



SCENARIO BASED EVALUATION FOR ASSESSING EFFECTS OF MODELS OF TEACHING

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ABSTRACT

The present study focuses on use of Scenario Based Tests in analyzing the responses of the students indicating Instructional and Nurturant effects of J. I. M. of teaching. In the present study researcher identified content in Std IX Geography Text Book reflecting public policy issues and developed Scenario based on identified public policy issues. Findings of the study show that the students responses on Scenario Based Test indicate Instructionla and Nurturant effects of J. I. M. of Teaching.

Keywords: Scenario Based Test, Jurisprudential Inquiry Model of Teaching



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Introduction:

Since 2010 the schools are following CCE model of evaluation for schools students upto standard VIII. Standard IX is important stage / phase in school life where student enters in the secondary stage. The chronological age of Standard IX students represent Adolescence stage. This stage is known as period of storms and stresses. This stage is characterised by significant physical, social, emotional changes in an individual. In this stage logical thinking, expression power develops. The students start thinking about social issues in this stage. So participatory teaching methods are quite useful in this stage.

School Classroom is supposed to be miniature model of the society. Most of the subsections of the society has a representation in school classroom. India has adopted a democratic form of government. In any democratic set up people differ in their opinions. In a democracy any issue is expected to be resolved through 'dialogue'.

Need and Importance of the study:

Models of teaching play important role in students learning. There are many models categorized under different families viz Personal, Information Processing, Social and Behavioural system family. Out of these families Social family is important one. The theory

behind social family informs that People are inherently co operative, they argue. (Joyce, Weil 1997).

The teachers in the secondary schools use participatory methods of teaching, but the number of teachers using Models of teaching is quite low. The teachers are aware about models in the social family, but teachers in secondary schools hardly use models in the social family especially Jurisprudential Inquiry Model of Teaching. In order to inculcate democratic values among students, necessary techniques must be used and J. I. M. of Teaching is a effective technique to inculcate the same among students.

The scheme of evaluation of students in IX standard mostly relies on Achievement tests, Oral and Practical tests according to nature of the subject. It is observed that rarely any kind of alternative assessment tools / techniques are used in the school. Hence the researchers decided to study whether Scenario Based Tests are useful.

Statement of the problem:

To develop and find out how Scenario Based Tests can be used to assess the effects of Jurisprudential Inquiry Model of Teaching through responses of the StdIX students of Marathi Medium Schools in Pune City.

Operational Definitions of the terms:

- **Scenario:** A hypothetical situation given to the Standard IX students in order to get responses for a public policy issue.
- **Jurisprudential Inquiry Model of Teaching:** It is a model belonging to the social family concerned with the attainment of social goals belonging in the affective domain with a objective to resolve social issues.

Objectives of the study:

To develop Scenario Based Test to analyze the Instructional and Nurturant effects of Jurisprudential Inquiry Model of Teaching.

Assumptions:

- A teacher would also need to collect, analyse and interpret student performances on various measures of the assessment to come to an understanding of the extent and nature of the students' learning in different domains. (NCF, 2005)
- **Scope, Limitations and Delimitations of the study:**
- **Scope:** The present study is related to the Secondary teachers teaching geography. It is concerned with the teachers teaching other school subjects like Civics (Political Science), General Science.

- **Limitations:** The conclusion of the study were based on the responses given by the respondents to the tool of data collection.

- **Delimitation:**

The study has been delimited to the following aspects-

- The study is limited to the one Secondary school of Marathi Medium
- The study is limited to the students of Standard IX.
- The study is limited to subject geography.

Research Methodology:

- **Research Method:** In the present study ‘Product Development’ method of the research was followed There are two products – Lesson plans and Scenario Based Test
- **Population and Sample:** The sample size was 50 IX standard students. Purposive sampling technique used for the present study.
- **Tools for the Data Collection:** For the present study researcher has used Researcher made Scenario Based Test.
- **Steps followed in Research:**

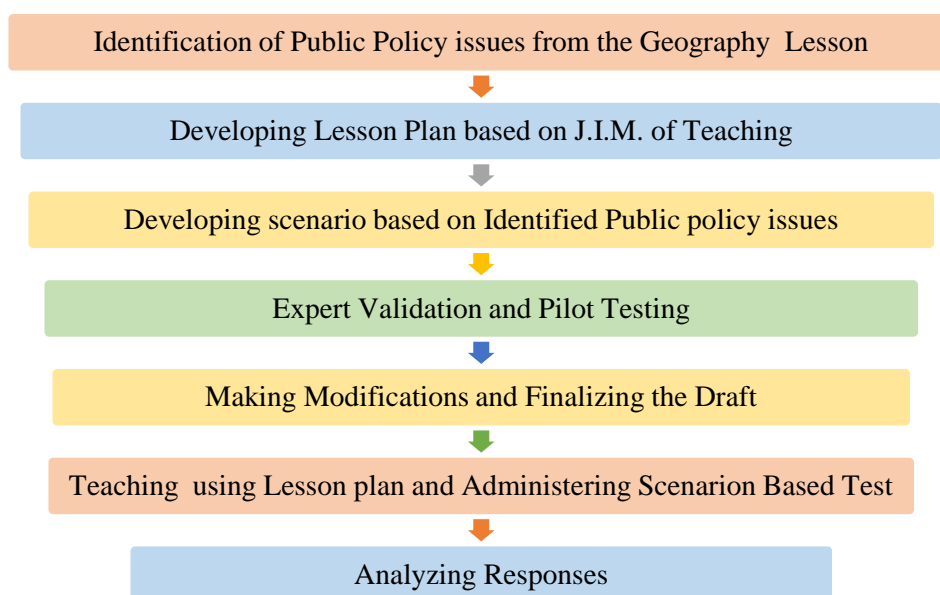


Figure 1

Steps followed in Research

In the present study, researcher identified public policy issues reflecting from Std IX Geography text book. The features of the public policy issues are as follows-

- Policy evolves in response to some problem / issue.

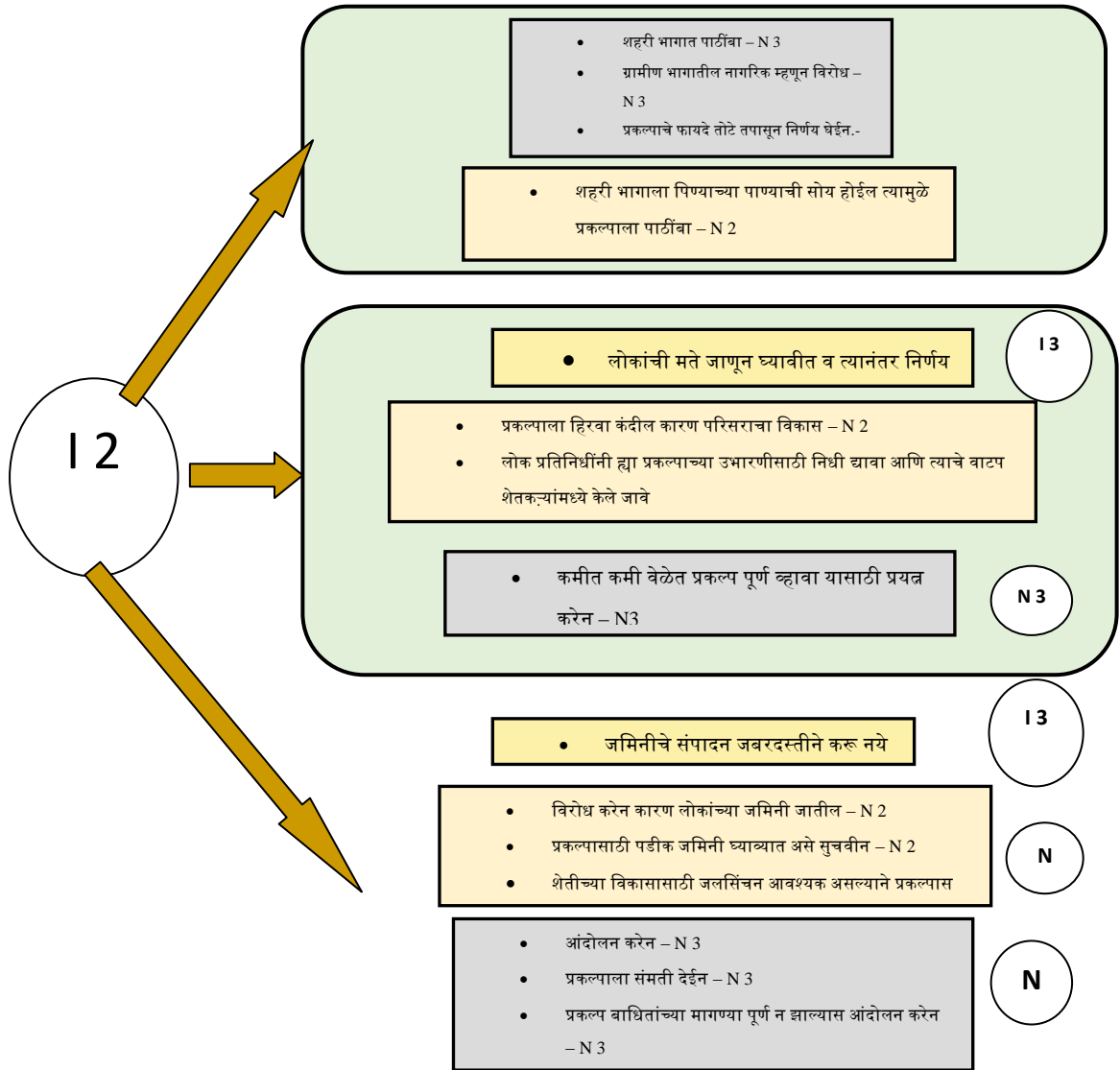
- It involves Government action
- The basis of public policy is Law / Rule / Regulation / Act
- The effect is on large population.

On the basis of features of public policy, researcher identified a content in Chapter II of Std IX Geography text book.

After correlating Geography content with features of Public Policy, researchers developed a lesson plan based on J.I.M. of Teaching. The first draft of the lesson plans was shown to the experts. The experts made suggestions and necessary modification were done and Lesson plans were finalized. After finalizing the lesson plans, the researcher developed first draft of scenario. Researcher decided to draft a hypothetical situation of proposed large project in the area of a village and the respondents were asked to write their opinion assuming different roles viz. public representative, common man, activist in NGO. The draft of the scenario given to experts for validation. After expert validation pilot testing done. On the basis of feedback in pilot testing necessary modifications were done and scenario was finalized. The correlation between Public policy issue, Scenario and Students responses are depicted in the Table 1 given below.-

Public Policy Issue	Scenario	Expected Responses of students
A change in landuse leads to a chain of changes in socio economic problems	Proposed Irrigation project	<ul style="list-style-type: none"> • Student records their responses as a -- • common citizen • public representative • activist in Non Governmental Organization • Support to project in urban area because of proposed availability of drinking water facility
Huge storage of water in large dams leads to some environmental as well as social problems	Proposed Irrigation project	<ul style="list-style-type: none"> • Understand different opinions about a particular issue • Decision only after understanding different opinions of the people. • Suggestion about acquisition of fallow lands • Efforts for timely completion of project

After finalizing scenario, researcher taught to a Std IX class on the basis of J.I.M. of teaching and after teaching Scenario Based Test was administered. The students were asked to record their response to the test. The collected students responses were analyzed and it is depicted in figure 1 given below .----



Discussion:

The responses of the students for the scenario indicates that students have ability to assume role of the others, they have competence in social dialogue. The responses also indicate Empathy/ pluralism, students understanding of facts about social problems, and their capacity for social involvement and desire for social action.

Findings:

- The instructional and Nurturant effects indicated from the student responses on the Scenario Based Test.(Figure 1)

Conclusion:

- The instructional and Nurturant effects of J. I. M. of Teaching are indicated from the responses of the students to scenario based test.

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