

Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives

Content

**Introduction:** .....

○ Objective of the practicum: .....

**Theoretical Background:**

○ Educational Objectives :....(*Concept, Importance, Types*).....

▪ General Objectives: ...(*Concept*)...

▪ Specific Objectives: ...(*Concept*)...

○ Learning Experience: ...(*Concept*)...

○ Evaluation Techniques: ...(*Concept*)...

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**Practical Part:**

Subject: .....	Unit: .....
Class: .....	Sub-Unit: .....

○ Educational Objectives:

- General Objectives:
  - i. ....
  - ii. ....
  - iii. ....
  - iv. ....

▪ Specific Objectives:

- Knowledge:
  - i. ....
  - ii. ....
  - iii. ....
- Understanding:
  - i. ....
  - ii. ....
  - iii. ....
- Application:
  - i. ....
  - ii. ....
  - iii. ....
- Skill:
  - i. ....
  - ii. ....

- Learning Experience:
  - Inside Classroom: .....
  - Outside Classroom: .....
- Evaluation:
  - Test Items:
    - Knowledge: i. ....  
ii. ....  
iii. ....
    - Understanding: i. ....  
ii. ....  
iii. ....
    - Application: i. ....  
ii. ....  
iii. ....
    - Skill: i. ....  
ii. ....
  - Worksheet:
    - MCQ: i. ....  
ii. ....
    - Fill in the blanks: i. ....  
ii. ....
    - Match the column:

Column-A	Column-B
i.....	a.....
ii.....	b.....
iii.....	c.....
iv.....	d.....

**Conclusion:** .....

**Bibliography:** Book: Author Surname, First Initial. Second Initial., & Author Surname, First Initial. Second Initial. (Year). *Book title: Subtitle*. Place of Publication: Publisher.

Webpage: Last, F. M. (Year, Month Date Published). *Article title*. Retrieved from URL

**Appendix:** (Photocopy of selected sub-unit)

To understand better use the discussion below according to your method subject:

- A. General Objectives for different subjects. A-L, A-SS, A-PS, A-M
- B. Bloom's Taxonomy Action Verbs List for specific Objectives.
- C. Learning Experience theoretical background and Advantages.

<b>A-L</b>	<b>Bengali/English/Sanskrit</b>
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General Objectives

❖ **General Objectives of Teaching Language**

**Bengali/English/Sanskrit**

Students should be able to—

- i. Develop their intellectual, personal and professional abilities.
- ii. Acquire basic language skills (listening, speaking, reading and writing) in order to communication with speakers of the language.
- iii. Acquire the linguistic competence necessarily required in various life situations.
- iv. Acquire the linguistic competence required in different professions.
- v. Develop their awareness of the importance of Language as a means of international communication.
- vi. Develop positive attitudes towards learning Language.
- vii. Develop the linguistic competence that enables them to be aware of the cultural, economic and social issues of their society in order to contribute in giving solution.
- viii. Develop the linguistic competence that enables them, in the future, to present the culture and civilization of their nation.
- ix. Benefit from same Language-speaking people, in order to enhance the concepts of international cooperation that develop understanding and respect of cultural differences among nations.

Reference:

- i. <https://sites.google.com/site/englishlearningandsharing/general-objectives-of-teaching-english-in-s-a>

Note: 1. Only write which are matching with your subject.

2. In place of “language”, write your subject name.

## General Objectives

❖ **General Objectives of Teaching Social Science:**

- i. To provide the knowledge of natural and social environment
- ii. It make us know how man can fulfil their needs
- iii. To develop human qualities in students
- iv. To know duties towards human society
- v. To develop imagination, critical thinking, reasoning power in students
- vi. To provide knowledge and prudence to students
- vii. To enable students to work according to the environment
- viii. To develop desirable attitudes
- ix. To provide training in good behaviour
- x. To develop fundamental proficiencies
- xi. To develop comparison, analysis, summary, evaluation
- xii. To develop personality
- xiii. To develop feeling of cooperation
- xiv. To develop feeling of morality in students
- xv. To acquire with the social thinking
- xvi. To cooperate with society actively
- xvii. To approve of social values
- xviii. To develop the feeling of universal brotherhood
- xix. To develop mental and intellectual processes
- xx. To develop prudence in students

**History/Geography/  
Philosophy/  
Commerce/Economics**

## Reference:

- i. <https://jagandhere.wordpress.com/2017/05/22/meaningscopeimportanceobjectives-and-aims-of-teaching-social-science/Language>

Note: 1. Only write which are matching with your subject.

2. In place of “social science”, write your subject name.

## General Objectives

### ❖ General Objectives of Teaching Physical Science:

- i. To make students interested in physical science.
- ii. To familiarizes the students with the important role played in physics in their daily life.
- iii. To develop in students a scientific culture.
- iv. To impart the knowledge to the students about the world, the importance of Physical Science and its effects on society and its environment and give them the knowledge of the role of the environment so that learners can utilize the correct methods of the uses of the environment.
- v. To use scientific method i.e. problem, hypothesis, experiment, a conclusion in decision making.
- vi. To develop the competency to apply his knowledge to the solution of the problems around him he or she has an understanding of the technological processes so that he or she can use it in his or her surroundings.
- vii. To develop desirable scientific attitudes and values like cooperation, team, spirit, fellow feeling, leadership, courage, truthfulness, honesty, and sincerity.

## Reference:

- i. <https://gradeup.co/aims-and-objectives-of-science-i>
- ii. <https://www.slideshare.net/JIPSAMOHAN/aims-and-objectives-of-teaching-in-physical-science>

## General Objectives

### ❖ **General Objectives of Teaching Mathematics:**

Students should be able to—

- i. develop a positive attitude towards learning Mathematics
- ii. perform mathematical operations and manipulations with confidence, speed and accuracy
- iii. think and reason precisely, logically and critically in any given situation
- iv. develop investigative skills in Mathematics
- v. identify, concretise, symbolise and use mathematical relationships in everyday life
- vi. comprehend, analyse, synthesise, evaluate, and make generalizations so as to solve mathematical problems
- vii. Collect, organize, represent, analyse, interpret data and make conclusions and predictions from its results
- viii. apply mathematical knowledge and skills to familiar and unfamiliar situations
- ix. appreciate the role, value and use of Mathematics in society
- x. develop willingness to work collaboratively
- xi. acquire knowledge and skills for further education and training
- xii. communicate mathematical ideas

## Reference:

- i. [https://www.schoolnet.org.za/conference/sessions/jogwel/general\\_objectives\\_of\\_secondary\\_mathematics\\_education.html](https://www.schoolnet.org.za/conference/sessions/jogwel/general_objectives_of_secondary_mathematics_education.html)

<b>B</b>	<b>Bloom's Taxonomy Action Verbs List for specific Objectives.</b>
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***BLOOM'S TAXONOMY (1956) by Dr. Benjamin Bloom—Action verbs:***

Knowledge	Understanding	Application	Skill
<ul style="list-style-type: none"> <li>• Arrange</li> <li>• Define</li> <li>• Describe</li> <li>• Duplicate</li> <li>• Identify</li> <li>• Label</li> <li>• List</li> <li>• Match</li> <li>• Memorize</li> <li>• Name</li> <li>• Order</li> <li>• Outline</li> <li>• Recognize</li> <li>• Relate</li> <li>• Recall</li> <li>• Repeat</li> <li>• Reproduce</li> <li>• Select</li> <li>• State</li> </ul>	<ul style="list-style-type: none"> <li>• Classify</li> <li>• Convert</li> <li>• Defend</li> <li>• Describe</li> <li>• Discuss</li> <li>• Distinguish</li> <li>• Estimate</li> <li>• Explain</li> <li>• Express</li> <li>• Extend</li> <li>• Generalized</li> <li>• Give example(s)</li> <li>• Identify</li> <li>• Indicate</li> <li>• Infer</li> <li>• Locate</li> <li>• Paraphrase</li> <li>• Predict</li> <li>• Recognize</li> <li>• Rewrite</li> <li>• Review</li> <li>• Select</li> <li>• Summarize</li> <li>• Translate</li> </ul>	<ul style="list-style-type: none"> <li>• Apply</li> <li>• Change</li> <li>• Choose</li> <li>• Compute</li> <li>• Demonstrate</li> <li>• Discover</li> <li>• Dramatize</li> <li>• Employ</li> <li>• Illustrate</li> <li>• Interpret</li> <li>• Manipulate</li> <li>• Modify</li> <li>• Operate</li> <li>• Practice</li> <li>• Predict</li> <li>• Prepare</li> <li>• Produce</li> <li>• Relate</li> <li>• Schedule</li> <li>• Show</li> <li>• Sketch</li> <li>• Solve</li> <li>• Use</li> <li>• Write</li> </ul>	<ul style="list-style-type: none"> <li>• Bend</li> <li>• Calibrates</li> <li>• Constructs</li> <li>• Differentiate (by touch)</li> <li>• Dismantles</li> <li>• Displays</li> <li>• Fastens</li> <li>• Fixes</li> <li>• Grasp</li> <li>• Grinds</li> <li>• Handle</li> <li>• Heats</li> <li>• Manipulates</li> <li>• Measures</li> <li>• Mends</li> <li>• Mixes</li> <li>• Operate</li> <li>• Organizes</li> <li>• Perform (skillfully)</li> <li>• Reach</li> <li>• Relax</li> <li>• Shorten</li> <li>• Sketches</li> <li>• Stretch</li> <li>• Write</li> </ul>

***Cognitive Domain***-এর বিভিন্ন উপ-ক্ষেত্রে ব্যবহৃত ক্রিয়াপদ সমূহের তালিকা:

উপ-ক্ষেত্র	ব্যবহার্য ক্রিয়াপদ সমূহ (Acceptable Action Verbs)
জ্ঞান	কে, কী, কখন, কোথায়, কোনটি, নাম কর, তালিকা কর, মনে কর, বানান কর, উল্লেখ কর, সংজ্ঞা দাও, শনাক্ত কর, স্মরণ কর, স্বীকৃতি দাও।
উপলব্ধি	পার্থক্য নির্ণয় কর, ব্যাখ্যা কর, কারণ দর্শাও, দৃষ্টান্ত দাও, প্রদর্শন কর, তুলনা কর, মতামত দাও, উপসংহার টান, প্রমাণ কর, পৃথক কর, অঙ্কন কর, উদাহরণসহ ব্যাখ্যা কর, নিজের ভাষায় বল, অনুবাদ কর, পুনর্বিব্যাখ্যা কর, মন্তব্য কর।
প্রয়োগ	তৈরি কর, নির্মাণ কর, পরীক্ষা কর, চিহ্নিত কর, কাজ দেখাও, বাছাই কর, প্রয়োগ কর, শ্রেণিবিন্যাস কর, বর্ধন কর, সম্প্রসারণ কর, উন্নয়ন কর, সম্পর্ক নির্ণয় কর, পুনর্গঠন কর, ব্যবহার কর, সমাধান কর।

***Psychomotor Domain***-এর বিভিন্ন উপ-ক্ষেত্রে ব্যবহৃত ক্রিয়াপদ সমূহের তালিকা:

উপ-ক্ষেত্র	ব্যবহার্য ক্রিয়াপদ সমূহ (Acceptable Action Verbs)
দক্ষতা	চিত্র অঙ্কন, তালিকা তৈরি, সমীকরণ সমতাবিধান, ভাবসম্প্রসারণ কর, রচনা লেখ।

*(Note—Only write which are applicable to your class. No need to write the theory given below, this is for your knowledge, only write the name of activity and describe how to use it in your class.)*

## **10 classroom activities for better learning experiences:**

### **1. Ice Breakers:**

Ice Breakers is an introduction game that helps students become familiar with each other. This game is much useful at the beginning of a semester. An ice-breaker activity is an activity that is used to help students meet and get to know each other. These activities could be anything that involves talking to other people or teamwork like sports and games or perhaps just having people sit in a circle and talk.

- a. The interaction during the game session helps students to socialize.
- b. The results of the game are often fascinating, interesting and humorous.
- c. Instantly boost up the environment.

### **2. Debate:**

“Honest disagreement is often a good sign of progress“-Mahatma Gandhi. Debate instils lasting effect on the participants. A topic is given and participants are divided into two groups, one group is made to talk in favour of the topic while the other is made to talk against the topic. Debates could be conducted in school buses as well. School bus tracking software has made things easy for parents and debates can make school bus fun for students.

- a. Enhances critical thinking, independent research and skilful communication.
- b. Learn to think in a different perspective.
- c. Helps to develop knowledge.
- d. Provides an active environment.

### **3. Quiz:**

Students could be divided in two or more groups and questions are asked them. Each question consists of options from which they should choose the right answer. Points are awarded for right answer while negative points for wrong answer.

- a. Students acquire more knowledge through quiz.
- b. Team work helps to maintain healthy relationship.
- c. Helps to stimulate memory.

### **4. Role play:**

Role play is a fun-filled activity. Students are made into separate teams. Each group will introduce a dramatic event or conversation based on a book that they have to consider or language they have to learn.



- a. Activity allows interaction between the team members which results in better bonding between the students.
- b. Introvert students get a golden opportunity to express themselves.
- c. Students with the flair of acting can showcase their talent.
- d. Both the spectators and the actors enjoy the lesson.

**5. Student presentations:**

Students unpack ideas on a given topic after making considerable research. Others take notes and at the end of the presentation, ask questions. This activity requires time and energy.

- a. Students attain public speaking skills.
- b. Deep evaluation of the given topic.
- c. Modern presentation skill can be used to enhance the relationship with technology.

**6. The Fish Bowl:** It is an interesting activity which can instantly energize the class. The teacher gives an index and asks the students to write down a question regarding some aspect of the study material that has not been understood. At the end of the class, students deposit their question to the fish bowl. The next day instructor evaluates the questions and asks the class to answer.

- a. Students can ask questions regarding the study material without fear.
- b. Different possible questions could be derived.
- c. Class becomes active.
- d. Students tend to concentrate more on the class.

**7. Students as Teachers:**

This is a type of learning activity in which students prepare an actual lesson allotted to them and teaches their classmates. In short, students assume the role of teachers. They can ask questions to other students to make the class more attentive. The lesson must be presented actively with gestures by hand and confidence.

- a. Instils basic teaching skills in students.
- b. The creativity of the student in teaching is bought out.
- c. Confidence is boosted.
- d. Class becomes more interesting with the presence of a young teacher.

**8. Case study:**

Case studies are exciting activities. Real-life stories are described to integrate with classroom knowledge. Life outside the class room is evaluated.

- a. Students are made aware about the real world outside.
- b. A comparison of what has studied with real life experience is of great worth.
- c. It is the world outside that is waiting for your students

## **9. Problem – Based Learning:**

A problem is presented to a group in the class based on an authentic situation that the participants could actually encounter. The presented problem should be evaluated and should analyse the cause of the problem and the most effective solution.

- a. Students learn to face the problems in life confidently
- b. Different perspective of solving a problem makes them wise.

**10. Class Discussions:** Class discussions encourage critical thinking and evaluation. Allowing ample time for students to respond makes them active and confident with their points. To make the discussion more effective as well as active, evidence could be asked. It is an easy as well as effective learning activity. The teacher is passive here while the students are wholly active.

- a. Different perspective of a single issue could be derived.
- b. Active participation of students makes class interesting.
- c. Students learn to present their points effectively.

### ***The advantages of having interesting activities inside the classroom include:***

- i. Boost up the learning experience and help shape up children's behaviour.
- ii. Each activity provided to students offer them opportunity to deepen their understanding of the concepts they have learned in the classroom.
- iii. The instructor can derive feedback about student's potential and learning capabilities.
- iv. Interesting learning activities can revitalize both the mind and body of students.

Reference:

- i. <https://www.edsys.in/10-classroom-activities-learning-experiences/>