynchronous environment. Designing the right blend of learning environment is the prime job of the instructional designer.
Elements of Instructional Strategies

Instructional strategies start with the educational philosophy adopted by the organization and followed by psycho-pedagogical approaches like constructivism, behaviorism, cognitivism or combination of these. From these the objectives are derived and appropriate contents are finalized once the contents are finalized suitable learning experiences are planned. The interactivity is ensured in all spheres of learning experiences and the realization of educational objectives is evaluated. The evaluation may also be the conventional mode or through the Electronic Performance Support System. Again the instructional designer is holding the thumb to blend the relevant and most suitable elements of instructional strategies.

Elements of Instructional Media

Instructional media has a big role to influence the success of any instructional strategy. Instructional media may either be the conventional media or be the electronic media. Books, work-books, text, image, audio, video, CD ROM, e-book and on-line courseware are few important elements of instructional media. Instructional media must have richness that is the ability of the media to offer visual clarity, motion and resolution. Portability and ability to update are the essential properties of any good media. Depending upon need and nature of the content the instructional designer fixes the media elements.

While designing a blend care must be taken to ensure synchronicity when blending the learning environment and interactivity when blending instructional strategies as well as richness and dispersion when blending instructional media.

Promises of Blended Learning

Among the electronic instructional strategies blended learning is fast picking up with the following benefits.

- It addresses the different learning styles and multiple methods of information delivery to reinforce the lesson.
- It offers improved pedagogy as it increases the level of active learning strategies, peer to peer learning strategies and learner centered strategies.
- Boundless information in the World Wide Web can be accessed instantly; social interaction is relatively more in blended learning than e-learning.
- For self motivated adult learners it offers the benefits of self regulatory learning and ease of revision.
- Designing the blended learning modules is not a costly affair too.

Economical Blogs

Any individual who is having the basic idea about learning environment, instructional strategies, instructional media, ICT skills and big dreams about learner’s welfare can design successful blended learning models through no cost web logs and low cost instructional media. The following attempt pours some light that how a blog can be used as an economical platform for building successful blended learning models by individuals with no big expenses. The individual need not be a technical savvy to own a blog and therefore a blog is economical and non technical to use.

Blog – The Buzz Word

In recent past the term blog has become the buzz word. An on line journal in the form of a web page owned by individual or organization that is readable, writeable, editable and shareable is known as blog. Blog is an abbreviated version of Web log, which is a term used to describe web sites that maintain an ongoing chronicle of information. A blog is a frequently updated, personal Web site featuring diary-type commentary and links to articles or other websites.

However, as per blog search engine Technorati report of the year 2007 there were more than one hundred and twelve million blogs. In recent years, the blog phenomenon has continued its expansion, and the population of bloggers has become increasingly diverse. Growing numbers of professionals have started blogging and use them to reflect upon their work, to follow developments in the field, and to publish ideas.

Blogs are gaining increasing popularity day by day and bestowed with newer tools. One of the most significant things that happened with the growth of the blog community is that blogs became a conversational medium. Many editors would use their blog to discuss things that had been said by another editor, using links to enable readers to follow threads. Arbitrary numbers of people could participate in such conversations, provided they had their own blog and blogs are becoming easy and mighty weapons of common men who are in the field of information and communication, particularly for librarians, lawyers, and
education specialists as well as Knowledge management specialists, information technology consultants and researchers. Blogs are also increasingly used as the medium to engage in conversations about the problems they are trying to solve in their work.

**Goodies of Blogs**

Blogs have got many potential benefits to offer the users, especially in the field of instructional technology. Figure 2 depicts the general benefits that make blogs the preferred choice for millions. All these goodies are having a prominent role to play in teaching learning process especially in blended learning models.

**Personal Editorship**

The content of the site is under the responsibility of a single person. A blog that one edits also serves as a chronological record of his thoughts, references and other notes that could otherwise be lost or disorganized. When the need arises, one can either look up the blog’s contents using a search engine or visit it chronologically. Links between different posts that were put in by the author help to trace threads of thought and becomes an excellent tool for personal knowledge publishing.

**Information Routing**

The reader and editor of a blog belong to the diverse community or organization but they can share ideas, information and inspiration at the intersection of their interest by means of related links and can maintain a hyperlinked relationship that could be established and maintained only in the system of blogs to develop like minded community.

**Social Networking**

Over time, blog editors come to know well about their regular readers; these personal ties may be invaluable in giving them opportunities that they would not get otherwise. Networking among blog editors is most evident in expanding the social network. First, hyperlinked conversations are going to spread everywhere and second, blogrolling lists go further to extend the network.

**Free and Public Access**

The blog’s contents are freely accessible via the World Wide Web without restriction such as payment or membership so that it attracts regular viewership. Some times an unplanned visitor may become a regular reader as free access would not affect his pocket.
Archival

Older posts may disappear from the front page, but they are archived and may be accessed elsewhere on the blog. Each post is assigned a permanent hyperlink or permalink which makes it possible to refer to older material.

Pod / Vod Casting

A blog editor can easily upload an audio lesson or clipping effortlessly. Like wise one can upload a video clipping to offer better visual experience to the readers.

Synergy between Blends and Blogs

Synchronicity, Interactivity and Dispersion are the three important phenomena that spell success in blended learning models. Blending learning environment, blending instructional strategy and blending instructional media are the intrinsic components of blended learning. All these requisites of a good blend can be fulfilled by blogs without any big spending by the editor of the blog.

- An instructional designer can upload a related text as word document or as PDF through a free universal converter.
- He can upload a power point presentation in a similar fashion and can give suitable hyperlinks for e-books.
- Audio materials can be prepared and uploaded through free audio recording software like Audacity.
- Video clippings can be uploaded through tools like Youtube and corresponding links can be given in the blog.
- Online test can be constructed and uploaded through test constructing free wares like Class Marker. The performance can be assessed and report generated by itself.

Building modules of blended learning through blogs are going to blow up the population of Edublog and Edubloggers which is ultimately going to swell the blogosphere and the collaborative community. Thus Blends and Blogs are having a synergistic blessing over the learning community. The individual teachers interested in offering alternative and supplementary mode of educational delivery can own a blog and they can experiment with their innovation provided the learning community can have access to internet inside or outside the institution.

Conclusion

As per David Ausubel ‘No knowledge is new knowledge, it is only the extension of old knowledge’. Any instructional strategy cannot be a new strategy it can be the extension of old strategy only. Thus this idea of designing effective blended learning models through economical blogs is a promising one through which an effective alternative system of delivery that will offer qualitative improvements such as greater individualization of learning, easier access to information and more use of simulation techniques can be achieved. Blends and Blogs can be the right change agents to give a face lift to our higher education and the change will be the welcoming change.

References