

ELECTIVE COURSES

EDUCATIONAL EVALUATION

(Part-I of this course is compulsory for all & For Part II, any one elective can be selected by student)

PAPER –VII (A)

PART - I (Compulsory)

EDUCATIONAL EVALUATION

Objectives :

- 1- To understand the theory of evaluation.
- 2- To understand and to use the quantities & qualitative tools and techniques of evaluation.
- 3- To develop the skill in preparing, administering the interpreting achievement test.
- 4- To familiarize with new trends in evaluation.
- 5- To develop the skill necessary to compute important statistical estimates and interpret the test scores by applying them.

SECTION II

Unit - 1 Educational Evaluation and Statistics

12. Concept of Measurement, assessment and Evaluation

- 1.a Principles and Aspects of Evaluation
- 1.b Meaning, Importance and difference among Measurement, Assessment and Evaluation
- 1.c Taxonomy of instructional objectives
- 1.d Objectives and learning out comes
- 1.e Learning experiences – Characteristics, types and merits.

Unit - 2 Tools and Techniques of Evaluation

- 2.1 Characteristics of good measuring instruments and factors affecting them.
- 2.2 Evaluation Approach

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{Skewness and Kurtosis(Meaning & Reasons)}

- 4.7 Coefficient of Correlation – Spearman’s Rank Rule Method
- 4.8 Percentile & Percentile rank (Meaning & Uses)
- 4.9 Standard Scores (Z & T Scores) :- Meaning & Uses only.

PRACTICAL

Section – I (Any one)

- 1- Study of online exam, on demand exam.
- 2- To evaluate and reform the available unit test.

REFERENCE BOOKS :-

- | | | |
|----|--------------------------------|---|
| 1- | Dandekar W.N. | - Evaluation in Schools |
| 2- | Garrett Henry E. | - Statistic in Education and Psychology |
| 3- | Green, Jorgensen and Gerberich | - Measurement and Evaluation in
the Secondary Schools. |
| 4- | Introductory Biometry | - Pointer Publishers, Jaipur. |
| 5- | D.N. Dashgupta | - Practice Teaching |
| 6- | D.N. Dasgupta | - Principle and Practice of Educational
Programming |
| 7- | Naik J.P. | - Equality, Quality and Quantity : The Elusive
Training in Indian Education. |
| 8- | Austin | - Art of questioning in classroom. |

2.2.a Formative – Summative

Qualitative – Quantitative

2.2.b Tools of evaluation :-

Quantitative – Written, Oral and Practical

Qualitative – Observative, Introspective, Projective and Sociometry

2.3 Use of these tools for internal assessment & maintaining cumulative record.

2.4 Planning and Preparation of test (including blue print)

Unit – 3 New Trends in Evaluation

a. Question bank

b. Grading System

c. Online Exam

d. Open book exam

e. Credit system

f. Exam on demand (Meaning & uses only)

g. Continuous remedial evaluation procedure

Unit – 4 Statistical Methods and Interpretation of Scores

4.1 Need & importance of Statistics in Educational Evaluation

4.2 Tabulation of Data

4.3 Graphical Presentation

Histogram

Frequency Polygon.

4.4 Measures of Central Tendencies :-

Mean, Median, Mode.

(Meaning, Characteristics, use only)

4.5 Measures of Variability

(Meaning, Characteristics, use only)

Range, quartile deviation, Standard deviation

4.6 Normal Probability Curve :-

Properties and uses.

PAPER –VII B (PART – II, ANY ONE)

EL. 1 ENVIRONMENTAL EDUCATION & DISASTER MANAGEMENT

Objectives :

- 1- To understand the importance of environmental.
- 2- To understand Environmental Pollution & its control.
- 3- To acquaint the knowledge about Health & Safety.
- 4- To understand General concept of Disaster Management.
- 5- To know Acts & Legal aspects about Disaster Management.
- 6- To understand Disaster Preparedness.
- 7- To acquaint with manifesting the mitigation.
- 8- To understand Rescue from Disaster.
- 9- To understand Relief for Disaster.

Unit - 1

- 1.1 Concept of Environmental Education.
- 1.2 Nature & Scope of Environmental Education
- 1.3 Importance of Environmental Education.
- 1.4 Balance of Environment.

Unit - 2 ENVIRONMENTAL POLLUTION

- 2.1 Introduction of environmental Pollution.
- 2.2 Types of Pollution – Radio active pollution, Solid waste pollution, Air Pollution, Water pollution.
- 2.3 Causes of Pollution.
- 2.4 Advances in Pollution control Technology.

Unit – 3 PROBLEMS OF POPULATION

- 3.1 Concept of safety, health and environment
- 3.2 Diseases through pollution.
- 3.3 Management to control diseases.
- 3.4 Management to control diseases.

Unit – 4 DISASTER - GENERAL

- 4.1 Definition & Types of disaster.
- 4.2 Causes of different disaster & their effects.

4.3 Disaster Management Cycle.

4.4 Acts & legal aspects about Disaster.

Unit – 5 DISASTER PREPAREDNESS & MANIFESTING THE

MITIGATION

5.1 Disaster Preparedness at community level

- a) Individual.
- b) Society or a group independent houses.
- c) A Place of work.

(Industry, offices, educational Institutes, Hospitals, Hotels, Places of Entertainment, Religious Places & Celebrations, Transport Modes, Government Organizations, Major Infrastructures – dams, power plants, Mines etc.)

5.2 Manifesting the Mitigation

Matching the resource availability working out requirement of Medical Teams Establishing a control centre.

Forming & Deploying of Rescue Teams,

Organizing Activities at Ground zero Security.

Disposal of Dead & Records

Casualty Evacuation Records.

Unit – 6 RESCUE FROM DISASTER & RELIEF FOR DISASTER

6.1 Rescue from Disaster

- b) Principles Governing Rescue
- c) Rescue Process.

6.2 Relief for Disaster

- a) Preparatory Phase of Relief.
- b) Planning Immediate Relief
- c) Execution of Relief.

REFERENCE :

- 1- Trivedi, R.N. - Environmental Problems : Prospects and constraints, Anmol Publications
New Delhi.
- 2- Sharma, A.C. - Interdisciplinary Approaches in Environmental Education.
- 3- Carson, Sean B - Environmental Education : Principle and Practices, Edward Arnold
Publishers, London
- 4- UNESCO - Evaluation of Environmental Education in School, Paris. 4+2+1
- 5- Mike Alexander (Ed) Management planning for Nature conservation : A Theoretical
and Practical Guide.

ELECTIVE 2

INTRODUCTION TO EDUCATIONAL RESEARCH

To enable the Student :

- 1- To understand the concept of research and educational research.
- 2- To understand the types and methods of educational research.
- 3- To understand the steps involved in educational research.
- 4- To understand the use of different tools and techniques in educational research.
- 5- To use the library, Internet services and other sources of knowledge for educational research purposes.
- 6- To understand the nature of issues and problems faced by the State system of education and to find out the remedies to solve them.
- 7- To understand the role and use of statistics in educational research.
- 8- To understand the different steps involved in the preparation of proposal & to prepare it.

Unit - 1

INTRODUCTION TO EDUCATIONAL RESEARCH

- 1.1 Research – Concept and Definitions
- 1.2 Educational research – Concept, Need, Characteristics
- 1.3 Areas of Educational research
- 1.4 Types of Educational research

Unit - 2

METHODS OF EDUCATIONAL RESEARCH

- 2.1 Historical – Nature and Steps
- 2.2 Survey – Nature and Steps
- Experimental – Nature, Characteristics and Steps,
- 2.3 Research designs
- 2.4 Tools & Techniques – Observation, Questionnaire, Interview, Rating Scale, Achievement test

Unit – 3 POPULATION, SAMPLING AND HYPOTHESIS

- 3.1 Population and Sampling – Concept and Need
- 3.2 Methods of Sampling, Characteristics of good sample
- 3.3 Hypothesis – Concept and Need
- 3.4 Various forms of hypothesis

Unit – 4 PROPOSAL PREPARATION

- 4.1 Selection of research problem
- 4.2 Preparation of bibliography
- 4.3 Steps of proposal writing
- 4.4 Data Analysis tools

PRACTICAL

- 2- Preparation and submission/Presentation of a research proposal

REFERENCE BOOKS :-

- | | | | |
|----|---------------------|---|--|
| 1- | Best and Kahn | - | Research in Education |
| 2- | Sharma R.C. | - | Research methodology in Education |
| 3- | Garrett, H.E. | - | Statistics in Education and Psychology |
| 4- | Kore | - | Action Research. |
| 5- | Srivastava Narendra | - | Introductory biometry statistics and research methodology. |

EL- 3

GUIDANCE AND COUNSELING IN SCHOOL

Objectives :

To enable the student teacher to

- 1- Understand the concept, need and meaning of guidance.
- 2- Get acquainted with the principles, issues, problems and procedure of guidance.
- 3- Develop understanding about the role of school in guidance.
- 4- Understand the various areas, tools and techniques in guidance.
- 5- Understand the concept, need and meaning of counseling.
- 6- Get acquainted with the principles and process of counseling.
- 7- Realize the qualities and role of a school counselor.
- 8- Understand the tools and techniques in counseling.
- 9- Realize the importance of follow-up in counseling.
- 10- Realize the need of counseling for children with special needs.

Unit - 1 GUIDANCE IN SCHOOL

- 1.1 Concept, Need and Meaning of Guidance.
- 1.2 Principles of Guidance.
- 1.3 Procedure of Guidance (Steps)
- 1.4 Issues and problems of Guidance.
- 1.5 Role of school in Guidance.

Unit - 2 AREAS, TOOLS AND TECHNIQUES IN GUIDANCE.

- 2.1 Personal, Educational and Vocational Guidance.
- 2.2 Seven Point Plan in Guidance
- 2.3 Tools :- Blanks/Records of Students
 - 2.3.1 Cumulative Record
 - 2.3.2 Rating Scale
 - 2.3.3 Psychological tests.
 - 2.3.4 Questionnaire and Inventories

Unit – 3 TECHNIQUES IN GUIDANCE

- 3.1 Observation
- 3.2 Interview
- 3.3 Sociometry

Unit – 4 COUNSELLING IN SCHOOL

- 4.1 Concept, Need and Meaning of Counseling.
- 4.2 Principles of Counseling.
- 4.3 Counseling Process and Role.
- 4.4 Directive, Non-directive and eclectic counseling.
- 4.5 Qualities and role of a school counselor.

Unit – 5 TOOLS AND TECHNIQUES IN COUNSELLING

- 5.1 Individual counseling and Group counseling
- 5.2 Lectures, discussions and Dramatics as techniques in counseling.
- 5.3 Importance of follow-up in counseling.
- 5.4 Counseling for the children with special needs.
- 6.5 Counseling for parents.

PRACTICAL WORK (Any One)

- 1- Interview of a School Counselor.
- 2- Visit to a guidance or counseling centre and write a report.
- 3- Administration of an individual test and preparing a report.

REFERENCE BOOKS :-

- | | | | |
|----|------------------|---|---|
| 1- | Srivastava, H.S. | - | Comprehensive Evaluation in School, NCERT, New Delhi |
| 2- | Chauhan, S.S. | - | Education of Exceptional Childre, Indus Publishing House, New Delhi |
| 3- | Aggrawal, J.C. | - | Principles and Techniques of Guidance, Vikash Publishing House |
| 4- | Crow and Crow | - | An Introduction to Guidance, Eurasia Publishing House |
| 5- | Super, E.D. | - | The Psychology of careens, Harper and Row, New York |

EL- 4

HEALTH, PHYSICAL EDUCATION AND YOGA

Objectives :

- 1- To introduce the student teacher with the concept of holistic health.
- 2- To enable them to understand the various dimensions & determinants of health.
- 3- To acquaint them to school health program and its importance.
- 4- To enable them to understand the need & importance of Physical education.
- 5- To acquaint them to allied areas in Physical Education.
- 6- To sensitize the student teacher towards physical fitness & its importance.
- 7- To make them aware of the benefits of physical fitness & activities for its development.
- 8- To help them acquire the skills for assessment of physical fitness.
- 9- To introduce them to the philosophical bases of Yoga.
- 10- To introduce them to types of Yoga & its importance.
- 11- To motivate them to resort to physical activity for the fitness development.
- 12- To help them understand the procedure of health related fitness evaluation.

Unit - 1

HEALTH

1.1

Introduction, Definition and Meaning of Health

1.2

Dimensions of health

1.3

Determinants of health

1.4

Importance of balanced diet

1.5

School health programme and role of teacher in development of health

Unit - 2

PHYSICAL EDUCATION

2.1

Introduction, Definition and Meaning of Physical education

2.2

Objectives of Physical Education

2.3

Scope of Physical education & allied areas in Physical Education

2.4.

Need and importance of Physical education in different levels of School

2.5.

Introduction, Definition and Meaning of Physical education

Unit – 3 PHYSICAL FITNESS

- 3.1 Definition, Meaning, Types and factors of Physical fitness
- 3.2 Factors affecting physical fitness
- 3.3 Benefits Physical Fitness
- 3.4 Importance of Physical activities at school level
- 3.5 Assessment of physical fitness

Unit – 4 YOGA

- 4.1 Introduction, Meaning and Mis-concepts of Yoga
- 4.2 Ashtang Yoga (8 stages of Yoga)
- 4.3 Types of Yoga
- 4.4 Importance of Yogasanas, Pranayama and Shudhikriya
- 4.5 Importance of Meditation in School

PRACTICAL

- 2- Assessment of health related physical fitness (H.R.P.F.)
 - b) Body composition : Body Mass Index (B.M.I.) and Waist Hip Ratio (W.H.R.)
 - c) Cardio-respiratory endurance
 - d) Muscular strength and endurance
 - e) Flexibility
- 3- Yogasana, Pranayama and Shudhi Kriya (As suggested in standard 9th and 10th S.S.C. Board Syllabus)

REFERENCE :

- 1- Dr. Ajmer Singh (2003). Essentials of Physical Education, Ludhiana : Kalyani Publishers.
- 2- Daryl Syedentop (1994). Introduction to physical education, fitness and sports (2nd ed.). London : Mayfield publishing company.
- 3- Dr. A.K. Uppal & Dr. G.P. Gautam (2004). Physical education and Health. Delhi : Friends publisher.
- 4- Dr. Sopan Kangane & Dr. Sanjeev Sonawane (2007). Physical Education (D.Ed.) . Pune : Nirali Publication

EL- 5

POPULATION AND ADULT EDUCATION

Unit - 1

- 1 Population Education
- 1.1 Concept of population Education
- 1.2 Needs importance of population Education
- 1.3 Scope of population Education
- 1.4 Objectives of population Education

Unit - 2 WORLD AND INDIAN POPULATION

- 2.1 Scope of world population and Indian Population
- 2.2 Characteristics of world population and Indian population
- 2.3 Structure of Indian population
- 2.4 Population mobility in India

Unit – 3 PROBLEMS OF POPULATION

3.1

- II. Social Problems
 - III. Economical Problems
 - IV. Educational Problem
 - V. Urbanization Problems
 - VI. Environmental Problems
 - VII. Effects on Natural Resources, Health and standard of living
- 3.2 Population Control
- II. Planning and Remedies
 - III. HRD and qualities of population in India

Unit – 4 ADULT EDUCATION

- 4.1 Concept of Adult Education
- 4.2 Objectives of Adult Education
- 4.3 Scope of Adult Education
- 4.4 Characteristics of Adult Education
- 4.5 Importance of Adult Education
- 4.6 Andrology – Methodology of Teaching adults.

Unit – 5 NATIONAL DEVELOPMENT AND ADULT EDUCATION

- 5.1 Adult Education before and after independence
- 5.2 Adult Education in National Planning 1978
- 5.3 Adult Education and NPE - 1986
- 5.4 Adult Education in Government Planning.

Unit – 6 ROLE OF INSTITUTES IN ADULT EDUCATION

- 6.1 Role of NGO's in Adult Education
- 6.2 Adult Education and role of mass media
- 6.3 Role of Educational Institutes in Adult Education
- 6.4 Adult Education and UNESCO

PRACTICAL

Any one from following practical

- 1- Demographic Survey of 10 families.
- 2- Literate 2 Adult person and submit the reports.
- 3- Study of any one scheme of adult education.

Administration of an individual test and preparing a report.

REFERENCE BOOKS :-

- | | | |
|--------------------|---|--|
| 1- Satkar, K.R. | - | Population Education for Developing countries; Sterling Publishers Pvt. Ltd., New Delhi. |
| 2- NCERT | - | Population Education in School Curricula |
| 3- NCERT | - | National Resource Book on Population Education. |
| 4- UNESCO | - | Population Education : A source book on concepts of Methology, Bangkok |