

Papers with Experiential Learning

EDN(C): 401 LABORATORY PRACTICAL

Minimum of 6 Experiments and 6 Tests to be completed.

Course Objectives:

Students are able to:

- examine the general ability tests of subjects
- explore the personality domains of individuals
- assess the attitude, aptitude, interest and adjustment of subjects
- study classroom behaviour of individuals
- acquaint themselves with instruments for learning different abilities

Course Outline:

I. TESTS (At least one from each group)

A. GENERAL ABILITY TESTS

1. Intelligence tests: Verbal Test
2. Intelligence tests: Performance Test
3. Cattell's Culture Fair Intelligence Test
4. Wechsler Adult Intelligence Test (WAIS)
5. Creativity
6. Judgement and Reasoning
7. Motivation.

B. PERSONALITY TESTS

1. Self-report inventory
2. Self Concept
3. Association Test
4. Minnesota Multi Phase Personality Inventory (MMPI).

C. Attitude, Aptitude, Interest & Adjustment

1. Attitude Scales
2. Aptitude Scales.
3. Interest Inventory
4. Adjustment Scales.

D. Classroom Behaviour

1. Teacher Effectiveness
2. Class room Climate
3. Achievement Test

Other Tests

1. Stress / Frustration
2. Environmental Awareness Test
3. Cognitive Style
4. Social Skill / Behavioural Skill
5. Aspiration
6. Reading Comprehension.

II. EXPERIMENTS (At least One from each group)

A. COGNITIVE PROCESSES

1. Concept Formation
2. Visual Illusion

B. LEARNING

1. Maze learning
2. Mirror Drawing apparatus.

C. MEMORY & Attention

1. Immediate Memory Span
2. Electric Memory Drum
3. Tachistoscope - Span of Attention.

D. PSYCHO PHYSICAL EXPERIMENT

1. Reaction time
2. Sensation and Perception.

EVALUATION SCHEME

Internal: 25, External : 75 (20 for experiment , 20 for Test, 35 for Viva voce)

(15 & 10)

BOOKS FOR READING

1. Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education
2. Anastasi A. (1988). Psychological Testing. New York: McMillan
3. Chadha, N. K. (1996). Theory and practice of psychometry. N. D.: International Ltd
4. Cronbach L. J. (1984). Essentials of Psychological Testing (4th Ed)
5. Freeman, F.S. 3rd ed. (1965). Psychological testing. New Delhi: Oxford Publishing Co. Pvt. Ltd
6. Guilford, J.P. (1975). Psychometric methods. ND: Tata McGraw-Hill.
7. Ghiselli, E. E., Campbell, J. P. & Zedek, S. (1981). Measurement theory in behavioural sciences. W.H. Freeman.
8. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications and Issues. Australia: Thomson Wadsworth
9. Singh, A.K. (2006). Tests, Measurements and Research Methods in Psychological Sciences. Patna: Bharati Bhavan
10. Murphy, K. R., Davidshofer, R. K. (1988): Psychological testing: Principles and applications. New Jersey: Prentice Hall Inc
11. Parameshwaran, E. G. & Rao, B. T. (1968). Manual of experimental psychology. Bombay: Lalvani Publishing House
12. Rajamanickam, M. (2005). Experimental Psychology: with Advanced Applications. Volume 1 & 2. New Delhi: Concept Publishing Company
13. Stanley, J.C. and Hopkins, K.D. (1978). Educational and psychological measurement and evaluation. ND: Prentice-Hall of India.
14. Sternberg, R.J. (1996). Cognitive psychology. NY: Harcourt Brace College
15. Test manuals of respective tests

EDN(O): 204 Environmental Education

Course Objectives

Students are able to:

- understand the environmental concepts
- acquaint with environmental pollution and sustainable development
- gain insight on the major national and global environmental issues
- understand environmental education and environmental psychology

Course Outline:

UNIT -I: Environmental Concepts

- AK*
- Concept of Environment, Ecology and Ecosystems
 - Natural Systems : Earth and Biosphere; Biodiversity: Levels, Services, Hotspots of biodiversity, threats and conservation
 - Human Systems: Human Adaptations to Environment, Population & its Effects on Environment.
 - Technological Systems: Industrial Growth, Scientific and Technological Inventions and their impact on Environment.

UNIT-II: Environmental Pollution and Sustainable Development

- BA*
- Environmental pollution: Air, water, soil, noise pollution: types, causes, effects and controls; Nuclear hazards and human health risks.
 - Ozone layer Depletion: Phenomenon, Causes, effects and measures to check depletion of ozone layer; Global warming and climate change: Causes, effects and measures to combat the problem
 - Solid waste management: Primary waste products –methods of waste disposal – landfills, incineration, source reduction and recycling.
 - Education for Sustainable Development; Programmes on Environmental management in India.

UNIT- III: Environmental Education & Environmental Awareness

- DVK*
- Environmental Education: Concept, Importance, Scope, Objectives
 - Features of curriculum for Environmental Education at the School level.
 - Approaches to Environmental Education: Multidisciplinary & Interdisciplinary. Methods: Problem Solving, Field Survey, Project Method. .
 - Environmental Awareness: Concept, Developing Environmental Awareness in students, Difference between Environmental Education and Environmental Awareness, Role of Education in developing Environmental Awareness.

UNIT-IV: Environmental Ethics & Environmental Behaviour

- AK*
- Environmental Ethics: Concept, Characteristic, Foci of Environmental Ethics
 - Environmental Behaviour: Concept, Areas of Environmental Behaviour, influence of human behaviour on the Environment
 - Environmental Education as an Academic Discipline: Need of Environmental Education Discipline, Objectives of the study, Non-formal Agencies/programmes and Environmental Education
 - Research in Environmental Education: Need of Research, Types of research in Environmental Education, Areas of Research

Internal Assessment

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|-----|----------------|----------|
| i) | Tests | 15 Marks |
| ii) | Practical work | 10 Marks |

A. Field Trip (Any One: Report Writing)

- BIT*
- (a) Visit to an area to document environmental assets and their related issues.

B. Activities (Any One; Report Writing)

- (a) Eco-friendly activities : plantation activities for Awareness, cleaning drive,
- (b) Preparation of slogans, charts , recycling wastes
- (c) Study of simple ecosystems (lakes, ponds, streams, etc)
- (d) Community Service Learning: Engagement of students in local community service projects (University or neighbourhood).
- (e) Preparation of list of Endangered and Endemic species of Meghalaya (Flora and Fauna) and measures for its protection.

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EDN(C): 203 EDUCATIONAL TESTING AND EVALUATION

Course Objectives

Students are able to-

- understand the basic concepts of test and evaluation
- study the test indices required for preparation of research tools
- carry out test construction and standardisation gain an insight on the applicability of Parametric and Non-Parametric tests

Course Outline:

Unit I: Basic Concepts

- Concept of Test, Measurement & Evaluation in Education, Classification of Tests
- Scales of Measurement: Nominal, Ordinal, Interval and Ratio Scale
- Testing by Objective: Bloom's Taxonomy of Educational Objectives.
- Process and Purpose of evaluation, Formative and Summative Evaluation
- Norm- Referenced vs Criterion- Referenced Testing
- Internal Assessment, Marking vs Grading, Question Bank

Unit II: Test Indices

- Reliability: Concept, Methods and Factors affecting Reliability.
- Validity: Concept, Methods and Factors affecting Validity
- Relationship between Reliability & Validity
- Norms I: Concept and Types - Age & Grade Norms
- Norms II: Percentile, Z-score, T-score, Stannine norms

Unit III: Test Construction & Standardization

- Principles of Test Construction and its standardization
- Types of Items: Essay type, Short answer type and Objective type test items
- General Steps of Test Construction & Standardization with special reference to Achievement Test: Planning, Blue Print, Item writing.
- Improving Quality of test items through Item analysis: item difficulty, item discrimination and item distracter

Unit IV: Construction of Questionnaire and Scale

- Construction of Questionnaire
- Construction of Attitude Scale
- Construction of Rating Scale
- Construction of Observation and Interview Schedules

Internal Assessment

- Tests 15 Marks
- Practical work 10 Marks

Practical Work- Choose any one

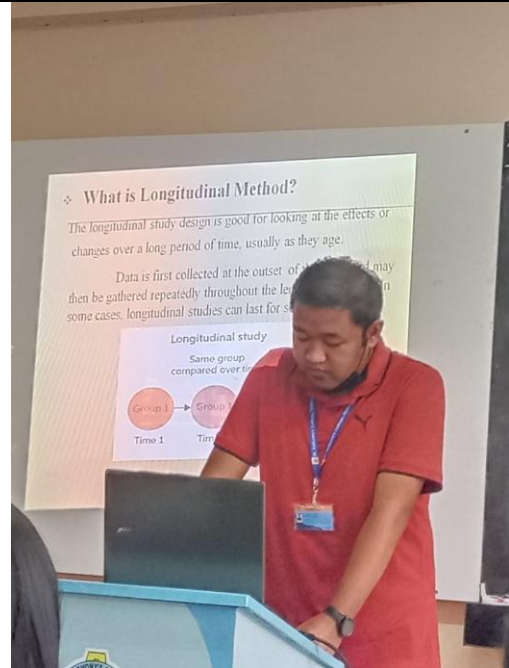
- Construction on Achievement test on anyone school subject
- Prepare an Attitude Scale using anyone method.

NK

Group Discussions



Presentation



ICT enabled teaching



Computer Lab Rules



**Enter and
Exit Quietly**



No Food or Drink



Don't Spread Germs



**Organize Before
Leaving Your Area**



**Print Only With
Permission**



**Exit Inappropriate
Sites or Images**



**No Running
in the Lab**



**Respect Your Teacher
and Classmates**



**Never Give Out
Personal Info**