ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
MANGALORE UNIVERSITY
(Accredited by NAAC with 'A' Grade)

ಕ್ರಮಾಂಕ/ No. : MU/ACC/CR48/2020-21/A2

NOTIFICATION

Sub: Revised / Modified syllabus of M.Ed. programme.
Ref: Academic Council approval vide agenda
No.: ಎ.ಸಿ.ಸಿ:ಶೈ.ಸಾ.ಸ.2:13(2020–21) dtd 23.12.2020.

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The Revised / Modified title and syllabus of I semester MEH 404, II semester MEH 452, MES 458, MEH 555 of M.Ed. programme which is approved by the Academic Council at its meeting held on 23.12.2020 is hereby notified for implementation with effect from the academic year 2020-21.

Copy of the Syllabus shall be downloaded from the University Website (www.mangaloreuniversity.ac.in)

REGISTRAR

To,

1. The Co-ordinator, Dept. of M.Ed., Mangalore University, Mangalagangothri
2. The Chairman, Combined BOS in M.Ed., Dept. of Education, Mangalore University.
3. The Registrar (Evaluation), Mangalore University.
4. The Superintendent (ACC), O/o the Registrar, Mangalore University.
5. The Asst. Registrar (ACC), O/o the Registrar, Mangalore University.
6. The Director, DUIMS, Mangalore University – with a request to publish in the website.
7. Guard File.

MANGALORE UNIVERSITY
DEPARTMENT OF EDUCATION(M.Ed)
MANGALAGANGOTHRI, MANGALORE - 574 19

No: M.U./M.Ed/BOS/2020-21   Date: 25.09.2020

Revision / Modifications of M.Ed. Syllabus for the Subject / Course

COURSE STRUCTURE FOR THE TWO YEAR M.ED. PROGRAMME SEMESTER-WISE DISTRIBUTION OF THE COURSE

Semester - I

Existing Pattern					Modifications Required					
Course Code	Title of the Paper	Marks			Credits	Course Code	Title of the Paper	Marks			Credits
		IA	Exam	Total				IA	Exam	Total	
MEH404	Methodology of Research in Education - I	30	70	100	4	MEH404	Philosophy of Education	30	70	100	4

Semester – II

Existing Pattern					Modifications Required					
Course Code	Title of the Paper	Marks			Credits	Course Code	Title of the Paper	Marks			Credits
		IA	Exam	Total				IA	Exam	Total	
MEH452	Philosophy of Education	30	70	100	4	MEH452	Methodology of Research in Education - I	30	70	100	4

Soft Core Courses: (Any One)

Existing Pattern		Marks	Credits	Modifications Required		Marks	Credits
Course Code	**Title of the Paper**	**IA**		**Course Code**	**Title of the Paper**	**IA**	
MES458	Internship in Teacher Education Institutions(TEI) a) Elementary Teacher Education b) Secondary Teacher Education	 50 50	 2 2	MES458	Internship in Secondary School Institutions	50	2

Semester – IV

Existing Pattern		Marks	Credits	Modifications Required		Marks	Credits
Course Code	**Title of the Paper**	**IA**		**Course Code**	**Title of the Paper**	**IA**	
MEH555	Internship in Specialization	100	4	MEH555	Internship in Teacher Education Institutions(TEI)	100	4

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Revision / Modifications of M.Ed. Syllabus for the Subject / Course

Semester-I

Course Code & Title of the Paper	Unit No.	Existing Pattern	Modifications Required	Reason
MEH402 - Historical, Political and Economic Foundations of Education	3.3	Political Foundations of Education in India: National Curriculum Framework(2005), RTE Act(2009).	**To be added** Political Foundations of Education in India: National Curriculum Framework(2005), RTE Act(2009), **Right to Person With Disability Act-2016, (RPWD Act), New Education Policy - 2020 (NEP 2020)**	
MEH403 - Educational Studies	3.2	Seminal Educational Text of Western Educationist: Paulo Freire "Pedagogy of freedom" – Ethics, Democracy and civic courage; Teaching requires curiosity, Teaching is a human act.	**To be added and Changed** Seminal Educational Text of Western Educationist: Paulo Freire "Pedagogy of the **Oppressed**" – Ethics, Democracy and civic courage; Teaching requires curiosity, Teaching is a human act.	
	4.3	Higher Education Policies –National Knowledge Commission, Intellectual Property Act, Potential for Excellence, Foreign University Bill, RUSA – salient features.	**To be added** Higher Education Policies –National Knowledge Commission, Intellectual Property Act, **Plagiarism,**Potential for Excellence, Foreign University Bill, RUSA – salient features.	

Semester-II

Course Code & Title of the Paper	Unit No.	Existing Pattern	Modifications Required	Reason
Existing Syllabus of MEH404 Methodology of Research in Education - I to be Shifted to Second Semester (With changes of Paper/Course Code)	1-4	**MEH404 Methodology of Research in Education - I**	**MEH404 Philosophy of Education**	
Existing Syllabus of 452 Philosophy of Education to be Shifted to First Semester (With changes of Paper/Course Code)	1-4	**452 Philosophy of Education**	**452 Methodology of Research in Education-I**	For continuation purpose
MEH453: Teacher Education Course - I Pre-service and In–service Teacher Education	1.1	Teacher Education – concept, need and importance, philosophy of Teacher Education, Development of Teacher Education in India, Teacher Education in various Policies and Documents – Education Commission (1964-1966), The National Commission on Teachers (1983-85), NPE (1986), NCF (2005).	**To be added** Teacher Education – concept, need and importance, philosophy of Teacher Education, Development of Teacher Education in India, Teacher Education in various Policies and Documents – Education Commission (1964-1966), The National Commission on Teachers (1983-85), NPE (1986), NCF (2005),**National Curriculum Framework Teacher Education-2012(NCFTE - 2012),National Education Policy-2020 (NEP-2020).**	Newer Policy
	1.2	Norms and Standards of Teacher Education – Norms and Standards as per NCTE (2009); Curriculum Framework : Two year B.Ed. Programme and Curriculum Frame Work as per NCTE (2013).	**To be added** Norms and Standards of Teacher Education – Norms and Standards as per NCTE (2009); Curriculum Framework: Two year B.Ed. Programme and Curriculum Frame Work as per NCTE (2013) **andFour Year B.Ed. Integrated Programme of NEP - 2020 - Introduction**	Newer Policy
Soft Core Courses		**MES458 Internship in Teacher Education Institutions (TEI)** a) Elementary Teacher Education b) Secondary Teacher Education	**To be Changed** **MES458 Internship in Secondary School Institutions**	

		Objectives :	**Objectives :**	
		On completion of this programme the student will be able to	**On completion of this programme the student will be able to**	

Objectives :

On completion of this programme the student will be able to

- evaluate student teachers micro lessons, macro lessons and models of teaching and give constructive feedback to enhance their teaching skills.
- plan and demonstrate a micro lesson, macro lessons and models of teaching to pre-service teachers.
- skill of planning and organizing Team- teaching lesson to teach pre-service teachers.
- critically analyze the functioning of a Teacher Education Institution
- acquire the skill of maintaining multi-media lab and computer centre.
- maintain essential office records, attendance register, teachers dairy, stock registers and marks registers.

Activities :

- **Supervise and evaluate pre-service teachers :**
  - Micro Lessons
  - Practice Teaching Lessons
  - Models of Teaching
  - Team Teaching
- **Teaching work :**
  - 4 periods in pedagogy of school subjects.
  - 2 periods any one compulsory paper through team teaching.
  - Demonstration lesson on one micro skill
  - Demonstration lesson on any one model of teaching.
- **Assisting teacher educators in :**
  - Administration and scoring of Psychological Tests.
  - Conducting workshops on Lesson Planning, Unit Planning and Question Bank.
  - Maintaining attendance register and stock registers.
  - Coordinating internship programme for B.Ed. students.
  - Conducting practical and examination work.
  - Planning and conducting in-service training progammes.

Objectives :

On completion of this programme the student will be able to

- **evaluate student teachers micro lessons, macro lessons and models of teaching and give constructive feedback to enhance their teaching skills.**
- **plan and demonstrate a micro lesson, macro lessons and models of teaching to pre-service teachers.**
- **skill of planning and organizing Team- teaching lesson to teach pre-service teachers.**
- **critically analyze the functioning of a Teacher Education Institution**

- **acquire the skill of maintaining multi-media lab and computer centre.**
- **maintain essential office records, attendance register, teachers dairy, stock registers and marks registers.**

Activities :

- ➢ **Supervise and evaluate In-service teachers :**
  - **Practice Teaching Lessons**
  - **Models of Teaching Lessons**
- ➢ **Participation in the varied functions of the school.**
- ➢ **Preparation of school time table**
- ➢ **Organization of co-curricular activities**
- ➢ **Participation in school examination work.**
- ➢ **Teaching in the primary/secondary/senior secondary classes**
- ➢ **Design and implement Continuous and Comprehensive Evaluation tests/ assignments.**
- ➢ **Organize field visits / trips to the places of historical or educational importance.**
- ➢ **Case study of an educational institution of your choice.**

		• **Participation and organization of various co-curricular activities :**
		- Cultural
		- Literary
		- Games and Sports
		- Club Activities
		- Yoga Camp
		- Citizenship Training Camp
		- Field Trips
		• Critical review of research studies conducted by the institution on teacher education
		• Maintain a reflective journal which includes day to day experiences, observations and reflections.
		
		Note :
		   • Above are the only suggested list of activities for internship, any other relevant activities could be undertaken as per the ongoing activities in the Teacher Education Institutions (TEI).
		A student has to undertake a minimum of five activities.
			➢ **Analysis of the results in-terms of qualitative and quantitative approaches**
			➢ **Construction, validation and administration of teacher made test on specific units.**
			➢ **Construction of different types of test items.**
			➢ **Preparation of Rubrics**
			➢ **Participation and organization of various co-curricular activities :**
			- **Cultural**
			- **Literary**
			- **Games and Sports**
			- **Club Activities**
			- **Yoga Camp**
			
			➢ **Maintain a reflective journal which includes day to day experiences, observations and reflections.**
			➢ **Modes of Transaction could be through the activity, film show, interaction, discussion, celebrations, assignments, reports.**
			
			Note :
			   • **Above are the only suggested list of activities for internship, any other relevant activities could be undertaken as per the ongoing activities in the Secondary Schools.**
			   • **A student has to undertake a minimum of five activities.**
			
			   Maximum Marks allotted is 50 (internal assessment). The assessment for 25 marks shall be by the faculty of the respective institution and for 25 marks shall be by the faculty of the Secondary	

		Schools. There is no external University examination. Each student will be assessed using the following criteria.
		➤ **Continuous participation – attendance – punctuality - 05 Marks (Assessment by the respective institution)**
		➤ **Rating by the head and faculty members of the respective institution - 20 Marks**
		Rating by the Secondary School faculty - 25 marks.

Semester-III

Course Code & Title of the Paper	Unit No.	Existing Pattern	Modifications Required	Reason
MEH501– OEC-II (Open Elective Course) **Essentials of Educational Evaluation**	**1**	• Concept of Evaluation, Assessment and Measurement • General principles of Evaluation • Types of Evaluation Procedures • Classification of Evaluative Methods • Evaluation of the Teaching – Learning Process	**To be added and Changed** • Concept of Evaluation, Assessment and Measurement • **Assessment for learning, Assessment as learning and assessment of learning** • Types of Evaluation Procedures • Classification of Evaluative Methods • Evaluation of the Teaching – Learning Process	

	4	• Diagnosis and Remediation of Learning Difficulties
		  - Nature and Characteristics of good diagnosis
		  - Diagnostic Test – meaning, purpose planning, administration and interpretation
		  - Remedial Instruction – meaning, principles, and organization
			To be added and Changed
			• Diagnosis and Remediation of Learning Difficulties
			  - Nature and Characteristics of good diagnosis
			  - Diagnostic Test – meaning, purpose planning, administration and interpretation	

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		• Techniques in Evaluating Learning and Development (Anecdotal records, rating scales, checklists, peer appraisal, self-report observation, focused group discussion).	- Remedial Instruction – meaning, principles, and organization • Techniques in Evaluating Learning and Development (Anecdotal records, rating scales, checklists, **Rubrics based assessment,** peer appraisal, self-report observation, focused group discussion). • **Assessment tools and tasks: Assessment of Projects, Performance Based assessment, assessment of Assignment**	
MES502 (a) SP: - Specialization Core Course - I **Perspectives of Elementary Education**		**Objectives** On completion of this course the students will be able to: • understand the context of elementary education • understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE) • discuss the development of elementary education in India since independence • reflect on the relevance of strategies and programmes of UEE. • develop an understanding of underlying principles of curriculum development and evaluation at elementary stage • reflect on the need and importance of work experience, art education, health physical education and working with the community. • understand the importance of teaching of language and mathematics at elementary level • develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS at elementary level • develop research insight for curriculum development in elementary education. • develop an understanding of underlying principles of curriculum development and evaluation at elementary stage • reflect on the need and importance of work experience, art education, health physical education and working with the community. • understand the importance of teaching of language	**To be added** **Objectives** On completion of this course the students will be able to: • understand the context of elementary education • understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE) • discuss the development of elementary education in India since independence • reflect on the relevance of strategies and programmes of UEE. • develop an understanding of underlying principles of curriculum development and evaluation at elementary stage • reflect on the need and importance of work experience, art education, health physical education and working with the community. • understand the importance of teaching of language and mathematics at elementary level • develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS at elementary level • develop research insight for curriculum development in elementary education. • develop an understanding of underlying principles of curriculum development and	

		and mathematics at elementary level • develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS at elementary level • develop research insight for curriculum development in elementary education. • Gain insight into the need and objectives of elementary teacher education, • understand the development of elementary teacher education in post-independent India • gain insight into the existing pre-service teacher education programmes and their organisational aspects • develop understanding of the needs, importance and existing practices of in-service education of teachers and functionaries associated with elementary education • develop understanding of status of elementary teachers, the problems and issues related to professional growth.	evaluation at elementary stage • reflect on the need and importance of work experience, art education, health physical education and working with the community. • understand the importance of teaching of language and mathematics at elementary level • develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS at elementary level • develop research insight for curriculum development in elementary education. • Gain insight into the need and objectives of elementary teacher education, • understand the development of elementary teacher education in post-independent India • gain insight into the existing pre-service teacher education programmes and their organisational aspects • develop understanding of the needs, importance and existing practices of in-service education of teachers and functionaries associated with elementary education • develop understanding of status of elementary teachers, the problems and issues related to professional growth. • **Developing an understanding structure of the NEP(2020) such as foundation stage, preporatory stage, middle stage.**	
	2.2	Special provisions related to Elementary Education: Constitutional provision for education and Directive Principles related to elementary education and their implications. Right to Education as fundamental right ; provision in RTE Act and related issues. Elementary education as highlighted in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005.	**To be added** Special provisions related to Elementary Education: Constitutional provision for education and Directive Principles related to elementary education and their implications. Right to Education as fundamental right; provision in RTE Act and related issues. Elementary education as highlighted in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005,**NEP(2020)– Structure and Objectives**	For Policy provisions

	3.2	Differently abele children-Meaning, types, access, issues and challenges; critical appraisal of inclusive education as a solution.	**To be added** **Inclusive Education – CWSN: Concept, types of CWSN ((RPWD Act), Inclusive strategies for CWSN, School Education of the Disadvantaged Groups, Girl's Education**	
	3.3	Panchayatraj and community involvement in educational planning and management: Related issues , Participation of NGOs in achieving goals of UEE, ECCE programme, women empowerment as support services ,Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts. District primary education programme-goals and strategies. SarvaShikshaAbhiyan- goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement. Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels	**To be added and Changed** Panchayatraj and community involvement in educational planning and management: Related issues, ECCE Programme,**Policy and Perspectives,** women empowerment as support services, providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts. District primary education Programmegoals and strategies.SarvaShikshaAbhiyan- goals and specific Programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels.	Revised version of ECCE Programme

Semester-IV

Course Code & Title of the Paper	Unit No.	Existing Pattern	Modifications Required	Reason
MES551(a) - SP: 11 - Theme A /Theme B Theme Based Specialization Course - I Theme A : Pedagogy, Technology and Assessment in Education **Pedagogy and Methodology of Teaching Languages** (Elementary/Secondary and Senior Secondary Education)	**1.3**	Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget- Cognitive constructivism and Language, recent theorization: intentionality; application of these theories to development of methodologies of teaching-learning of language.	**To be added** Models of Language Acquisition: Chomsky-Language Acquisition Device, **Vygotsky- Social** constructivism and Language, recent theorization:**Stephen Krashen's second language acquisition,** intentionality; application of these theories to development of methodologies of teaching-learning of language.	
	2	Development of Language Curriculum and the Syllabus	**To be added and Changed** Development of Language Curriculum, **Syllabus and**	

			textbooks	
	2.1	Dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques	**To be added** **Language Curriculum Development: The Psychological, Philosophical and Sociological dimensions,**factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques,	Added the important theories on languages
	2.3		**To be added** **Development of Language Textbooks: Principles behind development of language textbook, characteristics of a good language textbook**	Importance of the topic
	3	Individualization of Language Learning	**To be added and Changed** **Contextual Problems and**Individualization of Language Learning	Importance of the topic
	3.1	Need, techniques, viz. differential assignments, classroom tasks, personalized system of instruction	**To be Changed** **Contextual problems in language education Monolingual, Bilingual and Multilingual. Home language and school language, Multilingual classrooms and its challenges**	Restructured
	3.2		**To be added** **Medium of instruction – National recommendations (NPE 1986/1992, NCF (2005), preservation of heritage language**	Restructured
	3.3		**To be added** **Individualization of language learning: Need, techniques viz. differential assignments, classroom tasks, Personalised system of Instruction, CALL**	Restructured
	4.3	Teaching Learning of Languages At different stage of school education-primary upper	**To be added and Changed**	

		primary secondary, and higher secondary levels-Objectives and method of teaching languages at different stages. Contextual Problem in Language Learning • Multilingual class room- problem of curriculum text. • three language formula - constitution provision regarding language and • Medium of instruction -recommence recommendation of NPE 1986/1992, NCF (2005) • Preservation of heritage language • Home language & school language-problem of tribal dialects	**Teaching and learning of languages: Objectives of teaching languages at different stages of school education – Primary, Upper Primary, Secondary and Higher secondary levels, Methods of teaching languages at different stages**	Restructured
MES551(b) - SP: 11 - Theme A /Theme B Theme Based Specialization Course - I Theme A : Pedagogy, Technology and Assessment in Education **Pedagogy and Methodology of Teaching Science** (Elementary/Secondary and Senior Secondary Education)		**Objectives** To understand the nature of science as a dynamic, expanding body of knowledge. • To enable the students to understand the objectives of teaching science. • To assimilate the features of contemporary science education. • To explore the areas of paradigm shifts in science education. • To know about and to critically study the innovative curricular efforts in India and abroad. • To develop the skills needed for devising the science curriculum and for developing support materials for curriculum transaction. • To develop the ability and skills for evaluating the range of outcomes in science education. • To understand the role of assessment in science education. • To internalize the importance of Science as a tool for social change • To understand the relevance of planning and management in Science instruction • To acquaint student teachers with the strategies and models of teaching for future improvement. • To equip the student teachers for meeting the needs of individual learners.	**To be Changed** **Objectives** **To enable the student trainees to:** • **understand the nature of science as a dynamic, expanding body of knowledge.** • **list the objectives of teaching science.** • **assimilate the features of contemporary science education.** • **explore the areas of paradigm shifts in science education.** • **critically study the innovative curricular efforts in India and abroad.** • **devise the science curriculum and materials for curriculum transaction.** • **Evaluate teaching-learning outcomes of science education.** • **understand the role of assessment in science education.** • **internalize the importance of Science as a tool for social change** • **plan and design dynamic instructional strategies of Science instruction to meet the needs of individual learners** • **adopt strategies and models of Science teaching.** • **adopt appropriate information**	

		• To know about the scope of information communication technology in science education. • To understand the strategies for providing motivation in science classroom. • To equip the students for designing dynamic instructional strategies for science education. • To empower and energize for facing challenges of information technology. • To envisage a holistic approach towards science education. • To understand the research findings in science education for improving practices related to science education. • To acquaint student teachers with the strategies and models of teaching for future improvement. • To equip the student teachers for meeting the needs of individual learners. • To know about the scope of information communication technology in science education. • To understand the strategies for providing motivation in science classroom. • To equip the students for designing dynamic instructional strategies for science education. • To empower and energize for facing challenges of information technology. • To envisage a holistic approach towards science education. • To understand the research findings in science education for improving practices related to science education.	**communication technology tools for science education.** • **devise strategies for motivating students in science classroom.** • **envisage a holistic approach to science education.** • **implement new research findings in science education for improving practices in science education.**	
	1	Nature and Goals of Modern Science Education a. Science -Nature and Scope. b. Development of Science over the Centuries. c. Social Functions of Science: Social and Personal Values of Science Education. d. Science Education in the Modern Perspectives- Nature and use of Scientific Method. e. Science and Philosophy: Empiricism, Positivism and Constructivism.	**To be Changed** **Unit 1: Nature and functions of Science** **1.1 Nature and Development of Science: Science - Nature and scope, Development of Science over the Centuries.** **1.2 Functions of Science: Social Functions of Science, Values of Science Education**	

		f. Scientific Literacy. g. Process Skills in Science: Basic Processes, The integrated Processes-Its Application. h. Integrating Life Skills in Science Teaching. i. Relevance of Science Education at Primary, Secondary and Tertiary levels. Goals of Science Education: a. International Goals of Science Education, Science Technology and Society (STS) Goals. b. National Goals of Science Education given by various Education commissions, National Curriculum Frame Work-2005 c. Taxonomies of Educational Objectives: Cognitive, Affective and psychomotor. Taxonomies of Bloom, Simpson, Dave, Anderson and Krathwohl, McComark and Yager. Integrating the taxonomies for Science educationd. Specific Performance objectives of Physical Science/Biological Science (according to own discipline). Science as an Agent of Social Change: a. Role of Science teacher in creating awareness regarding: b. Socially relevant scientific issues- Environmental pollution and sustainable development, Conservation of natural resources, Global warming and climate changes, Waste disposal, e-waste, waste water management, drainage, scarcity of drinking water. c. Agriculture – Organic farming, Bio fertilizers, Biogas plant, Vermicomposting, GM foods/BT crops, GURTs, Terminator seeds, popularizing indigenous plant varieties and animal breeds. d. Health and hygiene - food adulteration, healthy food habits, life style diseases, contagious diseases and precautionary measures, sanitation, family planning, sex education. e. Social evils and gender issues.	**1.3 Science literary and Science Education Perspectives: Science Education in the Modern Perspectives- Nature and use of Scientific Method, Science and Philosophy - Empiricism, Positivism and Constructivism. Scientific Literacy.**
	2	**Science Curricula** a. Curriculum Development Approaches: Unified,	<u>**To be Changed**</u>

		Disciplinary, Interdisciplinary, Integrated, Correlated. Patterns: Subject centered, Teacher initiated, Learner initiated. b. Characteristics of significant Curricular Experiments In Abroad: PSSC, HPP, CHEM, CBA, BSCS, Nuffield sciences, SAPA. In India: Reforms by NCERT, SSA, DPEP, NCF. Reforms by SCERT. c. Science syllabus revision in Karnataka Modernisation of the Science Syllabus from primary to Higher secondary level (Critical Study of Syllabus, Teacher's Hand Books, Textbooks, Guidebooks and other Auxiliary Materials) significance of My Science Diary. d. An Assessment of the learner-centered/Activity oriented curriculum.	**Unit 2: Taxonomy, Goals and Science Process Skills** **2.1Taxonomy: Taxonomies of Educational Objectives: Cognitive, Affective and psychomotor. Taxonomies of Bloom, Simpson, Dave, Anderson and Krathwohl, McComark and Yager. Integrating the taxonomies for Science education. Specific Performance objectives of Physical Science/Biological Science (according to own discipline).** **2.2 Gals of Science Education: International Goals of Science Education, Science Technology and Society (STS) Goals. National Goals of Science Education given by various Education commissions, National Curriculum Frame Work-2005** **2.3 Science Process Skills: Basic Processes, The integrated Processes-Its Application. Integrating Life Skills in Science Teaching.**	
	3	**Science Instruction**	**To be Changed** **Unit 3: Science Curriculum, Planning and Instruction**	
	3.1	Planning and Management: a. Academic, Administrative and Financial Facilities available for promoting Science Teaching. Science Fairs, Science Clubs, Field Trips and National Talent Search Exams. b. Hindrances to Science Instruction - Academic hazards, Administrative, Financial Hazards and lack of Resources. c. Professional Competencies and challenges of science Teachers. d. Components of classroom Management. e. Programmes for Science teachers-Staff	**To be Changed** **3.1 Curriculum: Meaning, types, Curriculum Development Approaches - Unified, Disciplinary, Interdisciplinary, Integrated, Correlated, Patterns - Subject centered, Teacher initiated, Learner initiated, Characteristics of significant Curricular Experiments In Abroad - PSSC, HPP, CHEM, CBA, BSCS, Nuffield sciences, SAPA, In India - Reforms by NCERT, SSA, DPEP, NCF. Reforms by SCERT, Science syllabus revision in Karnataka Modernisation of the Science Syllabus from primary to Higher secondary level (Critical Study**	

		Development. f. Coping Strategies for teacher's Stress, Burnout. g. Extension Activities for Science Teachers.	**of Syllabus, Teacher's Hand Books, Textbooks, Guidebooks and other Auxiliary Materials) significance of My Science Diary.An Assessment of the learner-centered/Activity oriented curriculum.**	
	3.2	Strategies of Science Instruction a. Problem Solving, Concept mapping, Mind mapping, Teaching portfolio, Brain storming, Simulation, Analogies, Mnemonics, Problem based learning, Brain based learning, Blended strategies. Using graphic organizers for Science Education. b. PSI, Programmed Learning, Modules, Contract Learning, Auto Lecture. c. Peer Tutoring, Team Learning, Community Based Science Teaching d. Tapping the hidden curriculum in Work Experience. e. Enrichment programmes for the gifted in Science.	**To be Changed** **3.2 Planning and Management: Academic, Administrative and Financial Facilities available for promoting Science Teaching. Science Fairs, Science Clubs, Field Trips and National Talent Search Exams. Hindrances to Science Instruction - Academic hazards, Administrative, Financial Hazards and lack of Resources. Professional Competencies and challenges of science Teachers. Components of classroom Management. Programmes for Science teachers-Staff Development. Coping Strategies for teacher's Stress, Burnout. Extension Activities for Science Teachers.**	
	3.3	Instructional Dynamics of Science Education a. Approaches: Process and Product Approach by AAAS, Enquiry Approach, Schwab's stable and Fluid Enquiry Approach, Pure Discovery and Guided discovery Approach, Environment Approach, Inductive – Deductive Approach, Conceptual – Factual Approach, Constructivist Approach, Issue Based Approach, Self Directed Learning. b. Models: Cognitive growth model, Concept Attainment model, Advance Organizer model, Inquiry Thinking model, Inductive thinking model, Creativity learning model, Tobin – Capie process model, Constructivist learning Model – 5E,7E & Generative Learning Model.	**To be Changed** **3.3 Strategies of Science Instruction: Problem Solving, Concept mapping, Mind mapping, Teaching portfolio, Brain storming, Simulation, Analogies, Mnemonics, Problem based learning, Brain based learning, Blended strategies. Using graphic organizers for Science Education. PSI, Programmed Learning, Modules, Contract Learning, Auto Lecture. Peer Tutoring, Team Learning, Community Based Science Teaching. Tapping the hidden curriculum in Work Experience. Enrichment programmes for the gifted in Science.**	
	4	Evaluation and Information Technology a. Internal and External evaluation, Formative and	**To be Changed** **Unit 4: Instructional Dynamics of Science**	

| | Summative Evaluation, Continuous and Comprehensive Evaluation, Criterion Referenced-Norm Referenced Evaluation.
b. Assessing Process Skills in Science.
c. Diagnostic tests, Teacher-made tests and Standardized Test in Science.
d. Techniques of Evaluation involved in continuous and comprehensive Evaluation and grading.
e. Evaluating Projects, Seminars and group discussions, Symposia.
f. Online Assessment – Cyber coaching.
g. Authentic Assessment using Portfolios/Rubrics.

Impact of Information technology:
a. Impact of IT, Application of CAI/CAL, CBI/CBT, CMI.
b. IT for secondary storage – CD/Floppies and Pen drives, Virus and Antivirus Programmes.
c. Multimedia Equipments – Power Point presentation, Microphone, Printer, Scanner, Digital Camera, Web camera, Joystick, LCD, DVD, Handheld computers.
d. Use of IT for Science learning.
e. Familiarising with Internet: www, modems, TCP/IP.
f. Impact of smart classes in Education.
g. Utilizing major services of the internet: Browsing educational sites, Email, Voice mail, News Group chat, Search engines for Science learning.
h. Validation of information on the web.
Weaving e learning into science classroom:
a. Scope of EDUSAT in the teaching learning process.
b. Web based classroom learning process, online learning, web tools for schools-blogs, RSS, Podcasting, Wikis.
c. Virtual Learning – Educational Value, factors promoting it, Problems of Virtual classrooms and their solutions, Virtual Libraries and Virtual References.
d. Scope of e- journals, e- books, e- projects and e- portfolios to nourish the Science Education. Computer programs/used in virtual classrooms-linux, ubuntu, moodle, IT @ school mission.
e. M learning
f. Tele conferences | **Education, Science Evaluation and Information Technology**

4.1 Approaches: Process and Product Approach by AAAS, Enquiry Approach, Schwab's stable and Fluid Enquiry Approach, Pure Discovery and Guided discovery Approach, Environment Approach, Inductive – Deductive Approach, Conceptual – Factual Approach, Constructivist Approach, Issue Based Approach, Self Directed Learning.
Models: Cognitive growth model, Concept Attainment model, Advance Organizer model, Inquiry Thinking model, Inductive thinking model, Creativity learning model, Tobin – Capie process model, Constructivist learning Model – 5E,7E & Generative Learning Model.

4.2 Internal and External evaluation, Formative and Summative Evaluation, Continuous and Comprehensive Evaluation, Criterion Referenced-Norm Referenced Evaluation. Assessing Process Skills in Science. Diagnostic tests, Teacher-made tests and Standardized Test in Science. Techniques of Evaluation involved in continuous and comprehensive Evaluation and grading. Evaluating Projects, Seminars and group discussions, Symposia. Online Assessment – Cyber coaching. Authentic Assessment using Portfolios/Rubrics.

4.3 Information technology: Impact of IT, Application of CAI/CAL, CBI/CBT, CMI. IT for secondary storage – CD/Floppies and Pen drives, Virus and Antivirus Programmes. Multimedia – Power Point presentation, Microphone, Printer, Scanner, Digital Camera, Web camera, Joystick, LCD, DVD, Handheld computers. Use of IT, smart classes for Science learning. Familiarising with Internet: www, | |

		Research Perspectives: a. Review of research done in areas – Variables related to Science Achievement, Studies on Science Curricula, Efficiency of instructional models and other Strategies. b. Science Education areas in which more research is needed. c. Developing Research Attitude: Research Journaling.	**modems, TCP/IP. Utilizing major services of the internet: Browsing educational sites, Email, Voice mail, News Group chat, Search engines for Science learning. Validation of information on the web. E learning in science - Scope of EDUSAT in Science teaching learning process. Web based classroom learning process, online learning, Digitalweb tools for schools-blogs, RSS, Podcasting, Wikis. Virtual Learning – Educational Value, factors promoting it, Problems of Virtual classrooms and their solutions, Virtual Libraries and Virtual References. e- journals, e- books, e- projects and e-portfolios in Science Education. Computer programs/used in virtual classrooms-linux, ubuntu, moodle, IT @ school mission. M learning, Ubiqtious learning, Tele conferences.**
MES551(c) - SP: 11 - Theme A /Theme B Theme Based Specialization Course - I Theme A : Pedagogy, Technology and Assessment in Education	2.1	Approaches to organisation of social science curriculum; Current social science curriculum at various stages of school education in Kerala.	<u>**To be Changed**</u> **Principles for Curriculum Development in Social science Subject**
Pedagogy and Methodology of Teaching Social Science (Elementary/Secondary and Senior Secondary Education)	2.2	Methodology of development of curricular materials viz., textbooks, teacher handbooks, teacher's education manuals, activity book, self instructional materials –their conceptualization and processes.	<u>**To be Changed**</u> **Approaches to organisation of social science curriculum; Current social science curriculum at various stages of school education in Karnataka**
	2.3		<u>**To be added**</u> **Methodology of development of curricular materials viz., textbooks, teacher handbooks, teacher's education manuals, activity book, self instructional materials –their conceptualization and processes.**
	3.1	Critical appraisal of approaches to teaching learning Social Sciences – Behaviourist approach; constructivist approach; inter disciplinary approach, integrated approach; Critical Pedagogy and Problem posing education.	<u>**To be Changed**</u> **Critical appraisal of various teaching learning strategies viz., lecture cum discussion, Seminar, projects, field survey, problem solving, role-play, simulation, field visits etc.**
	3.2	Critical appraisal of various teaching learning strategies viz., lecture cum discussion, Seminar, projects, field survey,	<u>**To be Changed**</u> **Models of Teaching: Elements, features and**

		problem solving, role-play, simulation, field visits etc.	**families with special reference to Jurisprudential Inquiry, Concept attainment and Advance Organizer models.**	
	3.3	Models of Teaching: Elements, features and families with special reference to Jurisprudential Inquiry, Concept attainment and Advance Organizer models.	**To be Changed** **Cooperative learning, Peer tutoring, Concept Mapping, Generative Learning Strategy- Ensuring inclusion in Social science classrooms - Creativity in Social Science classrooms.**	
	3.4	Cooperative learning, Peer tutoring, Concept Mapping, Generative Learning Strategy- Ensuring inclusion in Social science classrooms - Creativity in Social Science classrooms.	**To be Shifted to Unit 3.3**	
MES551(d) SP: 11 - Theme A /Theme B Theme Based Specialization Course – I Theme A : Pedagogy, Technology and Assessment in Education **Pedagogy and Methodology of Teaching Mathematics** (Elementary/Secondary and Senior Secondary Education)	**1**	Nature, Objectives and Strategies of Teaching Mathematics	**To be Changed** **Nature and Objectives of Teaching Mathematics**	
	1.4	Methods of teaching Mathematics- Lecture-cum-Demonstration Method, Inductive and Deductive methods, Analytic and Synthetic methods, Heuristic Method ; Problem Solving Skills- stages in problem solving techniques to improve problem solving skills (Polya method); Competence based approach to teaching mathematics; constructivist approach in teaching of Mathematics; Computer based instructions.	**To be Shifted to Unit 2.2**	
	1.5	Models - Information Processing Models • Concept Attainment Model • Advance Organizer Model • Inquiry Training Model • Inductive Thinking Model • Cognitive Growth Model	**To be Shifted to Unit 2.3**	
	2	Structure of Mathematics	**To be added**	

			Structure of Mathematics**and Strategies/Methods to Teaching Mathematics**	
	2.2		**To be added** **Methods of teaching Mathematics- Lecture-cum-Demonstration Method, Inductive and Deductive methods, Analytic and Synthetic methods, Heuristic Method ; Problem Solving Skills- stages in problem solving techniques to improve problem solving skills (Polya method); Competence based approach to teaching mathematics; constructivist approach in teaching of Mathematics; Computer based instructions.**	
	2.3		**To be added** **Models - Information Processing Models** • **Concept Attainment Model** • **Advance Organizer Model** • **Inquiry Training Model** • **Inductive Thinking Model** • **Cognitive Growth Model**	
	4.3	Action Research in Mathematics; Use and preparation of teaching aids; Development of Mathematics Laboratory and Organizing Mathematics Club; Ethics of teaching profession; Need for recurrent education; Types of in-service programs; Role of mathematics teacher association;	**To be added** Action Research in Mathematics; Use and preparation of teaching aids; Development of Mathematics Laboratory and Organizing Mathematics Club; Ethics of teaching profession; Need for recurrent education; Types of in-service programs; Role of mathematics teacher association;**Professional growth-participation in seminars / orientation / conference / workshops; Professional forums and associations (online & Offline); Journals**	
	4.4	Professional growth- participation in seminars/orientation/conference/workshops;	**To be Shifted to Unit 4.3**	
	4.5	Professional forums and associations (online & Offline); Journals	**To be Shifted to Unit 4.3**	
MES551(e) SP: 11 - Theme A /Theme B	**1**	**Current Trends in Commerce Education**	**Unit-1: Current Trends in Commerce Education**	

Theme Based Specialization Course - I Theme A : Pedagogy, Technology and Assessment in Education **Pedagogy and Methodology of Teaching Commerce** (Elementary/Secondary and Senior Secondary Education)		Meaning definition and scope of commerce and commerce education History of Commerce education current trends in commerce education- challenges and opportunities in commerce with other subjects- significance of commerce education in modern world- Major areas of commerce and recent developments- E-Commerce, M-commerce, Computerised accounting etc. Goals of commerce education – values: cultural, practical, social, vocational and disciplinary.	1.1. Meaning, definitions and scope of commerce and commerce education, History of Commerce education. 1.2. Current trends in commerce education - challenges and opportunities in commerce with other subjects - significance of commerce education in modern world- Major areas of commerce and recent developments E-Commerce, M-commerce, Computerised accounting etc. 1.3. Goals of commerce education – values: cultural, practical, social, vocational and disciplinary.	
	2	**Unit 2 : Curriculum and Teacher Accountability** Concept of curriculum – principles and approaches of curriculum construction Types of curriculum- curriculum evaluation – critically evaluate present higher secondary commerce curriculum – NCF. Essential qualities required for a good commerce teacher – Duties and responsibilities – Teacher competencies and skills – Accountability of a commerce teacher – Techniques adopted for developing teacher competencies and skills Teacher as scaffolder and facilitator pre-service and in-service training.	**Unit-2: Curriculum and Teacher Accountability** 2.1. Concept of curriculum – principles and approaches of curriculum construction Types of curriculum- curriculum evaluation – critically evaluate present higher secondary commerce curriculum – NCF. 2.2. Essential qualities required for a good commerce teacher - Duties and responsibilities - Teacher competencies and skills - Accountability of a commerce teacher. 2.3. Techniques adopted for developing teacher competencies and skills Teacher as scaffolder and facilitator pre-service and in-service training.	
	3	**Unit 3 : Theoretical Bases of Commerce Education** A : General principles related to instruction – individual difference, motivation, classroom management tactics, Questioning techniques- principles and maxims of teaching commerce – Approaches : - Learner centred, Child centred, Activity centred, Process oriented, Life oriented, environmental oriented. B: Theoretical foundation: Theories of Gagne, Bruner, Daniel Golman, Vygotsky- multiple intelligence – EQ, Constructivism, critical pedagogy multimedia approach and multi methodology approach.	**Unit-3: Theoretical Bases of Commerce Education** 3.1. General principles related to instruction – individual difference, motivation, classroom management tactics, Questioning techniques. 3.2. Principles and maxims of teaching commerce – Approaches : - Learner centred, Child centred, Activity centred, Process oriented, Life oriented, environmental oriented. 3.3. Theoretical foundation: Theories of Gagne, Bruner, Daniel Golman, Vygotsky- multiple intelligence – EQ, Constructivism, critical pedagogy multimedia approach and multi methodology approach.	
	4	**Unit 4: ICT and Evaluation in Commerce Education**	**Unit-4: ICT and Evaluation in Commerce**	

		Role of IT in commerce education CAI, CMI, CML, IT enabled instruction, e-learning, virtual learning, video conferencing, tele conferencing. Innovative approaches and strategies of instruction in commerce education problem based learning, contract learning, collaborative learning, co-operative learning. Evaluation in Commerce Education: General approaches to evaluation formative and summative, criterion referenced and norm referenced, objective based and competency based, continuous and comprehensive – Tools and techniques of evaluation. Recent tyrends in evaluation and assessment. Grading, credits – internal and external assessment – Assessment criteria.	**Education** 4.1. Role of IT in commerce education CAI, CMI, CML, IT enabled instruction, e-learning, virtual learning, video conferencing, tele conferencing. 4.2. Innovative approaches and strategies of instruction in commerce education problem based learning, contract learning, collaborative learning, co-operative learning. 4.3. Evaluation in Commerce Education: General approaches to evaluation formative and summative, criterion referenced and norm referenced, objective based and competency based, continuous and comprehensive – Tools and techniques of evaluation. Recent tyrends in evaluation and assessment. Grading, credits – internal and external assessment – Assessment criteria.	
MES551(f) - SP: 11 - Theme A /Theme B Theme Based Specialization Course - I Theme A : Pedagogy, Technology and Assessment in Education **Pedagogy and Methodology of Teaching Malayalam** (Elementary/Secondary and Senior Secondary Education)		**MES551(f) - SP: 11 - Theme A /Theme B** Theme Based Specialization Course - I Theme A : Pedagogy, Technology and Assessment in Education **Pedagogy and Methodology of Teaching Malayalam** (Elementary/Secondary and Senior Secondary Education)	**This Paper to be Removed from the Syllabus**	This paper comes under Pedagogy and methodology of teaching languages
MES552 - SP: 12 - Theme A /Theme B Theme Based Specialization Course - II Theme A : Pedagogy, Technology and Assessment in Education **Educational Evaluation** (Elementary/Secondary and Senior Secondary Education)	1.2	Approaches to Evaluation – Formative Evaluation, Summative Evaluation, External Evaluation and Internal Evaluation – concept, characteristics and use.	**To be shifted to Unit 4.1**	
	2.4	Unit test – concept, need, procedure of construction and administration.	**To be shifted to Unit 4.3**	
	3.2	Tools and Techniques of evaluation in Scholastic Areas – Tests and Examinations; Teacher-made Tests – Oral Tests – purpose, planning and constructing oral questions, Forms of Oral Test – oral response test, written response test, oral performance test, merits and limitations; Written Examination and Tests – characteristics, types, advantages,	**To be Removed**	Repeated topic

		limitations and guidelines for writing essay type questions and preparation of mark up scheme; short answer and objective types tests – characteristics, types and guideline for writings test items ; Practical Test – need, purpose and procedure.	
	4		**School Based Evaluation Scheme (SBES)**
	4.1		**Approaches to Evaluation – Formative Evaluation, Summative Evaluation, External Evaluation and Internal Evaluation – concept, characteristics and use.**
	4.2		**Socio metric Evaluation Teaching: Sociogram, Self Report Technique and tools, Attitude Scales and Interest inventories**
	4.3		**Unit test – concept, need, procedure of construction and administration.**
MES553 - SP: 13 - Theme A /Theme B Theme Based Specialization Course - III Theme A : Pedagogy, Technology and Assessment in Education **Educational Technology** (Elementary/Secondary and Senior Secondary Education)		**Objectives:** After completing this course the students will be able to • Understand the nature of Educational Technology and its importance in the teaching-learning process at Elementary/Secondary and Senior Secondary level. • Analyse the different phases in the Evolution of Educational Technology. • Analyse the stages in the development of an Instructional system at Elementary/Secondary and Senior Secondary level. • Examine the criteria for evaluating system analysis project. • Elucidate the educational implications of Cybernetics. • Analyze the classification of media material and examine factors influencing the selection of media material at Elementary/Secondary and Senior Secondary level. • Acquire the knowledge and skills of using	**To be added and Changed** **Objectives:** After completing this course the students will be able to • Understand the nature of Educational Technology and its importance in the teaching-learning process at Elementary/Secondary and Senior Secondary level. • Analyse the different phases in the Evolution of Educational Technology. • Analyse the stages in the development of an Instructional system at Elementary/Secondary and Senior Secondary level. • Examine the criteria for evaluating system analysis project. • Elucidate the educational implications of Cybernetics. • Analyze the classification of media material and examine factors influencing the selection

		computers as a supporting ICT tool in educational environments for Instruction, Learning and Assessment at Elementary/Secondary and Senior Secondary level. • Acquire the skills of using MS-POWERPOINT **2007** for various applications at Elementary/Secondary and Senior Secondary level. • Elucidate the uses of internet for Elementary/Secondary and Senior Secondary students and teachers. • Apply the principles of Multi-media learning at Elementary/Secondary and Senior Secondary level. • Understand the Cognitive theory of Multimedia learning at Elementary/Secondary and Senior Secondary level. • Analyze the procedure of using Multimedia packages in teaching and learning.	of media material at Elementary/Secondary and Senior Secondary level. • Acquire the knowledge and skills of using computers as a supporting ICT tool in educational environments for Instruction, Learning and Assessment at Elementary/Secondary and Senior Secondary level. • Acquire the skills of using MS-POWERPOINT **2010** for various applications at Elementary/Secondary and Senior Secondary level. • Elucidate the uses of internet for Elementary/Secondary and Senior Secondary students and teachers. • Apply the principles of Multi-media learning at Elementary/Secondary and Senior Secondary level. • Understand the Cognitive theory of Multimedia learning at Elementary/Secondary and Senior Secondary level. • Analyze the procedure of using Multimedia packages in teaching and learning.	
	1.3	Systems Approach: **Concept of a System: Definition,** Components of a system; Concept of Systems Approach: Systems Approach to Education: Need, Scope and Components – Goal Setting, Task analysis, Content analysis, Context analysis and Evaluation strategies; Systems Analysis – Meaning, steps, **criteria for evaluating system analysis project;** Teaching-Learning as a System; Design and development of Instructional System – stages; Cybernetics: concept, characteristics and educational implications.	**To be Changed** Systems Approach: Components of a system; Concept of Systems Approach: Systems Approach to Education: Need, Scope and Components – Goal Setting, Task analysis, Content analysis, Context analysis and Evaluation strategies; Systems Analysis – Meaning, steps, Teaching-Learning as a System; Design and development of Instructional System – stages; Cybernetics: concept, characteristics and educational implications.	

	4.3	Development of Educational Multimedia Packages: Educational software packages – meaning, Pre-requisites – familiarity of disciplines; technical computer knowledge; design; outlining of goals; outlining the instructional methods; **understanding the limitations in designing micro- computer software; Types – Drill and practice, Tutorial and Inquiry dialogues, Simulation, Modeling, Problem solving Multimedia Packages;**	**To be Added and Changed** Development of Educational Multimedia Packages: Educational software packages – meaning, Pre-requisites – familiarity of disciplines; technical computer knowledge; design; outlining of goals; outlining the instructional methods; **Cyber crimes and Plagiarism rules, Technology assisted learning and teaching Online platforms(Google, Microsoft: Apps such as Google Meet, Zoom).**	
		Practicum • Preparation of Projected and Non projected learning materials. • Critical Aanlysis of any 5 Television/Radio/ film as Educational programmes. • Workshop on Developing effective MS POWERPOINT presentation • Preparation and Presentation of MS POWERPOINT slides for teaching any topic at Elementary/Secondary and Senior Secondary level. • Prepare a list of twenty educational websites suitable for use at Elementary/Secondary and Senior Secondary level in any subject of choice. • A report on Evaluation of any 5 available Multimedia packages used at elementary level. • Collection of any five Educational Multimedia game at elementary level. (Any other relevant activity)	**To be Added and Changed** **Practicum** • Preparation of Projected and Non projected learning materials. • Critical Aanlysis of any 5 Television/Radio/ film as Educational programmes. • Workshop on Developing effective MS POWERPOINT presentation • Preparation and Presentation of MS POWERPOINT slides for teaching any topic at Elementary/Secondary and Senior Secondary level. • Prepare a list of twenty educational websites suitable for use at Elementary/Secondary and Senior Secondary level in any subject of choice. • A report on Evaluation of any 5 available Multimedia packages used at elementary level. • Collection of any five Educational Multimedia games at elementary level. • **Critically analysis of five E-Books/Journals from any digital library.** (Any other relevant activity)	

MEH555 Internship in Specialization		**MEH555 Internship in Specialization**
		
		The internship in specialization for M.Ed. students shall be organized at elementary / secondary schools / any special institution in association with a field site relevant to the area of specialization. The students have to participate compulsorily in the following activities and obtain completion/ implementation certificate along with assessment sheet (if any) from the head of the institution/ organization. The duration of the internship shall be for 6 weeks with 4 Credits.
		Activities to be carried out:
		❯ Participation in the varied functions of the school.
		❯ Preparation of school time table
		❯ Organization of co-curricular activities
		❯ Participation in school examination work.
		❯ Teaching in the primary/secondary/senior secondary classes
		❯ Design and implement Continuous and Comprehensive Evaluation tests/ assignments.
		❯ Organize field visits / trips to the places of historical or educational importance.
		❯ Case study of an educational institution of your choice.
		❯ Assessment of performance of students at the end of the lesion using self-developed tools / tests.
		❯ Analysis of the results in-terms of qualitative and quantitative approaches
		❯ Construction, validation and administration of teacher made test on specific units.
		❯ Construction of different types of test items.
		❯ Organize personality development programmes.
		❯ Case study of intellectual gifted or slow learners.
		❯ Development of a diagnostic test.
		(Modes of Transaction could be through the activity, film show, interaction, discussion, celebrations, assignments, reports.
			<u>To be Changed</u>
			MEH555 Internship in Teacher Education Institutions(TEI)
			
			The internship in specialization for M.Ed. students shall be organized at Teacher Education Institutions(TEI) Level in association with a field site relevant to the area of specialization. The students have to participate compulsorily in the following activities and obtain completion/ implementation certificate along with assessment sheet (if any) from the head of the institution/ organization. The duration of the internship shall be for 4 weeks with 4 Credits.
			
			Activities to be carried out:
			• **Teaching work :**
			  - **4 periods in pedagogy of school subjects.**
			  - **2 periods any one compulsory paper through team teaching.**
			  - **Demonstration lesson on one micro skill**
			  - **Demonstration lesson on any one model of teaching.**
			  - **Team Teaching**
			  - **Lesson Observation**
			
			• **Assisting teacher educators in :**
			  - **Administration and scoring of Psychological Tests.**
			  - **Conducting workshops on Lesson Planning, Unit Planning and Question Bank.**
			  - **Maintaining attendance register and stock registers.**
			  - **Coordinating internship programme for B.Ed. students.**
			  - **Conducting practical and examination work.**
			  - **Planning and conducting in-service training progammes.**	

| | | **Any five activities from the above list**

    Maximum marks allotted is 100 (internal assessment). The assessment for 50 marks shall be by the faculty of the respective institution and for 50 marks shall be by the faculty of the College. There is no external University examination. Each student will be assessed using the following criteria.

➥ Continuous participation – attendance – punctuality - 20 marks
    (Assessment by the respective institution)
➥ Rating by the head and faculty members of the respective institution -30 marks
➥ Rating by the College faculty –50 marks. | ➥ **Assessment of performance of students at the end of the lesion using self-developed tools / tests.**
➥ **Construction of different types of test items.**
➥ **Organize personality development programmes.**
➥ **Case study of intellectual gifted or slow learners.**
➥ **Modes of Transaction could be through the activity, film show, interaction, discussion, celebrations, assignments, reports.**

Any five activities from the above list

    Maximum marks allotted is 100 (internal assessment). The assessment for 50 marks shall be by the faculty of the respective institution and for 50 marks shall be by the faculty of the College. There is no external University examination. Each student will be assessed using the following criteria.

➥ **Continuous participation – attendance – punctuality - 20Marks**
    (Assessment by the respective institution)
➥ **Rating by the head and faculty members of the respective institution - 30 Marks**
➥ **Rating by the College faculty – 50 Marks.** | |