



Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2020-2022)

Semester IV Measurement and Evaluation Paper Code: C-10

Total Marks (70+30=100), Credits 4
Lectures = 65

Learning Outcomes:

- To understand the meaning, trends and functions of measurement & evaluation.
- To relate educational objectives with evaluation.
- To understand the interpretation of test scores.
- To develop basic skills and competencies in the use of various types of evaluation and assessment tools and techniques, their administration, analysis, interpretation, reporting and feedback scores
- To get acquainted with various examination reforms and alternative assessment strategies.
- To get develop ability to apply theoretical knowledge gained through the course.

UNIT I

- The Measurement and Evaluation Process: Concept, need, relevance and scope.
- Relation between measurement and evaluation. Basic principles and functions of evaluation.

UNIT II

- Evaluation and curriculum. Tools of Measurement and Evaluation: nature, purpose and types (Physical, Educational, and Psychological). Subjective and Objective Tests.

UNIT III

- Norm referenced and criterion referenced Test. Basic characteristics of a good measuring instrument: Objectivity, Usability, Validity, Reliability, .Scaling – standard scores, T scores, C scores.

UNIT IV

- Measurement of –Achievement, Aptitude, Personality: Interpretation of scores on these tests. New Trends in Evaluation – Broad and Narrow Evaluation; Qualitative vs. Quantitative; Behaviouristic vs. holistic approaches to measurement and evaluation. Types of Evaluation: Formative vs. Summative; Continuous vs. Interval; Semester System, Grading, Question-Bank.



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Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)

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Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2020-2022)

Semester IV Education Technology Paper Code: C-11

Total Marks (70+30=100), Credits 4
Lectures = 65

Learning Outcomes

- To understand the meaning, nature, scope and significance of educational technology
- To develop and design a sound instructional system.
- To acquaint students with levels, strategies and models of teaching for their professional development.
- To acquaint the students with various behavior modification techniques and enable them to apply the techniques in teaching learning process.
- To enable the students to understand and critically review the applications of ICT , e-learning, Communication Technology in teacher education .
- To judiciously use academic and research content on the web
- To apply student centric teaching strategies in classroom
- To be acquainted with the system approach
- To develop an understanding of the use of computer in education and communication

UNIT- I

- Difference in Educational Technology, Instruction Technology and Information Technology, Forms of Educational Technology, Education technology resource centers (ETRC) CIET, UGC, IGNOU, NOS, and their role in teaching learning.

UNIT-II

- Systems Approach in Education- Concept, sub, systems, and closed and open system application of systems approach to Instruction. Software Technologies:- General principles of Designing software. Software for learning package computer transparencies & tapes.

UNIT-III

- Models of Teaching-Definition and characteristics, Families of models of Teaching. Information processing models-inquiry training, concept attainment advance organizer. Social interaction model-jurisprudential. Personal development model – non directive teaching, modification



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UNIT-IV

- Internet: Meaning and its working, **Virtual** Reality, Virtual University, Artificial intelligence. Programmed Instruction.

Books Recommended (English)

- Annad S.P. 'Educational technology: Challengingly issues: New Delhi, SterlingPub.
- Brate R. 'Media for interactive communication' New Delhi, Sage Pub.
- Dest E.G. Audio visual Hand book, Chicago-society for visual education.
- Erikson 8 other 'fundamental of teaching with AV technology' New York Mcmillan.
- Kumar K.L. 'Edu. Technology' New Delhi-New Agra. Pub.
- Marshal Mecalhas' understanding media' New York Megrattill.
- Mohagly J. 'School broadcast-New Delhi sterling pub.
- Richard V. 'Technology media of methods' New York Mackgras Hill book co.
- RourtreeDevek 'Teaching through self instruction' London kogar Page.
- Sampath K. Pannirselvam-introduction to Education Technology'-New Delhi slevlina pub.
- Sharma R.A. 'Educational technology and Management', Meerut: R. Lall Book Depot.
- Skinner, B.F. 'Technology of Teaching'. New York: Meredith Corporation.
- Thayer L. 'Communication conleb13 8c prospective' London' Mcmillon 8 c combasy.
- Venkaiyya N. 'Educational Technology New Delhi., A.P.H. Pub. Corporation.
- Sharma, A.R. - Educational Technology, VinodPustakMandir, Agra.
- Mangal, S.K. - Educational Technology, Tandon Publication, Meerut.
- Kumar, K.L. - Educational Technology, New Age International Publisher.
- Garrett, H.E. - Statistics in Psychology and Education Kalyani Publishers, New Delhi.
- Levin, J. - Elementary statistics in Social Research, Harper and Row Publication, New York.
- Siddhu, K.S. - Statistics in Education and Psychology, Sterling Publications, New De
- Annad S.P. 'Educational technology: Challengingly issues: New Delhi, SterlingPub.
- Brate R. 'Media for interactive communication' New Delhi, Sage Pub.
- Dest E.G. Audio visual Hand book, Chicago-society for visual education.
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- RourtreeDevek 'Teaching through self instruction' London kogar Page.
- Sampath K. Pannirselvam-introduction to Education Technology'-New Delhi slevlina pub.
- Sharma R.A. 'Educational technology and Management', Meerut: R. Lall Book Depot.
- Venktaiyya N. 'Educational Technology New Delhi., A.P.H. Pub. Corporation.



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Semester IV
Dissertation
Paper Code: C-12

Total Marks (70+30=100), Credits 4
Lectures = 65



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Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2020-2022)

Semester-IV Environmental Education Paper Code: DCE-7

Total Marks (70+30=100), Credits -4
Lectures = 65

Learning Outcomes:

To make the students to:

- Develop a foundational knowledge of environmental education.
- Understand the importance of developing an environmentally literate population.
- critically examine environmental issues in nearby area.
- understand how local, regional, state, national, and international laws and regulations influence environmental decisions.
- Be able to locate and use environmental education teaching and learning materials.
- integrate instructional technology into environmental education settings.

UNIT-I:

- Method and Approaches of Environmental Education Strategies and approaches, treating environment education as a separate subject, integration and interdisciplinary approaches. Methods – Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Surveys, Projects and Exhibition. Role of Media

UNIT-II

- Environmental Issues and Curriculum Programme of environmental education for school ,Environmental education for higher education ,Environmental education for sustainable development ,Environmental education and women

UNIT-III

- Managing Environmental Disasters Definition, Types of Disaster, Causes of different disasters and their effects. Disaster Management cycle. Acts & legal aspects about Disaster.

UNIT IV

- Disaster Preparedness at community level: Individual, Society or a group of independent houses, at place of work.
- Transaction Mode; **Lecture** Method, Activity based Method, Survey Method, Cooperative Learning



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BOOKS RECOMMENDED

- Archie, M.&McCrea, E.(1996). Environmental education in theUnited States: Definition and Direction.In M. Archie(Ed.), Environmental education in theUnited States – Past, present, and future. Collected papers of the1996 National Environmental Education Summit. (pp.1-8). Burlingame, CA.
- Audet, Richard, andLudwig, Gail. (2000). GISinSchools.Redlands, CA: ESRIPress. pp. 5-12, 55-61.
- Bodzin, A. (2008)Integratinginstructional technologies in alocal watershed investigation with urban elementarylearners. TheJournal of Environmental Education, 39(2), 47-58.
- Rwal, J.C. (2007). Education for Values, Environment & Human Rights, Shipra Publications, Delhi.
- Kumar, A. (2007). A Text Book of Environmental Science, A.P.H. Publication House, New Delhi.
- Laxmi, G.V.S. (2004). Methods of teaching Environmental Science, Discovery Publishing House, New Delhi.
- Samuel, K. (2007). Environment Education: Curriculum & teaching Methods, Sarup &Sons, New Delhi.
- Satapathy, M. K. (2007). Education, Environment & Sustainable Development. Shipra Publications, Delhi.
- Yadav, P.R. (2004). Environmental Biodiversity, Discovery Publishing house, New Delhi
- Dani, H.M. (1996). Environmental Education. Chandigarh : Panjab University Publication Bureau.
- Kaur, A. (2003). Scientific Approach to Environmental Education: Ludhiana, Tandon Publications.
- Khoshoo, T.N. (1999). Environmental Concerns and Strategies. New Delhi: Ashish Publication House.
- Kohli, V.K. & Kohli, V. (1995). Environmental Pollution and Management. Ambala: Vivek Publishers.
- Trivedi, P.R. (2000). Encyclopedia of Environmental Pollution Planning and Conservation.
- I-VI, New Delhi: A.P.H. Co.
- Website: www.unep.org



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Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2020-2022)

Semester-IV Professional Development of Teachers Paper Code:DSE-8

Total Marks (70+30=100), Credits -4
Lectures = 65

Learning Outcomes:

On completion of this course the students will be able to:

- Gain insight and reflect on the concept of teaching and the status of teaching as a profession.
- Understand the roles and responsibilities of teachers and teacher educators.
- Use various methods of teaching for transacting the curriculum.
- Critically examine the role and contribution of various regulating agencies.
- reflect on the issues and problems related to teacher education in the country
- Appraise the existing teacher education curriculum.
- Develop understanding regarding organization and supervision School Experience .
- Develop understanding of various strategies of teachers' professional development

UNIT I:

- Teachers and Teaching Profession Development of teacher education in India post-independence period; recommendations of various commissions and committees concerning teacher education system.

UNIT II

- Concept of Profession and Professional ethics for teachers Teachers changing roles and responsibilities Issues, concerns and problems of teacher education

UNIT II-

- Pre-service and in-service Teacher Education ;Pre-Service and in-service Teacher Education: concept and objectives Components and modes of pre-service and in-service teacher education Roles and functions of various agencies like UGC, NCERT. NCTE. NUEPA, SCERTs IASEs, CTE, DIETs'

UNIT III-

- Instructional strategies in Teacher Education Methods and Techniques in pre-service: Lecture-cum-Discussion, Demonstration, Group Discussion, Brain storming, seminar, Workshops, Team Teaching, Use of ICT, , projects and assignments. Strategies of professional development for in-service: workshops, seminars, symposium, panel



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discussion, conferences, book clubs, extension lectures, refresher courses, orientation programmes Internship: concept, planning and organization.

Suggested readings:

- Report of the Education Commission (1964-66).
- Report of the National Commission on Teachers (1983-85).
- National Curriculum Frameworks for Teacher education, 2009
- Report of the Delors Commission, UNESCO, 1996
- National Policy of Education 1986/1992.
- National Curriculum Framework on school education, 2005.
- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.
- NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.
- NCERT (2005): National Curriculum Framework.
- NCERT (2006): Teacher Education for Curriculum renewal.
- NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation. NCTE New Delhi
- (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education. New Delhi.
- NCERT (2006): The Reflective Teacher: Organisation of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines,.
- Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
- Caggart, G.L. (2005): Promoting Reflective Thinking in Teachers. Crowin Press.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.
- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Rout ledge Falmer. London and New York.
- Irvine, J.J. (2003): Educating teachers for diversity: Seeing with a cultural eye. New York: Teachers College Press. Joyce, B., and Weal, M. (2003). Modals of Teaching



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Semester IV Mental Hygiene and Education Paper Code:EE-4

Total Marks (70+30=100), Credits -4
Lectures = 65

UNIT-I:

- Mental Health and Mental Hygiene; Concepts of Mental Health and Mental Hygiene □, Criteria of Mental Health □

UNIT-II

- Concept of Wholesome and Abnormal Personality □□ Aspects, Goals and Principles of Mental Hygiene □

UNIT-II:

- Adjustment; Concept and Process of Adjustment □, Concept and Causes of Maladjustment □, Adjustment Mechanism: Substitution, Withdrawal, Compensation, Sublimation, Rationalization, Projection, Reaction Formation, Regression, Fixation. □, Conflict: - Concept and Types of Conflict.

UNIT IV

- School and Mental Health, Teacher and Mental Health □, Some Questionable School Practices □, Personality Problems in Classrooms □, □ Classroom approaches to mental health □



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Selected Readings

1. Arkoff, Abe: Adjustment and Mental Health, New York :Mc Graw Hill Company, 1968.
2. Akhilananda Swami, Mental Health and Hindu Psychology, London, Auen and Unwin, 1952
3. Akhilananda Swami, Hindu Psychology, London, Routledge, 1953
4. Bahadur, Mal, Mental Health in Theory and Practice, Hoshirpur, V.V.R.I., 1995
5. Bernard, Harold, W., Mental Hygiene for Class-room Teachers, New York: McGraw Hill Book Co., 1952.
6. Bonny, Meri E.: Mental Health in Education, Boston: Allyn and Bacon Inc., 1960.
7. Burbury, W. M., Balient, E. et. Al: An Introduction to Child Guidance, London: McMillan & Co.
8. Capuzzi David and Gross Douglas R: Introduction to Counseling, London, Allyn and Bacon, 1995.
9. Carrol, Herbert, A. : Mental Hygiene : The Dynamics of Adjustment (3rd ed.) Englewood Cliffs, New Jersey : Prentice Hall, Inc.1956.
10. Coleman, J.C. Abnormal Psychology and Modern Life, Bombay, D.B. Tara Porewlas Sons & Co., 1976.
11. Crow, Lester D. & Crow, Aline: Mental Hygiene, New York: McGraw HillBook Company, Inc. 1952.
12. Garg, B.R., An Introduction to Mental Health, Ambala, Associated Publications, 2002.
13. Hadfield, J. A.: Psychology and Mental Health, London: George Allen and Unwin Ltd. 1952.
14. Kallam, S. G. al: Mental Health and Going to School, Chicago: University of Chicago Press, 1975.
15. Sinha, A.K.: The Concept of Mental Health in India



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SEMESTER-IV
PERSONALITY DEVELOPMENT
Paper Code: SP-2

Total Marks (70+30=100), Credits -4

UNIT-I

- **Personality:** Definition, Elements, Determinants
- **Personal Grooming:** Personal Hygiene, Social Effectiveness, Business Etiquettes (Power Dressing)

UNIT II

- **Body Language:** Verbal Communication, Types of Body Language, Functions of Body Language, Role of Body Language, Proxemic
- **Art of Good Communication:** Verbal & Non-Verbal Communication, Difference between Oral and Written Communication, 7'Cs of Effective Communication, Importance of Effective Communication

UNIT III

- **Team :** Behaviour, Types of Teams, Team Roles and Behaviour
- **Group Discussion:** Do's and Don't

UNIT IV

- **Interview Preparation** Introduction, Resume Writing, Dress Code, Mock-Interview, How to be Successful in an Interview



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Reference Books:

1. Ethics in Engineering Practice and Research by Caroline & Whitbeck, Cambridge University Press.
2. NASSCOM-Global Business Foundation Skills: Accenture, Convergys, Dell et.al. Foundation Books: Cambridge University Press.
3. Thinks and Grow Rich by Napoleon Hill, Ebury Publishing, ISBN 9781407029252.
4. Awaken the Giant Within by Tony Robbins HarperCollins Publishers, ISBN139780743409384.
5. Change Your Thoughts; Change Your Life by Wayne Dyer, Hay House India, ISBN139788189988050.
6. The Power of Your Subconscious Mind by Dr Joseph Murphy Maanu Graphics , ISBN13 9789381529560.
7. The new Leaders by Daniel Coleman Sphere Books Ltd , ISBN139780751533811