

**DEPARTMENT OF EDUCATION
FACULTY OF ARTS
UNIVERSITY OF ALLAHABAD, PRAYGARAJ**



Value Added Course

S.N.	Course Code	Title of the Course
1.	EDUV001	Statistical Analysis through SPSS
2.	EDUV002	Academic Writing Skill
3.	EDUV003	Soft Skill
4.	EDUV004	Psychological Testing
5.	EDUV005	Community Service
6.	EDUV006	Digital Skill and Competencies

Modalities of Value-added Course

The Department shall offer selected value-added courses for a particular semester. Students must register/enroll themselves for the specific course(s). Upon successful completion of the individual course, students will be awarded a certificate of appreciation/completion.

Registration and Enrollment

- Students are required to register/enroll in the value-added course(s) offered for the semester.
- Enrollment procedures and deadlines will be communicated by the Department.

Attendance and Participation

- The course instructor is responsible for maintaining attendance records.
- Regular attendance and active participation are mandatory for successful completion.

Assessment and Evaluation

- The value-added course will be evaluated in 100 marks purely on internal continuous assessment.
- The course instructor will plan and implement necessary assessment strategies to evaluate students' performance.
- Assessment methods may include quizzes, assignments, projects, presentations, and other relevant activities.
- Based on the evaluation, the instructor will determine whether a student's performance is satisfactory or non-satisfactory.

Certification

- Students who achieve satisfactory performance (at least 40% marks) as determined by the course instructor will be awarded a certificate of appreciation/completion.
- Certificates will be issued at the end of the course, acknowledging the student's successful completion and performance.

Key Responsibilities

- **Course Instructor:** Keep attendance records, plan assessment strategies, evaluate student performance, and declare satisfactory/non-satisfactory outcomes.
- **Students:** Register/enroll in courses, attend classes regularly, participate actively, and complete all assessments.

By adhering to these modalities, students can gain additional skills and knowledge, enhancing their academic and professional development.

Statistical Analysis through SPSS

Course Code	EDUV001	Credits	4
L + T + P	0+0+4	Course Duration	One Semester
Contact Hours	120 (P) Hours		
Course Type	Value Added Course		
Nature of the Course	Practical, Skill Based		
Methods of Content Interaction	Group discussion, Self-study, Collaborative work, Assignments, Projects or practicum, Field work, Data collection & analysis, E-resource		
Assessment and Evaluation	100% - Continuous Internal Assessment		

Course Objectives:

This course will enable the learner to:

- Develop proficiency in organizing data in SPSS for analysis of data.
- Develop proficiency in analysing data.
- Understand the when a particular test can be applied.
- Get acquaint with statistical testing through SPSS

Expected Learning Outcomes

After the completion of the course, learner will be able to:

- Operate in the two primary views in SPSS: Variable View and Data View
- Interpret descriptive statistics for continuous variables: statistics table, histogram with normal curve, and skewed distribution
- Interpret descriptive statistics for categorical variables: statistics table, bar chart, and pie chart
- Verify that the data meet the criteria for using parametric test
- Proficiently use the SPSS for parametric testing
- Proficiently use the SPSS for Non-Parametric testing
- Perform correlation and regression analysis with perfection
- Write interpretation of SPSS tables.

Course Contents

Unit 1: Basics of SPSS

- Supplemental SPSS Operations: Generating Random Numbers, Sort Cases, Sort, Select, Recode. Importing Excel Data
- Working in SPSS: Variable View and Data View
- Descriptive statistics: Graphing Data
- Item analysis: Reliability, Validity: Concurrent Validity, Predictive Validity, Construct Validity

Unit 2: Data Analysis through SPSS: Parametric Tests with Assumptions

- Related t-test: Comparing two samples of related/correlated/paired scores

- Unrelated t-test: Comparing two samples of unrelated/uncorrelated/independent scores
- Effect size in statistical analysis: Do my findings matter?
- Analysis of variance (ANOVA): One-way unrelated or uncorrelated ANOVA
- ANOVA for correlated scores or repeated measures, Two-way or factorial ANOVA for unrelated/uncorrelated scores
- Multiple comparisons in ANOVA: A priori and post hoc tests
- Mixed-design ANOVA: Related and unrelated variables together
- Analysis of covariance (ANCOVA)
- Multivariate analysis of variance (MANOVA)
- Discriminant (function) analysis – especially in MANOVA

Unit 3: Data Analysis through SPSS: Non-Parametric Tests

- Ranking tests: Nonparametric statistics
- Chi-Square: Goodness of Fit, Test of Independence
- Mann-Whitney U Test, Wilcoxon Test, Kruskal-Wallis Test, Friedman

Unit 4: Test of association and Relation:

- Correlation coefficients: Pearson's correlation and Spearman's rho
- Regression: Prediction with precision.

Suggested Readings:

- Abu- Bader, S. H. (2021). *Using Statistical Methods in Social Science Research*. Oxford University Press. New York, NY
- Finch, W. H., Immekus, J. C., French, B. F. (2016). *Applied Psychometrics Using SPSS and AMOS*. Information Age Publishing, Inc. Charlotte, NC
- Howitt, D. & Cramer, D. (2017) *Understanding Statistics in Psychology with SPSS*. Pearson Education Limited UK.
- Harrison, V., Kemp, R., Brace, N., Snelgar, R. (2020). *SPSS for Psychologists*. Macmillan Education Limited. London
- Jama, A. Abdallah (2020). *Statistics guide for student and researchers*. Sage publication.
- Knapp, H (2017). *Introductory Statistics Using SPSS*. Sage Publication. California
- McCormick, K. & Salcedo, J. (2017). *SPSS® Statistics for Data Analysis and Visualization*. John Wiley & Sons, Inc. Indianapolis, IN
- Mushquash, C., & O'Connor, B. P. (2006). SPSS, SAS, and MATLAB programs for generalizability theory analyses. *Behavior Research Methods*, 38(3), 542–547.
- Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory* (3rd ed.). New York, NY: McGraw-Hill.
- O'Connor, B. P. (2000). SPSS and SAS programs for determining the number of components using parallel analysis and Velicer's MAP test. *Behavior Research Methods, Instruments, & Computers*, 32, 396–402.
- Salcedo, J.& McCormick, K. (2020). *SPSS® Statistics for Dummies*. John Wiley & Sons, Inc: New Jersey
- Wagner, W. E. (2020). *Using IBM® SPSS® Statistics for Research Methods and Social Science Statistics*. Sage Publication. Thousand Oaks, California

Academic Writing Skill

Course Code	EDUV002	Credits	2
L + T + P	0 + 0 +2	Course Duration	One Semester
Contact Hours	60 (P) Hours		
Course Type	Value-added Course		
Nature of the Course	Practical		
Special Nature/ Category of the Course	Skill Based		
Methods of Content Interaction	Group based observation, Self- study, Collaborative work, Assignments, Reading Sessions, Discussion on Movies and Documentaries, Project or Presentations, Reflective Journal		
Assessment and Evaluation	100% - Continuous Internal Assessment		

Course Objectives:

The course will enable the learners to:

- understand academic writing style
- develop an understanding of report writings as research report, field visit report, project report, seminar report
- engage learners with journalistic writing
- develop creative writing skills
- get acquainted with research ethics

Course Learning Outcomes:

After the completion of the course, learners will be able to:

- analyze the concept of academic writing
- write reports as research report, field visit report, project report, seminar report
- review the books, magazines and articles
- compose poems, stories, travelogue and diary
- write articles, research papers, editorials, letters, official minutes, CV, Bio-data
- identify various issues related to writing
- cite the work of others in their own writings
- apply research ethics

UNIT-I: Academic Writing

- Academic Writing: Concept, Importance, Principles and Process
- Key terms of Academic Writing: Inter Textuality, Academic Frame, Facts and Opinion of Academic Writing, Argumentation: Arguing the thoughts.
- Types of Academic Writing - Book Writing, Chapter Writing, Dissertation and Research Paper and Articles.
- Writing Review: Book Review, Film Review, Editorials and Articles
- Writing of stories, travelogue and field diary
- Writing of Letter, official minutes, CV, Bio-data

Unit-II: Workshop on Academic Writings

- Academic Writing: Title, Abstract, Key words, Introduction, Conceptual framework, Method, Result, Discussion, conclusion, Proof reading; Collaborative writing, choosing where to publish, Guidelines for academic writing.
- General Form of Formatting of Academic Writing- Font, Spacing, Margin, Paragraph, Page Numbering and Highlighting, figure, graphs, tables.
- References & Bibliography
- Some issues in academic writing: Fabrication, Falsification, Plagiarism and gifted authorship Ghost writing.

TRANSACTIONAL STRATEGIES

The transaction will involve workshops to address the following aspects of Academic writing. Each workshop session will consist of orientation, Practice and Assignment, Presentation related to the aspects of Academic writing.

SUGGESTIVE ASSESSMENT STRATEGY:

Writing an empirical research paper/ review paper below 10% plagiarism and preparing and presenting a PowerPoint seminar presentation based on the written paper.
Or any other decided by the course instructor.

Suggested Readings:

- Brown, K. and Susan, H. (2002). Academic Encounters. Cambridge University.
- Carter, M., Sam and W. (2009). Improve your IELTS Writing Skills. Macmillan, New Delhi.
- Coffin, C., Curry, M. J., Goodman, S., Hewings, A., Lillis, T. M., & Swann, J. (2005). Teaching Academic Writing - A Toolkit for Higher Education. New York: Routledge.
- Gangal, J. K. (2011). Developing Writing Skills in English. PHI Learning Private Ltd, New Delhi.
- Hartley, J. (2008). Academic Writing and Publishing - A Practical Handbook. New York: Routledge.
- Lester, J. D. (1999). Writing Research Papers: A Complete Guide (9th ed.). New York, NY: Addison-Wesley Educational Publishers.
- Murray, R. (2004). Writing for Academic Journals. Maidenhead: Open University Press.
- Murray, R., & Moore, S. (2006). The Handbook of Academic Writing - A Fresh Approach. New York: Open University Press.
- Oshima, A., & Hogue, A. (2006). Writing Academic English (4th ed.). New York: Pearson Education, Inc.
- Ramage, D. J., John, B. C., & Johnson, J. (2010). Writing Arguments – A Rhetoric with Readings. USA: Longman.
- Vallis, G. L. (2010). Reason to Write: Applying Critical Thinking to Academic Writing. North Carolina: Kona Publishing and Media Group.

Soft Skills

Course Code	EDUV003	Credits	2
L + T + P	1 + 0 + 1	Course Duration	One Semester
Contact Hours	15 (L) + 30 (P) Hours		
Course Type	Value-added Course		
Nature of the Course	Theory and Practical		
Special Nature/ Category of the Course	Development of Soft Skills		
Methods of Content Interaction	Hands on experiences, collaborative work, group work, interactive session, etc.		
Assessment and Evaluation	100% - Continuous Internal Assessment		

Course Objectives

- To develop advanced English proficiency in listening, speaking, reading and writing skills with ease and confidence when dealing with all academic and social situations.

Learning Outcomes:

After completion of the course the students will be able:

- To equip the students with the skills to effectively communicate in English
- To train the students in interview skills, group discussions and presentation skills
- To motivate the students to develop confidence
- To inculcate skills in students which are required for their career
- To enhance the students' interpersonal skills
- To improve the students' writing skills
- To inculcate positive attitude in students

Course Contents:

UNIT I: Soft Skills - 1 & Practical

- Listening skills: Listening to Speeches; Conversation and Discussions
- Speaking skills: developing accuracy and fluency through individual speaking activities; pair activities; group activities for academic purposes (Mimes; Monologues; Dialogues; Group discussions; Speeches)
- Reading Skill: Reading and understanding different texts, Skimming, Scanning, Understanding text and distinguishing text style
- Writing Skills: Different forms of writing skills: Paragraph composition, Essay writing, Note taking and Note making, Prissy writing

UNIT II: Soft Skills - 2 & Practical

- Communication skills, Body language and Etiquette,
- Group discussion skills, Interview skills, Presentation skills
- Emotional Intelligence skill,
- Time Management Skills,
- Preparation of CV

Psychometric Testing

Course Code	EDUV004	Credits	Non-credit Course
L + T + P	1+0+1	Course Duration	One Semester
Contact Hours	15 (L) + 30 (P) Hours		
Course Type	Value Added Course		
Nature of the Course	Theory & Practical		
Methods of Content Interaction	Lecture-cum-demonstration, Collaborative work, Assignments, Projects or practicum, Fieldwork, Data collection & analysis and interpretation, etc.		
Assessment and Evaluation	100% - Continuous Internal Assessment		

Course Objectives:

This course will enable the prospective teacher educator to:

- develop an understanding of the nature of psychological measurement and assessment and its scope
- acquainted with techniques of psychological measurement and assessment
- develop competency in administration, score, interpretation and report of psychological Tests
- develop skills in testing the psychological constructs
- Understand the social and ethical issues involved in psychological testing

Expected Learning Outcomes

After the completion of the course, prospective teacher-educators will be able to:

- expound nature of psychological testing and its scope
- differentiate between measurement and assessment techniques of psychological constructs
- administer, score, interpret and reporting of different types of intelligence tests
- administer, score, interpret and reporting of different types of personality tests
- attributing social and ethical issues involved in psychological testing

Course Contents

Unit I: Psychometric Testing: Theory

- Psychological Testing: Concept, Measurement, evaluation, assessment, appraisal, Need of psychological testing in educational setup
- Tools and Techniques: Concept, Types, Merits and Demerits
 - Tools- Test, Rating scale, Questionnaire and Inventory
 - Techniques- Observation, Interview, Sociometry, self-reporting and projective techniques
- Characteristics of a good measuring tool,
- Psychological testing: Challenges & Prospect
- Social and ethical issues in psychological testing

Unit II: Tool Construction and Standardization

- Construction of achievement test: Item analysis
- Construction of Scale, Inventory – Likert and Thurston: Item analysis
- Standardization of Test, Scale and Inventory – Reliability, Validity and Norms: Types and calculations

Practicum/ Suggestive Activity:

- Psychological Tests: Administration, Scoring, Interpretation and Reporting of Intelligence / Personality test
- Item analysis and standardization of an Achievement test and an Attitude Scale having at least 10 items each

Suggested Readings:

- Anastasi, A., & Urbina, S. (1997). Psychological testing (7th ed.). NJ: Prentice Hall
- Guilford, J. P. (1954). Psychometric methods. New York: McGraw-Hill Book Co.
- Kaplan, R. M. & Saccuzzo, D. P. (2009). Psychological testing and assessment. New Delhi: Cengage Learning India Pvt. Ltd. Price,
- L. R. (2017). Psychometric method: Theory into practice. New York: The Guilford Press.
- Singh, A. K. (2006). Tests, measurement and research methods in behavioural sciences (5th ed.). Patna: Bharti Bhavan



COMMUNITY SERVICE

Course Code	EDUV005	Credits	2
L + T + P	0 + 0 + 2	Course Duration	One Semester
Contact Hours	60 Hours		
Course Type	Value-added Course		
Nature of the Course	Practical/Project		
Special Nature/ Category of the Course	Value Based		
Methods of Content Interaction	Working in the Field		
Assessment and Evaluation	100% Continuous Internal Assessment		

Community Service (Field based practical work)

The students opting for this course would be required to devote at least 60 hours in the field for providing their services to the community. The tasks under the community services shall be coordinated by one teacher educator of the Department of Education, Faculty of Arts, University of Allahabad. The tasks may be carried out in collaboration of the various units of the University and the departments. The following tasks may be carried by the students under supervision of the course instructor –

- Providing welfare services & awareness programme to the villages adopted by the University or any other places decided by the department.
- Providing welfare services to the schools located in these villages
- Any other welfare activity decided by the Department of Education, UoA
- Any other relevant activity

Digital Skills and Competencies

Course Code	EDUV006	Credits	2
L + T + P	0 + 0 + 2	Course Duration	One Semester
Contact Hours	60 (P) Hours		
Course Type	Value-added Course		
Nature of the Course	Practical and Project		
Special Nature/ Category of the Course	Skills Based and Digital Ethics		
Methods of Content Interaction	Hands on experiences, collaborative work, group work, interactive session, etc.		
Assessment and Evaluation	• 100% - Continuous Internal Assessment		

Course Objectives

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

- Develop skills in using operating system tools
- Differentiate various operating system and explain main functions of the system software environment
- Use a word processor, spread sheet, drawing and presentation software skillfully and intelligently to produce various teaching learning resources for educational uses
- Develop the ability for using the locating internet resources - navigating, searching, selecting, evaluating, saving and bookmarking
- Develop skills in using Google tools i.e. Assistant, Maps, Calendar, Drive, Translate, Photo, Docs, Sheets, Slide, Classroom, Earth and Forms
- Appreciate the use emerging ICTs in improving teaching learning process.
- Develop skills in using various tools for e-Resources development
- Develop skills in using various web 2.0 and e-learning tools
- Develop the e-portfolio and assessment e-rubrics for integration in to the subject

Learning Outcomes:

After the completion of the course, student teacher-educators will be able to:

- Develop proficiency in using operating system tools.
- Develop proficiency in word processor, spread sheet, drawing and presentation software skillfully
- Develop the proficiency for using the locating internet resources - navigating, searching, selecting, evaluating, saving and bookmarking
- Develop proficiency in using Google tools i.e. Assistant, Maps, Calendar, Drive, Translate, Photo, Docs, Sheets, Slide, Classroom, Earth and Forms
- Develop proficiency in using various tools for e-Resources development
- Develop proficiency in using various web 2.0 and e-learning tools
- Develop proficiency for e-portfolio and assessment e-rubrics for integration in to the subject

Course Contents:

UNIT I: Basic Digital Skills

- Introduction to Operating System- navigating the desktop, control panel, file manager, explorer, and accessories
- Computer Network- LAN, WAN. Internet - concept and architecture; Locating internet resources - navigating, searching, selecting, evaluating, saving, cloud computing and bookmarking
- Use of digital camera, camcorder, scanner, interactive white board, and multimedia projector for creating and using multimedia resources
- Computer security: hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices
- Management and used of Google tools: Assistant, Maps, Calendar, Drive, Translate, Photo, Docs, Sheets, Slide, Classroom, Earth, Forms and other recent tools.
- Emerging technologies: Augmented reality (AR), Virtual reality (VR), Artificial Intelligence (AI), Virtual Labs and Digital Footprint

UNIT II: Tools for e-Resource Creation

- Basic microcomputer applications (word processing, spreadsheets, presentations, and drawing) and its educational applications
- ICT tools for Creation of e-Resources: eXe, H5P, Screencast-o- Matic, TimelineJS, Mind map using VUE, Creating video with slide presentation, Presentation tube recorder, pdf creator, file archiving, file converter and any other recent tools.
- Using conferencing tools for education: Google Meet, skype, webex, OBS etc.
- Educational use of web 2.0 technologies: e-mail, wiki, blog, podcasting, streaming, chat, social bookmarking, social networking, groups and forum
- Webquest and virtual field trips: process, and use in the classroom
- Multimedia: design, development, and authoring tools
- e-portfolio: concept, types, tools and e-portfolio rubrics

Suggested Activities: At least one of the following,

- Hands on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices
- Using word processor, spread sheet, and presentation software to produce various teaching learning resources.
- Locating internet resources - navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria)
- Social bookmarking of internet resources using any social bookmarking tools
- Developing a multimedia e-content for a topic using eXe Learning
- Organize web conferencing using Google Meet, skype, webex etc
- Visit to local ICT laboratories of educational institutions
- Developing wikieducator article on assistive technology
- Developing an electronic assessment portfolio and teaching portfolio
- Creating account in teachertube/slideshare and sharing your video/powerpoint. View and comment on others contributions
- Exploring QuizMaker for Teaching-Learning

- Development of Digital Games using Scratch or Lumi
- Creating Digital Story using Olive
- Explore Google Maps
- Creating Blog using WordPress
- Creating Wiki Resources
- Create interactive videos using PlayPosit
- Create Interactive Video Lessons using TED-Ed
- Accessing Digital Resources on DIKSHA
- Creating Interactive Content with H5P
- Resources for Course Enrichment in MOODLE
- Create Interactive Quiz using ClassPoint
- Creating Animations Using Biteable
- Creating Quizz using Quizalize
- Evaluating OMR Sheets using Evalbee
- Creating Notebook in OneNote
- Digital Portfolio with Bulbapp
- Creating Concept Map using VUE
- Creating Assessment using Hot Potatoes
- Creating Animation using Wick Editor
- Screencast-o- Matic: A Tool for Creating Educational video
- Creating Interactive Slide Presentation
- Creating Infographic Using Piktochart
- Accessing ePathshala Apps for Education
- Accessing eContent in DIKSHA
- Explore Google Earth
- Creating Website using Google Sites
- Desktop Security and Secure usage of the YouTube
- Creating activities in MOODLE
- Creating 360 Degree Virtual Tour using H5P
- Creating Graphics using Canva
- Any other relevant activity

Suggested Reading

- Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi
- Conrad, Keri (2001). Instructional Design for Web based Training. HRD Press
- Crumlish Christian (1999). The Internet No Experience Required. BPB Publications: New Delhi
- Evant, M: The International Encyclopedia of Educational Technology.
- Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft Word for Beginners. NISCOM, CSIR: New delhi
- Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft Excel for Beginners. NISCOM, CSIR: New delhi
- Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft PowerPoint. NISCOM, CSIR: New delhi
- James, K.L. (2003). The Internet: A User's Guide. Prentice Hall of India Pvt.Ltd: New Delhi
- Lee, William W., Dianna, L. Owens, (2001) Multimedia based Instructional design: Computer Based Training. Jossey-Bass

- Sanders Donald, H. (1998). Computers Today. McGraw Hill Book Company: New Delhi
- Sarkar, S.K. & Gupta, A.K.(1998). Elements of Computer Science. S.Chand& Company: New Delhi
- Saxena Sanjay. (2000). A First Course in Computers. Vikas Publishing House Pvt.Ltd: New Delhi
- **Web Resources**
- Association for Educational Communications and Technology (AECT) at <http://www.aect.org/default.asp>
- British Educational Communications and Technology Agency (BECTA) at <http://www.becta.org.uk/>
- Microsoft Office Online, Word 2003 Tutorials at <http://office.microsoft.com/en-us/training/CR061958171033.aspx>
- Microsoft Office Online, Excel 2003 Tutorials at <http://office.microsoft.com/en-us/training/CR061831141033.aspx>
- Microsoft Office Online, PowerPoint 2003 Tutorials at <http://office.microsoft.com/en-us/training/CR061832731033.aspx>
- The International Society for Technology in Education (ISTE) at <http://www.iste.org/>
- UNESCO ICT Competencies Standards for Teachers at http://portal.unesco.org/ci/en/ev.php-URL_ID=2929&URL_DO=DO_TOPIC&URL_SECTION=201.html
- UNESCO Bangkok ICT in Education at <http://www.unescobkk.org/index.php?id=76>
- UNESCO Documents and Publications (about 350 pdf documents on ICT in Education) at http://unesdoc.unesco.org/ulis/cgi-bin/ulis.pl?req=2&mt=100&mt_p=%3C&by=2&sc1=1&look=new&sc2=1&lin=1&mode=e&utf8=1&gp=1&gp=1&text=ict+in+education&text_p=inc
- CIET. <https://ciet.nic.in/pages.php?id=webinar&ln=en>

