

# Evaluating Tongs



**According to you, which of these tongs:** (a) is the most efficient? Why? (b) is the most inefficient? Why? (c) has the best design? Why? (d) has the most flaws? List the criteria you would use to evaluate a pair of tongs, for the given vessel.

सोबतच्या चित्रात चिमट्यांचे काही नमुने दाखविले आहे. त्यापैकी तुमच्या मते, (a) सर्वात उपयुक्त चिमटा कोणता आहे? का? (b) वापरण्यास सर्वात अवघड चिमटा कोणता वाटतो? का? (c) सर्वात चांगली रचना कोणत्या चिमट्याची आहे? का? (d) रचनेत जास्तीत जास्त त्रुटी असलेला चिमटा कोणता? का? दाखविलेल्या चित्रातील भांड्यासाठी वरीलपैकी योग्य आणि सोईस्कर चिमटा निवडायचा आहे. त्यासाठी आपण कोण कोणते निकषांचा आधार घ्याल यांची यादी करा.

आपके अनुसार, इनमें से कौन सा चिमटा (a) सबसे कार्यक्षम है? क्यों? (b) उपयोग करने में सबसे मुश्किल लगता है? क्यों? (c) सबसे अच्छे डिज़ाइन का है? क्यों? (d) ऐसा है जिसमें सबसे अधिक दोष हैं? क्यों? दिए गए बर्तन के लिए, चिमटे का मूल्यमापन करते समय कौनसे मापदंड ध्यान में रखेंगे, उनकी सूची बनाये।

## Background

Literature in the area of D&T education has often cited product evaluation as a useful task. For example, Martin (2007) suggests that product evaluation allows students to appreciate the ways in which different products meet the same needs, and allows them to see their own work in relation to the world around them. This would also allow observation and communication skills to develop. Crismond (2001) highlights the potential of product evaluation activities in inspiring naïve designers to identify and redesign features in products. Apart from developing technological literacy (Martin, 2007), researchers have also identified potential tangential advantages in product evaluation tasks, such as developing self-esteem of children, revealing students' stereotypical views concerning technology, exploring value judgements, identifying underlying socio-cultural factors influencing design etc. (Garvey & Quinlan, 2000; Siraj-Blatchford, 1995; McLaren, 1997; Moalosi et al., 2007). In general, a simple product evaluation task may involve a variety of sub-tasks like investigation, identifying strengths/weaknesses, justifying, prioritizing, recognizing conflict, testing ideas and communicating.

*Adapted from:* Ara, F. (2013). Investigating students', teachers' and designers' ideas about design and developing design activities for Indian middle school students (Doctoral Thesis). Mumbai: HBCSE, TIFR Deemed University.

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