

Measurement, Evaluation and Statistics

Objectives -

- * Understood the meaning & concept of measurement and evaluation
- * To develop understanding about various tests.
- * Familiarity with different modes of evaluation
- * To develop understanding of techniques of measurement & evaluation.
- * To develop understanding for the use of statistics in Education

Content -

Unit - I

Measurement and Evaluation - concept, definition, need and relationship; purpose of evaluation; levels of measurement (nominal, ordinal, interval, ratio); Internal, external and continuous evaluation; Errors of measurement; Innovation in measurement and evaluation (semester system, scaling of marks, grading system)

Unit - II

Tools of measurement and evaluation (Observation, test, interview, schedule, questionnaire, rating scale, projective techniques, sociometry); characteristics of good measuring tools. Objectivity; Test reliability; Test validity

Unit - III

Meaning and definition of statistics, frequency distribution; Measures of central tendency - mean, median & mode; Graphical representation of data (polygon, bar diagram, histogram, frequency curve);

Unit - IV

Measures of variability - range, percentile, quartile, standard deviation - meaning and computation; Correlation meaning and use, Spearman's rank difference correlation, standard scores (Z-score, T scores, C-score); T-test

Books recommended

(13)

- * Asthana, Bipin; Measurement, evaluation and assessment in Education, Agrawal Publication (2016)
- * Gupta, S.P. Modern measurement and evaluation (with Statistics), Sharada Pustak Bhawan, Allahabad (2003)
- * Pandey, K.P; Shikshik mapan avam mulyankan, Vishwavidya Daye Prakashan, Varanasi
- * Sharma, R.A; Measurement and evaluation; Logell Book depot, Meerut
- * Pandey, Shridhar; Shiksha me mapan tatha mulyankan, Bhardiya Prakashan, Faizabad
- * Mohan, Radha; Measurement, evaluation and assessment in education, PHI Learning Pvt limited (2016)

Semester - II
Paper - II (Core)
PSYCHOLOGICAL BASES OF EDUCATION

Course Objectives-

- To enable the students to understand concepts and principles of Educational Psychology as an Applied Science.
- To enable them to understand the process of Human Development, Related psychological theories and their Implications for education.
- To acquaint them with the concept and Process of Learning, related theories and their Educational Implications.
- To orient them with the Nature and Concepts of Individual Differences, Intelligence, Creativity etc and their Implications for education.
- To enable them to understand the concepts and Theories of Personality and Its assessment Techniques.
- To enable them to examine critically the concepts of Mental Health, Mental Hygiene and the Nature of Group Behaviour with their Educational Implications.

COURSE CONTENTS

Unit - I Educational Psychology & Human Development

- Concept, Concerns and Scope of Educational Psychology, Contribution of Psychology to Education.
- Concept and Principles of Development, Sequential Stages of Human Development with their General Characteristics and the related problems, Factors influencing development and their relative role.
- Major concepts and stages of the theories of Piaget and Bruner and their implications for education.

Unit-II Learning & Individual Difference

- Concept, kinds and levels of Learning — Gagne's hierarchy.
- Theories of Learning with their Educational implication: Thorndike's Connectionism, Pavlov's Classical and Skinner's Operant Conditioning, Hull's
- Reinforcement Theory, Factors influencing learning.
- Transfer of Learning.
- Motivation, Concept, Theories, Theories of Motivation.
- Individual Differences and its Implications for Education.

Unit-III Intelligence and Creativity

- Intelligence: Nature and Theories of Intelligence, Measurement of Intelligence
- Creativity: Concept and Nature, Main Aspects of Creativity and Intelligence.

Unit-IV Personality & Assessment

- Meaning, Types, Factors affecting personality, Methods of personality, measurement, adjustment and mental health : Meaning and factors affecting mental, health.

Books Recommended

1. Bhatia, H.R. (1968): Elements of Educational Psychology, Calcutta Orient Long Man.
2. Chauhan, S.S.: Advanced Educational Psychology; Vinod Pustak Mandir, Agra.
3. Mangal, S.K. (2012): Education Psychology, PHI learning private limited, New Delhi.
4. Pandey, K.P.: Advanced Educational Psychology; Vishwavidyayaya Prakashan, Varanasi.
5. Pandey, Kalpiata: Mother's Care and Girls Achievement; Mishra Trading
6. Prakash, Prem: Psychological Foundations of Education; Kanishka Publication, New Delhi.
7. गुप्ता, एस0पी0 एवं गुप्ता ए0 (2004), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, यूनिवर्सिटी रोड, इलाहाबाद।
8. पाण्डेय, के0पी0 (2009), नवीन शिक्षा मनोविज्ञान, विश्वविद्यालय प्रकाशन वाराणसी।
9. शर्मा, आर0 एवं शर्मा आर0 (1962), भारतीय मनोविज्ञान, अटलांटिक पब्लिशर एवं डिस्ट्रीब्यूटर, नई दिल्ली।
10. पाण्डेय एस0डी0 शिक्षा मनोविज्ञान एक परिचय : भवदीय प्रकाशन अयोध्या फैजाबाद।
11. पाण्डेय, एस0डी0, शिक्षण अधिगम का मनोविज्ञान : भवदीय प्रकाशन, अयोध्या फैजाबाद।
12. मिश्र आर0के0 एवं मिश्र सुभाष शिक्षण अधिगम का मनोविज्ञान अग्रवाल पब्लिकेशन आगरा।

Semester - II**Paper - III (Core)****EDUCATIONAL ADMINISTRATION AND MANAGEMENT****Course Objectives-**

- To help student understand concept Need and vident point of educational administration and management.
- To help student understand the concept and process of management.
- To develop in student an understanding of various procedures of organizaing educational administration.
- To help student understand the new trends and process of educational administration and management.

COURSE CONTENTS

Unit - I Meaning and Nature of Educational Administration and Management objectives and scope of educational administration.

Unit-II Functions of Educational Administration, Principals of Educational Administration, Types and Theories of Educational Administration.

Unit-III **Role of Central, state and local bodies In education:-** Central Administrative Machinery of Education. Role of the Central Government in Education. Advisory bodies of the Union Govt. in the field of Education. State Administrative Machinery of Education in Uttar Pradesh. The Functions of the State Department of Uttar Pradesh, Role of Local bodies in Education.

Unit-IV **Development of Modern concept of educational administration:-** Taylorism, Administration as a process- Special Trends in Educational administration such as decision making, organisational compliance. Leadership in Educational Administration. Theories of Leadership. Styles of Leadership. Educational supervision - Meaning, Nature and Functions. Planning and organising supervisory programme, Traditional Vs. Modern Supervision.

Books Recommended

1. Appleby, Paul H. - Public administration in India - Report of a survey Govt. of India New Delhi.
2. Ghosh, O.K. The Indian Financial System Allahabad 1958.

3. एस0एस0 भटनागर, एवं गुप्ता पी0के0 Educational Management - R.L. Book Depo. Meerut.
4. वर्मा जे0पी0 विद्यालय प्रबन्ध - आर0 लाल बुक डिपो मेरठ।
5. शर्मा, आर0ए0 विद्यालय संगठन एवं शैक्षिक प्रशासन- आर0 लाल बुक डिपो मेरठ।
6. ओड, एल0के0, (1992), शैक्षिक प्रशासन, जयपुर, राजस्थान ग्रंथ अकादमी।
7. चतुर्वेदी, आर0एन0 (1989), दि एडमिनिस्ट्रेशन ऑफ हायर एजुकेशन इन इंडिया जयपुर, प्रिंटवेल प0।
8. गोयल, एस0एल0, (2005), मैनेजमेन्ट इन एजुकेशन, नई दिल्ली, ए0पी0एच0, प0 कारपोरेशन।
9. भटनागर, आर0पी0 एवं अग्रवाल, विद्या (1986), एजुकेशनल एडमिनिस्ट्रेशन : नई दिल्ली, इंटरनेशनल प0 हाउस।
10. भट्ट, वी0डी0 एवं शर्मा एस0डी0 (1992), एजुकेशनल एडमिनिस्ट्रेशन : हैदराबाद, कनिष्क प0 हाउस बुक लिंक कारपोरेशन।
11. राय चौधरी, नमिता (1992), मैनेजमेन्ट इन एजुकेशन, नई दिल्ली, ए0पी0 एच0प0।

Semester - II**Paper - IV (Elective)****COMPARATIVE EDUCATION****Course Objectives-**

- To help the students to understand comparative education as an emerging discipline (with its scope and major concepts) of education.
- To acquaint the students with educational systems in terms of factors and approaches of comparative education.
- To orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.
- To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.

Unit - I

- Comparative education — Meaning as a new discipline.
- Scope and major concepts of comparative education.
- Methods: Juxtaposition. Area Study. Intra and Inter educational analysis.

Unit-II

- Comparative education-factors and approaches: geographical, economic, cultural, philosophical, sociological, linguistic, scientific, historical, ecological and functional factors. Cross disciplinary approach used in comparative education.

Unit-III

- A comparative study of reference to: the educational systems of countries with special reference to :

Primary Education - USA, UK, India

Secondary Education - USA, UK, India

Higher Education - USA, UK, India

Teacher Education - USA, UK, India

Adult Education - USA, UK, India

Unit-IV

- Problem prevailing in developing countries with special reference to India, their causes and solution through education.
- Poverty
- Unemployment
- Population explosion
- Terrorism
- Casteism and communalism
- Illiteracy.

Books Recommended

1. Agarwal, J.C., Comparative Education in India: UK, USA, USSR, Arya Book Depot.
2. Chaube, S.P., Features of Comparative Education, Agrawal Publication, Agra
3. Chaube, S.P, & Chaube, A., Comparative Education, Vikash Publishing House P Ltd, New Delhi, 1998.
4. Dutta, B.S.V., Cooperative Education — A Comparative Study of Educational Systems DVS Publishers & Distributors, Guwahati, 2004.
5. Naik, S.P., Perspective on Comparative Education, Anmol Publication, New Delhi, 2003.
6. Sharma, R.A., Comparative Education: Educational System & Problems of the World, R.Lall Book Depot, Meerut.
7. Sharma, Y.K., Comparative Education: Comparative Study of Educational System, Eastern Book House, Guwahati, 2004.
8. चौबे, सरयू प्रसाद (2008), तुलनात्मक शिक्षा, विनोद पुस्तक मंदिर आगरा।
9. जायसवाल, सीताराम (1970), तुलनात्मक शिक्षा, हिन्दी समिति, सूचना विभाग, उ०प्र० लखनऊ।
10. षण्डेय, के०पी० (1988), कम्परेटिव एजुकेशन, अमिताश प्रकाशन, गाजियाबाद, दिल्ली।
11. षण्डेय, के०पी० (1987), तुलनात्मक शिक्षा, अमिताश प्रकाशन, भवानी नगर, मेरठ।
12. मलैया, के०सी० (1966), तुलनात्मक शिक्षा, लोक भारतीय प्रकाशन।

Semester - II

20

Paper - IV (Third elective)

Value Education

Course Objective -

- * To understand the meaning and scope of values.
- * To interpret Indian culture in a scientific manner
- * To assess the values of health, mind, aestheticism, spiritualism
- * To evaluate the impact of society
- * To appraise moral values in the society.

Course content :-

Unit - I

Meaning, definition, and concept of values, classification of values, the need of value education in India, developing spirituality, challenges of value adoption.

Unit - II

Character development, values in everyday life, values: virtues, powers & qualities, positive thinking, meditation, social values

Unit III

Ethical values, professional ethics, mass-media ethics, advertising ethics, influence of ethics on family life, leadership qualities,

Unit - IV

Effect of international affairs on values of life / issue of globalization, modern welfare, terrorism, environmental issues, mutual respect of different cultures religious and their beliefs.

Reference Books (Books recommended)

1. T. Anchukandam and J. Kuttaiyathathil (Ed) Grow Free Live Free, Kristu Jyoti Publication Bangalore (1995)

- (2) Mani Jacob (Ed): Resource Book for value education, Institute for value education, New Delhi (2002)
- (3) S. Ignacimuthu; Values for life, Better Yourself Books, Mumbai (1991)
- (4) Daniel and Selvamony; Value Education today, Madras Christian college, Tambaram and ALACHE, New Delhi
- (5) Pandey, V.C.; Value education and Education for human rights, Delhi Isha Books (2005)

Web Resources:-

www.skmissiondhe/.org/education.html/
www.1millionpapers.com
www.infoscouts.com

Semester - II

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Paper - II (Fourth elective) Practical (Psychological tests & item analysis)

Each student will have to administer all following tests and prepare a detailed report-

Choose Any one

~~A~~ (A)

Item analysis &

- Interest - to measure the interest by interest inventory
- Adjustment test
- Creativity test
- Learning test
- Personality Test

(B)

Item analysis &

- Intelligence test
- Aptitude test
- Sociometric test
- Value test
- Achievement test