

SEMESTER II

EDU - 06: EDUCATION IN INDIAN SOCIETY

COURSE OUTCOMES

- CO 1: To Develop an understanding of the evolution of education in Indian society
- CO 2: To identify the role education in national development
- CO 3: To recognize initiatives in modern Indian education
- CO 4: To analyse the challenges in Indian education and the role of teacher in the changing scenario
- CO 5: To familiarise with the emerging trends of education

Hours to transact: 90 hrs

UNIT 1: MILESTONES IN INDIAN EDUCATION (35hrs)

UNIT II: EDUCATION FOR ECONOMIC AND NATIONAL DEVELOPMENT (10hrs)

UNIT III : INITIATIVES IN INDIAN EDUCATION (20hrs)

UNIT IV: CHALLENGES AND TRENDS IN INDIAN EDUCATION (25 hrs)

UNIT 1: MILESTONES IN INDIAN EDUCATION (35 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies AndApproaches	Assessment
1.To develop an understanding of the evolution of education in Indian society 2. To acquaint with existing educational policies commissions in India 3.To understand changes of education system in Kerala	• Dravidian education- social structure- literature-Institutions for scholastic, recreational and legal functions- role of ‘salai ‘in higher education • Vedic education-characteristics and curriculum- significance of Upanishad in maintaining world peace and sustainable development, Vidya and Vaidya as two pillars of a civilized society • Buddhist education- aim of education and curriculum, Significance of non violence and attitude against materialistic life style. • A brief account on history of Indian education during British period • Education in post independent India: • Radhakrishnan Commission(1948) • Secondary Education Commission(1952-54) • Kothari Commission report(1964-66) • New Education Policy 1986	Historical method Integrating ICT Lecture-discussion e- learning Document analysis Historical method and document analysis	Role Performance Analysis in group Discussion Involvement in Debates Seminar Presentations Assignments Internal Test
REFERENCE - • Naik, J.P. (1998). The Education Commission and After. New Delhi: Publishing Corporation. • Sripati, V. and Thiruvengadam, A.K. (2004), "India: Constitutional Amendment Making The Right to Education a Fundamental Right", <i>International Journal of Constitutional Law</i>, 2 (1): 148–158, Oxford University Press • Report of Secondary Education Commission. Kothari D.S. (1965). New Delhi: Ministry of Education.			

- Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.
- Govt. of India (1992). Programme of Action (NPE). Min of HRD.
- National Curricular Framework-2005 , 2009
- Right to Education Act -2009
- Knowledge Commission reports 2006, 2007, 2009
- UNESCO reports on Teacher education
- *Learning without Burden*, Report of the National Advisory Committee. Education Act. Ministry of HRD, Department of Education, October, 2004.
- <http://www.gktoday.in/rashtriya-ucchatar-shiksha-abhiyan>
- UNESCO reports on Teacher education
- *Learning without Burden*, Report of the National Advisory Committee. Education Act. Ministry of HRD, Department of Education, October, 2004.
- <http://www.gktoday.in/rashtriya-ucchatar-shiksha-abhiyan>
- <https://mhrd.gov.in/>
- <https://www.indiaculture.nic.in/>
- <https://innovate.mygov.in/wp-content/uploads/2019/06/mygov15596510111.pdf>

UNIT 2: EDUCATION FOR ECONOMIC AND NATIONAL DEVELOPMENT (10hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies And Approaches	Assessment
1. To identify the relationship between education and national development	• Social Indices of National Development • Education as an investment- Share of GDP to Education	Meaningful verbal expression Document analysis	Role Performance Analysis in group Discussion
2. To understand the role of IPR in national development	• ‘Educated unemployment’- Causes and Remedies • Education an instrument for intellectual property and inventions and discoveries for the welfare of the society- (IPR)- Industrial property rights- copy rights and related rights	Panel Discussion Debates Seminar	Extent of awareness on contemporary educational events
REFERENCE - • Amirish Kumar Ahuja. (2007).Economics of education. Authors Press • Jagannath Mohanty (1998). Modern Trends in Indian Education. New Delhi: Deep and Deep publications • Humayun Kabir (1951). Education in New India. London: George Allen and Unwin Ltd. • Subash Chandra Roy.(2009) Lecture on Intellectual property law. Chandigarh National university, Patna • Sharma. R.A. (2007). Economics of education. Surya Publication • https://data.worldbank.org/indicator/SE.XPD.TOTL.GD.ZS			

UNIT 3 : INITIATIVES IN INDIAN EDUCATION(20 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies /Approaches	Assessment
1. To familiarize with the functions of state and central Apex bodies of education 2. To familiarize constitutional goals pertaining to education	• Programmes and Schemes -DPEP,SSA,RMSA, RUSA • Apex bodies- CABE,NCERT,SCERT, DIET, UGC, NCTE, NAAC, NUEPA • Constitutional Goals - Articles of Indian Constitution Pertaining to Education –Preamble. • Article 21 A, Article 14, Article15, ,Article 30,Article 45, Article 46, Article 41, Article 51 A, Article 350A, Article 351 • Right to Education Act 2009	Debates Lecture discussion Documentation and discussion	Performance in debates Seminar presentations An extension activity related to the field of reference may be conducted
REFERENECES - • Entwistle, N.(1990). Hand book of educational ideas and practices. London: Roputledge • Mukopadhyaya et.al.(2008). Globalization and challenges for education. NIEPA. Shipra Publication • Kohli, V.K. (1987). Indian Education and Its Problems. Haryana: Vivek Publishers. • NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi. • http://www.indiaeducation.net/apexbodies/nuepa/ • http://www.naac.gov.in/ • https://www.india.gov.in/sites/upload_files/npi/files/coi_part_full.pdf			

UNIT 1V: CHALLENGES AND TRENDS IN INDIAN EDUCATION (25 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies /Approaches	Assessment
1. To analyze the challenges of Indian Education 2. To synthesis the significance of human rights education and peace education 3. To keep awareness on futurology of education	• Current Problems of Indian education – Primary- secondary- higher education • Population Education – Need, Trends in Demography, Population explosion and adverse effects • Human Rights education- Meaning and significance	Brain storming Debates Lecture- discussion ICT	Analysis in group Discussion Extent of awareness on contemporary educational events
REFERENECEES - • Agarwal. J.C. (2006). Education for values, Environment and Human Rights. Shipra publications. New Delhi • Dyakara Reddy. D. & Rau.(2007). Value education. Discovery publishing House. New delhi • Dhananjaya Joshi.(2006). Value education in global perspectives, Lotus Press • Yogendra Singh.(2007). Modernisation of Indian tradition. Rawat publication. New Delhi • http://nhrc.nic.in/press-release/human-rights-education • https://ncertbooks.ncert.gov.in/login • NCTE : National Council For Teacher Education". <i>www.ncte-india.org</i>. Retrieved 8 April 2018.			

List of Activities for Core Paper :

EDU VI: EDUCATION IN INDIAN SOCIETY

Units	ICT	Debate/ Seminar	Field Work	Group Discussion	Others
Unit I <u>MILESTONES IN INDIAN EDUCATION</u>	Prepare e-content on various Education Commissions	Merits and Limitations of British system of education	Survey on the implementation aspects of Right to Education Act 2009	Discussion on the significance of DPEP, SSA, RMSA Evolution of education in Kerala	Documentation on The functions of state and central administrative bodies related with education
Unit II <u>EDUCATION FOR ECONOMIC AND NATIONAL DEVELOPMENT</u>	Create Virtual Tour- future scenario of education			Social Indices of National Development Share of GDP to Education, Role of NKC ,	Panel Discussion Education an instrument for IPR
Unit III <u>INITIATIVES IN INDIAN EDUCATION</u>	Create Virtual Tour on Indian Constitution pertaining to education-	Apex bodies		Constitutional provisions -Articles of Indian Constitution Pertaining to Education.	

Unit IV <u>CHALLENGES AND TRENDS IN INDIAN EDUCATION</u>		Problems of Indian education – Primary-secondary - higher education	Special School Inclusive Education – Meaning, Relevance and Practices	Significance of human rights education Education	• Census Analysis - Population Education. • Mass media analysis- Human Rights education • Brain Storming- Gender issues in education
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EDU - 07 : PERSPECTIVES OF LEARNING AND TEACHING

(Theoretical Discourses – 60 & CE – 30 hours)

COURSE OUTCOMES (C O) To enable the student teacher to:

- **CO 1** To understand the concept, nature and factors influencing learning
- **CO 2** To gain an insight into the mental processes involved in learning
- **CO 3** To develop an understanding of the process of learning through various theoretical perspectives
- **CO 4** To familiarise the cognitive functions of learning
- **CO 5** To conceptualise the basics of neuroscience
- **CO 6** To understand motivation and its educational significance
- **CO 7** To develop an understanding of the concept and areas of Individual difference.
- **CO 8** To explain the concept and types of ‘exceptional children’.
- **CO 9** To conceptualise Learning Disability and inclusive education
- **CO 10** To develop skills to educate students with special needs.

Contents :

UNIT I NATURE OF LEARNING

UNIT II COGNITIVE PROCESSES IN LEARNING

UNIT III THEORIES OF LEARNING

UNIT IV INDIVIDUAL DIFFERENCES IN LEARNING

UNIT I NATURE OF LEARNING 20hours (15T+ 5P)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
To understand the concept, 1.nature and factors influencing learning. To develop an understanding of 2. the process of learning. 3. To conceptualise the role of motivation in learning 4. To familiarise the concept of achievement motivation	□ Meaning, Definition & Characteristics of learning, Factors affecting learning - learner, Method and Task variables, Learning curve, Plateau in learning, □ Study habits- Concept and methods, Transfer of Learning. □ Motivation- Concept, Types, strategies Theories - Abraham Maslow, Achievement motivation	Lecturing Group discussion on factors affecting learning Brainstorming on method and task variables of learning Field study on intrinsic and extrinsic Motivation, Construction of learning curve	Test paper Assignments Practicum Presentation in seminars Performance based assessment

Reference

- Gates, A.S and Jersild, A.T, (1970) Educational Psychology, New York :Macmillian.
- Aggarwal, J.C (1994) Essentials of Educational Psychology New Delhi :Vikas Publishing House
- Dandapani, S. (2007), A Text Book of Advanced Educational Psychology; New Delhi: Anmol Publications Pvt. Ltd.

UNIT II : COGNITIVE PROCESSES IN LEARNING 20hours (15 T+ 5 P)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To familiarise the cognitive processes 2 .To conceptualise cognitive capacities 3 .To understand the relevance of Cognitive processes 4. To familiarise the concept of	☐ Sensation and Perception- factors, laws, Concept formation, Illusion cognitive functions -Thinking, ☐ Reasoning- Problem solving and Meta cognition	Lectures Preparation of a Concept map	☐ Test paper ☐ Performance based assessment ☐ Practical work

memory and forgetting	☐ Memory- Concept; Types & Strategies to develop memory, Forgetting- causes , -Interference ☐ theory and problems	Group discussion on strategies for improving Memory, Reasoning and Problem solving Seminars	
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Reference

- Hughes, A.G & Hughes, E.H(2005) Learning and Teaching , New Delhi, Sonali Publications
- Hunt, R. Reed & Ellis, Henry C.(2007) Fundamentals of Cognitive Psychology, New Delhi, Tata McGraw-Hill Publishing Company
- Skinner .E.C(2003) Educational Psychology, New Delhi, Prentice Hall of India Pvt.Ltd.

UNIT III THEORIES OF LEARNING 20 hours (12T+8P)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To develop an understanding of the process of learning through various theoretical perspectives. 2. To familiarize behaviorist, constructivist and information processing approaches in learning 3. To compare the different approaches in learning 4. To develop learning strategies based on different perspectives	• Behaviorist approach- Thorndike, Pavlov and Skinner. • Cognitive approach- Gestalt • Constructivist approach- Individual and Social- Piaget, Bruner &, Vygotsky. • Gagne's hierarchy of learning • Expository learning- Ausubel	Lectures Critical evaluation of different approaches - Use peer tutoring technique List suitable learning activities based on constructivist Approach Cooperative and Collaborative Learning activities Debate on behaviourism vs constructivism Psychology Lab experiments (any two)	Performance in activities Test paper Group discussion Assignments

Reference

- Mathur.S.S(2007) Educational Psychology, Agra-2, VinodPustakMandir
- Schunk, D.H (2011); Learning Theories: An Educational Perspective, India: Pearson
- Sternberg, R.J.(2006), Cognitive Psychology (4th ed.) U.K.: Thomson Wardsworth

UNIT IV INDIVIDUAL DIFFERENCES IN LEARNING 30 Hours (20 T+ 10P)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To develop an understanding of the concept and areas of Individual Difference.	☐ Concept of Individual Differences- Areas of individual Differences - Interest, Attitude and Aptitude.	Lectures Field visits Institutional survey	☐ ☐ test papers ☐ Assignments ☐ ☐ Practical
2 To equip the teacher for understanding the learner in the context of their socio cultural and	☐ Persons with disability- Types of disability – congenital, acquired, multiple disabilities. ☐ Education for children with Special needs: Special Schools, Integrated Education ☐ Understanding the educational needs of	Identification of exceptional categories Design of learning strategies for Seminars/Discussions First hand experience with exceptional learners and learning disabled children	Activities ☐ field Visit Report ☐ Performance assessment ☐ Observation

educational background	Exceptional learners - Gifted and Slow Learners,	Direct experience in special schools	reports
3 To familiarize the specific factors leading to individual difference.	Underachiever, Mentally Challenged, ADHD, Learning Disability-Dyslexia, Dysgraphia, Dyscalculia and Dyspraxia, Autism, Deafness, Blindness, Deaf-blindness	Screening of movies that have first hand educational experiences.	☐ Intervention activities
4 To develop skills to educate students with special needs.	☐ Inclusive education- National Policy and Acts RCI(1992),PWD (1995), NTA (1999),RTE(2012)		☐ Practicum

Reference

- Ker. C (1998) Exceptional Children, New Delhi, Sterling Publishers.
- Rao KS, Rao DB (2005) Gifted and Talented Education, Sonali, New Delhi
- Sharma P.L (1988), A Teachers Hand Book on IED Helping Children with Special Needs NCERT, New Delhi.
- **Balsara, Maitreya (2011) Inclusive Education for Special Children: New Delhi: Kanishka Publishers and distributors**
- Allport, G.W, (1960). Personality: A psychological Interpretation .New York: Henry Holt and Company .
- Anastasia, Anne (1982). Psychological Testing New York: Mc Millan Publishing Company.
- Baron, Robert A, (2003). Social psychology (10th ed). New Delhi :Prentice Hall of India
- Baron, Robert A, (2003). Psychological (3rd ed). New Delhi, 110092 :Prentice Hall of India.
- Benjamin, W.B., (1985). Hand book of Human Intelligence:Theories, Measurement and Application John, London : Wiley of Sons Inc.
- Beveridge, WIB, (1980). Seeds of Creativity London : Heinemann Educational Book Ltd.
- Carroll, H.A (1984) Mental Hygiene New York, Prentice Hall Publishing Co.
- Crow, L.A and Crow A Educational Psychology (1973) New Delhi : Eurasia Publishing House.
- Duric, L (1990) Educational Psychology New Delhi : Sterling Publishers.
- Entwistle, N.J.(1990). Handbook of educational ideas and practices.London:Routledge
- Ewen, R.B (1980) An Introduction to theories of Personality New York : Academic Press.
- Fisher, Ronald j. (1982). Social Psychology, An Applied Approach. New York : St. Martins Press.
- Hartney, Elizabeth (2008): Stress Management for teachers; U.K: Continuum

- Jangira, N.K., etal (1991). Functional Assessment Guide. New Delhi : NCERT.
- Kinchelore, J.L., & Horn, R.A (Eds.) (2007) The Praeger Handbook of Education andPsychology; India: Praeger (vol. 1,2,3,&4)
- Kochar, S.K (1993), Educational and Vocational Guidance in Secondary Schools. New York : Sterling Publishers.
- Kuppuswami, B. (1967). An Introduction to Social Psychology. Bombay :AsiaPublishing House.
- Martin, garry and Pear, Joseph (2003) .Behaviourmodification : what it is and How to do it (7th Ed.). New Delhi: Prentice Hall of India . 110 092.
- Moghaddam, F.M. (2007) Great Ideas in Psychology: A Cultural and Historical Introduction; India: Oxford; One World.
- Musser, P.H, Conger, S and Kagar, P (1964) Child Development and Personality, New York : Harper Row
- Personality Classic Theories & Modern Research.New Delhi, Pearson Education
- Reilly, P.R &Levis, E (1983) Educational Psychology New York :Macmillian Publishing Co Ltd.
- Sindhu, I.S., (2013); Educational Psychology: India
- Umadevi, M.R.,(2009) Educational Psychology: Theories and Strategies for Learning and Instruction, Bangalore, Sathkruthi Publication

Websites

- <http://www.libraries.psu.edu/>
- <http://www.teacher.net>
- www.moodle.org
- <http://teamwork.sg/teamwork/schoolportal.aspx>
- <http://www.enhancelearning.co.in/SitePages/Index.aspx>
- <http://www.e-learningforkids.org/courses.html>
- <http://en.wikipedia.org/wiki/Wiki>
- <http://www.webopedia.com/welcomead/>
- <http://www.filehippo.com/>
- <http://www.padtube.com/Windows>

SEMESTER II

EDU - 08 : ASSESSMENT IN EDUCATION. **(Theoretical Discourses – 60 & CE – 30 hours)**

Course outcome (CO):

The student teachers will be able to:

- CO 1 Understand the concept and nature of Assessment and Evaluation in education
- CO 2 Understand the role of Assessment and Evaluation in teaching-learning process
- CO 3 Examine the contextual roles of different forms of assessment in schools
- CO 4 Acquaint with the new evaluation practices in education
- CO 5 Realize different dimensions of learning
- CO 6 Familiarize with various assessment procedures, tools and techniques
- CO 7 Develop an investigatory attitude through a proper understanding of the paradigms of research
- CO 8 Develop the capability for research embedded instruction
- CO 9 Integrate action research practices in the teaching-learning context
- CO 10 Develop ability in analyzing and interpreting assessment data
- CO 11 Understand the methods of finding important statistical measures and representing data using graphs

Contents

UNIT I:	Perspectives on Assessment and Evaluation (25 hrs)
UNIT II:	Tools and Techniques to assess Learner's performance (20 hrs)
UNIT III:	Basic Statistics for Analysis and Interpretation of Assessment data (25 hrs)
UNIT IV:	Introduction to Research in Education (20 hrs)

UNIT I :Perspectives on Assessment and Evaluation(25 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To Distinguish clearly between assessment and evaluation 1. To state the purposes of evaluation and to enlist various types of evaluation 2. To acquaint the students with taxonomy of instructional objectives 3. To identify the factors to be considered for successful assessment 4. To familiar with the Current practices in evaluation	- Assessment and Evaluation in Education - Purposes of Evaluation - Types of evaluation-Formative and Summative, Outcome Evaluation, Process Evaluation, Self Evaluation, Peer Evaluation, Product Evaluation, External Evaluation, Internal Evaluation and Objective based Evaluation. - Brief introduction to Instructional objectives as the basis of scientific evaluation-Bloom's taxonomy of educational objectives; Domains of learning – cognitive, affective and Psycho motor. - Factors to be considered for successful assessment - Current practices in assessment and evaluation –CCE- concept, need and relevance, Grading system- concept, types-absolute grading, direct grading and relative grading, merits and demerits. Grade Point Average, Cumulative Grade Point Average, Weighted average and weighted score/point. Classification of learners according to their level of performance in Grading system (By giving letter grades such as: A+, A, B+,B etc.)	ICT enabled group discussion Lecture-discussion Group Discussion Meaningful verbal Expression Collaborative interaction Lecture and Discussion	- Document Analysis - Field visit reports - Class test - Role Performance - Analysis in group Discussion - Seminar Presentations

UNIT II: Tools and Techniques to assess Learner's Performance (20 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand different techniques of assessment like interview, self-reporting and testing and their applications in the field of education. 2. To familiarize with various tools of assessment and develops skill in applying in the field of research 3. To understand the qualities of a good evaluation tool 4. To understand Norm Referenced and Criterion referenced Evaluation 5. To develop the ability to construct the tools such as Diagnostic Test and Achievement Test 6. To familiarize with the relevance of online	• General Techniques of Assessment- Observation, projects, assignments, worksheets, practical work, seminars and reports, Interview, Self reporting. • Tools of Assessment- tests, checklist, rating scale, cumulative record, questionnaire, inventory, schedule, anecdotal record- concept, merits, demerits - relevance in the field of research • Characteristics of a good evaluation tool- validity , reliability, objectivity and practicability • Norm-referenced tests and Criterion-referenced tests. • Diagnostic Test and Achievement Test- Concept, Purpose and Distinction between the two tests, Steps involved in the construction of an Achievement test and Diagnostic test, Types of items-Objective type, Short answer type and Essay type, Item analysis-concept, Teacher made and Standardized Achievement tests.	Lecture Cooperative Learning Discussion Collaborative Interaction in Debates Working on online Resources Group discussion and Presentation Discussion& Presentation	• Initiation nd performance in dramatization • Role Performance Analysis in group Discussion • Involvement in Debates • Seminar Presentations • Class test • (Practicum- Development of any one Evaluation tool)

Examination, portfolio and rubric assessment	• Online examination/Computer based Examination, Portfolio assessment and Evaluation based on Rubrics		
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UNIT III: Basic Statistics for Analysis and Interpretation of Assessment data (25 Hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand the need, importance and meaning of Statistics 2. To familiarize the relevance of statistics in analyzing data 3. To understand the meaning and nature of data 4. To tabulate the data in a meaningful and systematic way 5. To appreciate the	• Role and importance of statistics in analyzing assessment data, Population and Sample • Data, Types of Data- Primary & Secondary, Quantitative & Qualitative • Classification of Data, Frequency Table (Grouped & Ungrouped) • Graphical Representation of Data- need and importance, Representing data using Bar Diagram and Pie Diagram, Histogram, Frequency Polygon, Frequency Curve and Ogives, Interpretation of graphical representations.	Narrative expression in small group Group Discussion Meaningful verbal Expression Active learning process, Advance organizer Approach Techno- lab	• Evaluation based on documentation. • Role performance analysis in group discussion • Participant observation • (Practicum - on Graphical Representation of any Data)

importance of the organization of data 6. To understand the advantages of graphical representation of data 7. To represent data using appropriate graphic representation and interpret accordingly		activities & Individual assignments	
8. To find out different measures of central tendency 9. To select the most appropriate measures of central tendency for the treatment of data 10. To find out different measures of Dispersion 11. To select the most appropriate	Descriptive Statistical Measures : Measures of Central Tendency- Mean, Median, Mode- concept and methods of finding each measure and when to use each measure. Measures of Variability/Dispersion- Range, Mean Deviation, Quartile Deviation, Standard Deviation-concepts and methods of finding each measure and When to use each measure.	Active learning Process Computation Mathematical problem solving Class wise discussion through Lecture. Presentation Narrative expression in small group Problem solving	- Evaluating the product and - process

measures of dispersion for the treatment of data 12. To familiarize with the use of correlation for data analysis 13. To understand the method of calculating correlation coefficient using rank difference method	Correlation-meaning and importance, Concept of Coefficient of correlation, Types of Correlation- Positive, Negative, Zero and Perfect Correlation, Rank Difference Method of calculating Coefficient of correlation, interpretation of correlation.		
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UNIT IV: Introduction to Research in Education (20 hrs)

Course Specific Outcomes (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand the need and importance of research in general and educational research in particular 2. To realize the relevance of	Research- meaning, characteristics, functions of research, characteristics of a good researcher, Teacher as a researcher, need and importance of Educational research.	Lecture-discussion ICT enabled class wise discussion Collaborative	- Role Performance Analysis in group Discussion - Class test - Seminar Presentations

hypothesis formation and the skill to form different forms of hypothesis 3. To understand the nature of different types of research and their applications 4. To familiarize with various types of research and their applications 5. To get acquainted with planning and developing of action research 6. To understand how to carry out action researches and prepare the reports 7. To familiarize with planning and developing projects 8. To understand how to carry out Projects and prepare the reports	• Hypothesis- meaning, relevance/role/functions, forms of hypothesis-directional and non directional . Types of research (based on purpose only)- basic/fundamental research, applied research and action research. • Action research- Need, scope, characteristics, Steps involved:- Problem identification, Defining and Analyzing the problem, Formulating and Testing action hypotheses and Preparing the report - and Advantages and Limitations of action research, Integrating action research practices -need and scope, Preparation of Action research reports. • Research Projects – Definition of a project & Steps	interaction Group Discussion Critical evaluation of need for educational research Lectures Group discussion Meaningful verbal Discourse Lectures Group discussion Collaborative Interaction	• Analysis in group Discussion • Class test
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Reference

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- Fajemidagba. M.O. (1995): *Research Methodology in Education: An Interdisciplinary Approach*. University of Ilorin Library and Publication Committee.
- Fisher, R. A. (1936), *Statistical Methods for Research Workers*, Edinburg, Oliver and Boyd.
- Gardner, John(2012). *Assessment and Learning -2nd edition*. New Delhi: SAGE Publications India Pvt. Ltd.
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- Lindquist, E. F. (1963), *Design and Analysis of Experiments in Psychology and Education*.
- Lokesh Koul(2006), *Methodology of Educational Research*. Vikas Publishing House Private Limited. New Delhi.
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- Val, Klenowski.(2002). *Developing Portfolios for Learning and Assessment: Processes and Principles*. London. RoutledgeFalmer.
- Wyatt-Smith, Claire; Cumming, Joy (Eds.) (2009). *Educational Assessment in the 21st Century*. New Delhi: Springer.
- Zubizarreta ,John .(2009).*The Learning Portfolio: Reflective Practice for Improving Student Learning*. USA: Johnwiley and Sons. Inc
- www.springer.com/education+%26+language/journal/11092
- www.researchphilosophy.blogspot.com/
- www.katho3.people.wm.edu/

EDU – 201.2 : Health and Physical education

(2 credits – 60 hours & 50 marks)

COURSE OUTCOME (CO):

- CO 1 To acquire knowledge about the Track and Field events.
- CO 2 To become familiar with major and minor games and to develop interest in sports and games
- CO 3 To understand the ability to organize and conduct sports and games
- CO 4 To understand the importance and values of recreational activities in the modern society
- CO 5 To understanding of the psychological, sociological, and physiological significance of play & recreation.

Contents

- Unit – 1 Track & Field or Athletic events – general awareness, rules and regulations, organization.
- Unit – 2 Major and minor games – types, rules and regulations
- Unit – 3 Tournaments – knock out and league, fixtures for tournaments
- Unit - 4 Play & Recreation – need and importance, leisure time management, practice.
- Unit – 5 Mental Health – meaning, problems and techniques.
- Unit – 6 Practice of yoga-surya namaskar.

Unit – 1: Track & Field or Athletic events – general awareness, rules and regulations, organization.

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
56. Acquire knowledge about the track and Field events	Track and field or Athletic events.- 8 hours • General awareness on athletics • Rules and regulations of any one event in detail	Oral presentation Group activity Participation	• Group assessment • Organizing sports meet • Participation

Unit – 2: Major and minor games – types, rules and regulations

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
57. Become familiar with major and minor games and to develop interest in sports and games	Major and Minor games – 8 hours - Understanding major and minor games - rules and regulations of any one major game in detail	Theoretical orientation Virtual learning platforms	- Group assessment - Intramural competitions

Unit – 3: Tournaments – knock out and league, fixtures for tournaments

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
58. Understand the ability to organize and participate in the conduct of sports and games	Tournaments – 6 hours - Knock out, league and combination tournaments - Method of drawing fixtures under knock out and league tournaments	Meaningful verbal expression Group activity sessions in small and medium group	- Group assessment - Assignments
59. To familiarize the ways and measures to draw a standard athletic track.	Track and field marking – 8 hours - standard 400 mts/200 mts Track marking - Field marking	Verbal presentation Group activity Field work	Field analysis through group performance.

Unit – 4: Play & Recreation – need and importance, leisure time management, practice.

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
60. Understand the importance and values of recreational activities in the modern society 61. Understanding of the psychological, sociological, and physiological significance of play & recreation 62. Practice recreational games	Play & Recreation – 10 hours • Need & Importance of Play & Recreation • Play theories • Values associated with practice of play & Recreation • Leisure time Management • Recreational Games • Practice of Recreational activities	Theoretical orientation Demonstration Group activity	• Group assessment

Unit – 5: Mental Health – meaning, problems and techniques.

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
63. Understanding the importance of mental health and normal mental health problems to be addressed in general population 64. Get acquaint with the relaxation techniques to overcome mental health problems	Mental Health – 8 hours • Introduction and overview of mental health • Mental health problems • Techniques to improve mental health	Narrative expressions Demonstration Practical sessions	

Unit – 6: Practice of yoga-surya namaskar.

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
65. Understands the importance of surya namaskar as an exercise and practices.	Practice of Yoga.- 12 hours. • Surya Namaskar – Sun Salutation for mental, emotional, physical and spiritual well being.-significance in education. • Meaning – Steps of Surya Namaskar. • Pranamasan • Hasta uttanasana • Pada hasthasana • Ashwa-sanchalan-asana • Parvatasana • Ashtanga namaskar • Bhujangasana • Parvathasana • Ashwa-sanchalan-asana • Pada hastasana • Hasta uttanasana • Pranamasan.	Narrative expressions Demonstration Practical sessions	• Practice. • Individual performance assessment.

Guidelines for Practical work

- Physical Education Record - 10 marks
- Winning prizes in sports and games - 5 marks
- Participation in sports and Games - 10 marks
- Initiative and Effort in organizing sports and games - 5 marks
- Internal written examination - 10 marks
- Practice of Yoga - 10 marks

EDU – 201.3: ART EDUCATION AND THEATRE PRACTICE

(Credit – 1, carries 25 marks/30 hours)

Contents:

Theatre practice in curriculum transaction-

- Workshop to develop simple drama/ skit -Discussion about script writing on selected topic in the optional subject-theatre practice.
- Puppetry –types - use in classroom transaction – demonstration/video presentation.
- Role plays/ Mono act for transaction of different subjects-discussion and presentation.

Practicals:

- Prepare report on the importance of theatre practice in Education with selected examples. (maximum 15 pages) – 10 marks.
- Writing of script for a small drama/ skit by selecting a topic in your subject (individual/group) - 15 marks.