



MANGALORE

(Accredited by NAAC with 'A' Grade)

ಕ್ರಮಾಂಕ/ No. : MU/ACC/CR48/2020-21/A2

ಕುಲಸಚಿವರ ಕಛೇರಿ ಮಂಗಳಗಂಗೋತ್ರಿ – 574 199 Office of the Registrar Mangalagangothri – 574 199 ದಿನಾಂಕ/Date:01.02.2021

NOTIFICATION

Sub: Revised / Modified syllabus of M.Ed. programme. Ref: Academic Council approval vide agenda No.: ລ.ສ.ສ.ອັຢູ. ກລ.ສ.2:13(2020–21) dtd 23.12.2020.

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)

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.



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	Title of the Paper		Mark	s	Credits	Course	Title of the Paper		Mark	5	Credits
Code						Code					
MEH404	Methodology of Research in	IA	Exam	Total		MEH404	Philosophy of Education	IA	Exam	Total	
	Education - I	30	70	100	4			30	70	100	4

<u>Semester – II</u>

Existing Pattern						Modifications Required					
Course	Title of the Paper		Mark	s	Credits	Course	Title of the Paper		Mark	5	Credits
Code						Code					
MEH452	Philosophy of Education	IA	Exam	Total		MEH452	Methodology of Research	IA	Exam	Total	
		30	70	100	4]	in Education - I	30	70	100	4

Soft Core Courses: (Any One)

Existing Pattern		Marks	Credits	Mo	odifications 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

<u>Semester – IV</u>

Existing Pattern		Marks	Credits	Mo	odifications 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



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

Date: 25.09.2020

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

Semester-I

Course Code & Title of the Paper	Unit	Existing Pattern	Modifications Required	Reason
	No.			
MEH402 - Historical, Political and	3.3	Political Foundations of Education in India: National	To be added	
Economic Foundations of Education		Curriculum Framework(2005), RTE Act(2009).	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	To be added and Changed	
		Freire "Pedagogy of freedom" – Etnics, Democracy and	Seminal Educational Text of Western Educationist:	
		civic courage; leaching requires curiosity, leaching is a	Paulo Freire "Pedagogy of the Oppressed" – Ethics,	
		numan act.	Democracy and civic courage; leaching requires	
			curiosity, Teaching is a numan act.	
	12	Histor Education Delicics National Knowledge	T. L	
	4.3	Commission Intellectual Property Act Detential for	<u>I o be added</u>	
		Excellence Foreign University Bill PUSA salient	Commission Intellectual Droporty Act	
		features	Discionism Detential for Encellance Formion	
		icatures.	Plagiarism , Polential for Excellence, Foreign	
			University Bill, KUSA – salient leatures.	

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).	<u>To be added</u> 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 	<u>To be Changed</u> MES458 Internship in Secondary School Institutions	

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	Objectives :	Objectives :
	On completion of this programme the student will be able to	On completion of this programme the student will
	• evaluate student teachers micro lessons, macro lessons	be able to
	and models of teaching and give constructive feedback	• evaluate student teachers micro lessons,
	to enhance their teaching skills.	macro lessons and models of teaching and
	 plan and demonstrate a micro lesson, macro lessons 	give constructive feedback to enhance their
	and models of teaching to pre-service teachers.	teaching skills.
	• skill of planning and organizing Team- teaching lesson	• plan and demonstrate a micro lesson, macro
	to teach pre-service teachers.	lessons and models of teaching to pre-service
	• critically analyze the functioning of a Teacher	teachers.
	Education Institution	• skill of planning and organizing Team-
	• acquire the skill of maintaining multi-media lab and	teaching lesson to teach pre-service teachers.
	• acquire the skill of maintaining multi-media has and	• critically analyze the functioning of a
	computer centre.	Teacher Education Institution
	 maintain essential office records, attendance register, toochors doing, stock registers and marks registers. 	
	teachers dairy, stock registers and marks registers.	
		• acquire the skill of maintaining multi-media
	Activities :	lab and computer centre.
	• Supervise and evaluate pre-service teachers :	• maintain essential office records, attendance
	- Micro Lessons	register, teachers dairy, stock registers and
	 Practice Teaching Lessons 	marks registers.
	- Models of Teaching	
	- Team Teaching	Activities :
	Teaching work :	Supervise and evaluate In-service
	 4 periods in pedagogy of school subjects. 	teachers :
	- 2 periods any one compulsory paper through team	- Practice Teaching Lessons
	teaching.	- Models of Teaching Lessons
	- Demonstration lesson on one micro skill	Participation in the varied functions of
	- Demonstration lesson on any one model of	the school.
	teaching.	Preparation of school time table
	• Assisting teacher educators in :	Organization of co-curricular activities
	- Administration and scoring of Psychological	Participation in school examination work.
	Tests.	Teaching in the primary/secondary/senior
	- Conducting workshops on Lesson Planning, Unit	secondary classes
	Planning and Question Bank.	> Design and implement Continuous and
	- Maintaining attendance register and stock registers.	Comprehensive Evaluation tests/
	- Coordinating internship programme for B.Ed.	assignments.
	students.	Organize field visits / trips to the places of
	- Conducting practical and examination work	historical or educational importance.
	- Planning and conducting in-service training	Case study of an educational institution of
	progammes	your choice.
	progummes.	

Participation and organization of various co-	> Analysis of the results in-terms of
curricular activities :	qualitative and quantitative approaches
- Cultural	> Construction, validation and
- Literary	administration of teacher made test on
- Games and Sports	specific units.
- Club Activities	\succ Construction of different types of test
- Yoga Camp	items.
- Citizenship Training Camp	Preparation of Rubrics
- Field Trips	Participation and organization of various
• Critical review of research studies conducted by the	co-curricular activities :
institution on teacher education	- Cultural
Maintain a reflective journal which includes day to	- Literary
day experiences, observations and reflections.	- Games and Sports
	- Club Activities
Note :	- Yoga Camp
• Above are the only suggested list of activities for	
internship, any other relevant activities could be	Maintain a reflective journal which
undertaken as per the ongoing activities in the	includes day to day experiences,
Teacher Education Institutions (TEI).	observations and reflections.
A student has to undertake a minimum of five activities.	> 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
	ner the ongoing activities in the
	Secondary Schools.
	• A student has to undertake a minimum of
	five activities
	Maximum Marks allotted is 50
	(internal assassment) The assassment for
	(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	Existing Pattern	Modifications Required	Reason
	No.			
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 	 <u>To be added and Changed</u> Concept of Evaluation, Assessment and Measurement <u>Assessment for learning</u>, <u>Assessment as learning and assessment of learning</u> 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 	

	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 	
Course I	On completion of this course the students will be able to:	<u>10 De audeu</u>	
Course - 1 Devenoetives of Elementary Education	On completion of this course the students will be able to:	On completion of this course the students will be	
rerspectives of Elementary Education	• understand the context of elementary education	on completion of this course the students will be	
	• understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)	 understand the context of elementary education 	
	• discuss the development of elementary education in	• understand the concept, objectives, rationale,	
	India since independence	challenges and extent of success of	
	• reflect on the relevance of strategies and	Universal Elementary Education (UEE)	
	programmes of UEE.	• discuss the development of elementary	
	• develop an understanding of underlying principles	education in India since independence	
	of curriculum development and evaluation at elementary stage	• reflect on the relevance of strategies and programmes of UEE.	
	• reflect on the need and importance of work	develop an understanding of underlying	
	experience, art education, health physical education and working with the community.	principles of curriculum development and evaluation at elementary stage	
	• understand the importance of teaching of language	• reflect on the need and importance of work	
	and mathematics at elementary level	experience, art education, health physical	
	• develop the capability to use effectively various	education and working with the community.	
	methods and approaches of teaching language, mathematics and EVS at elementary level	• understand the importance of teaching of language and mathematics at elementary	
	• develop research insight for curriculum	level	
	development in elementary education.	• develop the capability to use effectively	
	• develop an understanding of underlying principles	various methods and approaches of teaching	
	of curriculum development and evaluation at	language, mathematics and EVS at	
	elementary stage reflect on the need and importance of work	• develop research insight for curriculum	
	experience art education health physical education	development in elementary education.	
	and working with the community.	• develop an understanding of underlying	
	• understand the importance of teaching of language	principles of curriculum development and	

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	 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 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 inservice 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:	<u>To be added</u>	
	Constitutional provision for education and Directive Principles related to elementary education and their	Special provisions related to Elementary Education:	For Policy
	implications. Right to Education as fundamental right :	Principles related to elementary education and their	provisions
	provision in RTE Act and related issues. Elementary	implications. Right to Education as fundamental	
	education as highlighted in NPE-1986, POA-1992, National	right; provision in RTE Act and related issues.	
	Curriculum Framework (NCF)-2005.	Elementary education as highlighted in NPE-1986,	
		POA-1992, National Curriculum Framework (NCF)-	
		2005,NEP(2020)– Structure and Objectives	

3.2	Differently abele children-Meaning, types, access, issues and challenges; critical appraisal of inclusive education as a solution.	<u>To be added</u> 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	<u>To be added and Changed</u> 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	Existing Pattern	Modifications Required	Reason
	No.			
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.	<u>To be added</u> 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 Cumculum, Synabus and	

		textbooks	
2.1	Dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques	To be addedLanguageCurriculumDevelopment:ThePsychological,PhilosophicalandSociologicaldimensions, factorsthatinfluencethecurriculum,selectionandsequencingsofcontent,contexts,transactionandevaluationtechniques,	Added the important theories on languages
2.3		<u>To be added</u> 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 ChangedContextualProblemsandIndividualizationofLanguage Learning	Importance of the topic
3.1	Need, techniques, viz. differential assignments, classroom tasks, personalized system of instruction	<u>To be Changed</u> Contextual problems in language education Monolingual, Bilingual and Multilingual. Home language and school language, Multilingual classrooms and its challenges	Restructured
3.2		<u>To be added</u> Medium of instruction – National recommendations (NPE 1986/1992, NCF (2005), preservation of heritage language	Restructured
3.3		<u>To be added</u> 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 	Objectives of ges of school y, Secondary s of teaching
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)	ObjectivesTo be ChangedTo understand the nature of science as a dynamic, expanding body of knowledge.To enable the students to understand the objectives of teaching science.To enable the student trainees to:To assimilate the features of contemporary science education.To explore the areas of paradigm shifts in science education.understand the nature of science education.To explore the areas of paradigm shifts in science education.Ist the objectives of teaching scie assimilate the features of c science education.To develop the skills needed for devising the science curriculum transaction.explore the areas of paradig science education.To develop the skills needed for devising the science curriculum transaction.critically study the innovative efforts in India and abroad.To develop the ability and skills for evaluating range of outcomes in science education.etoxiand the role of assessment in science education.To understand the role of assessment in science education.understand the role of Science as a tool for social changeTo acquaint student teachers with the strategies and models of teaching for future improvement.internalize the importance of Science instruction needs of individual learners.To equip the student teachers for meeting the needs of individual learners.adopt appropriate	cience as a wledge. ence. ontemporary gm shifts in e curricular and materials outcomes of ent in science ence as a tool instructional to meet the of Science 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 understand the scope of information communication technology in science education. To equip the students for designing dynamic instructional strategies for science education. To equip the students for designing dynamic instructional strategies for science education. To equip the students for designing dynamic instructional strategies for science education. To equip the students for designing dynamic instructional strategies for science education. To envisage a holistic approach towards science education. To envisage a holistic approach towards 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 	<u>To be Changed</u> 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 Volume 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	To be Changed	
	a. Curriculum Development Approaches: Unified,		

2	 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	<u>To be Changed</u> 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 	<u>To be Changed</u> 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. 	<u>To be Changed</u> 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. 	<u>To be Changed</u> 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	<u>To be Changed</u> Unit 4: Instructional Dynamics of Science	

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 b. 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 continuous and comprenensive Evaluation and grading. Evaluating Projects, Seminars and group discussions. Seminars and group discussions. coaching. Authentic 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, 	educational sites, Email, Voice mail, News Group chai,	Science. Techniques of Evaluation involved in	
 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 	Search engines for Science learning.	continuous and comprehensive Evaluation and	
 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 solution, 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 	n. Vandation of information on the web.	grading. Evaluating Projects, Seminars and group	
 a. Scope of EDUSAT in the feaching 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 	weaving e learning into science classroom:	discussions, Symposia. Online Assessment – Cyber	
 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 f. Tele conferences f.	a. Scope of EDUSAT in the teaching learning process.	coaching. Authentic Assessment using	
 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 	b. web based classroom learning process, online learning, web tools for schools-blogs, RSS, Podcasting, Wikis.	Portionos/Rubrics.	
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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.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 with Internet: www,	Virtual Libraries and Virtual References.	IT for secondary storage – CD/Floppies and Pen	
portfolios to nourish the Science Education. Computer programs/used in virtual classrooms-linux, ubuntu, moodle, IT @ school mission.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,	d. Scope of e- journals, e- books, e- projects and e-	drives, Virus and Antivirus Programmes.	
programs/used in virtual classrooms-linux, ubuntu, moodle, IT @ school mission.Microphone, Printer, Scanner, Digital Camera, Web camera, Joystick, LCD, DVD, Handheld computers. Use of IT, smart classes for Science learning. Familiarising with Internet: www,	portfolios to nourish the Science Education. Computer	Multimedia – Power Point presentation,	
moodle, IT @ school mission.Web camera, Joystick, LCD, DVD, Handhelde. M learningcomputers. Use of IT, smart classes for Sciencef. Tele conferenceslearning. Familiarising with Internet: www,	programs/used in virtual classrooms-linux, ubuntu,	Microphone, Printer, Scanner, Digital Camera,	
e. M learningcomputers. Use of IT, smart classes for Sciencef. Tele conferenceslearning. Familiarising with Internet: www,	moodle, IT @ school mission.	Web camera, Joystick, LCD, DVD, Handheld	
f. Tele conferences learning. Familiarising with Internet: www,	e. M learning	computers. Use of IT, smart classes for Science	
	f. Tele conferences	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 Defining and the science of t	
			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 TeachingSocial Science(Elementary/Secondary and SeniorSecondary 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.	<u>To be Changed</u> 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 BTheme Based Specialization Course – ITheme A : Pedagogy, Technology andAssessment in EducationPedagogy and Methodology of TeachingMathematics(Elementary/Secondary and Senior	1	Nature, Objectives and Strategies of Teaching Mathematics	<u>To be Changed</u> Nature and Objectives of Teaching Mathematics	
Secondary Education)	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 Mathematicsand Strategies/Methods to Teaching Mathematics	
	2.2		<u>To be added</u> 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 addedModels - 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 addedAction Research in Mathematics; Use and preparationof teaching aids; Development of MathematicsLaboratory and Organizing Mathematics Club; Ethicsof teaching profession; Need for recurrent education;Types of in-service programs; Role of mathematicsteacherassociation;Professionalgrowth-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	

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. 2.1. Concept of curriculum construction Types of curriculum – curriculum evaluation – critically evaluate present higher secondary commerce teacher – Techniques and presonsibilities – Teacher competencies and skills Teacher as scaffolder and facilitator pre-service and inservice training. 2.2. Essential qualities required for a good commerce teacher – Techniques adopted for developing teacher competencies and skills Teacher as scaffolder and facilitator pre-service and inservice training. 3 Unit 3 : Theoretical Bases of Commerce Education A : General principles related to instruction – individual difference, motivation, classroom management tactics, Questioning techniques. Questioning techniques, evaluate presented, Child centred, Activity centred, Process oriented, Life oriented, environmental oriented. Unit-3: Theoretical Gouman, Vygotsky- multiple intelligence – EQ, Constructivism, critical pedagogy multimedia approach and multi	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. 	
 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. 3 Unit 3 : Theoretical Bases of Commerce Education A : General principles related to instruction – individual difference, motivation, classroom management tactics, Questioning techniques. 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. 		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. 	
Mathematical Methodology approach. Methodology approach. A Unit 4: ICT and Evaluation in Commerce Education Unit 4: ICT and Evaluation in Commerce Education		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. 	

		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	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	
Educational Evaluation (Elementary/Secondary and Senior Secondary Education)	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

	4	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.	School Based Evaluation Scheme (SBES) Approaches to Evaluation – Formative Evaluation, Summative Evaluation, External Evaluation and
	4.2		Internal Evaluation – concept, characteristics and use. 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 ChangedObjectives: After completing this course thestudents 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		of media material at Elementary/Secondary	
	environments for Instruction, Learning and		and Senior Secondary level.	
	Assessment at Elementary/Secondary and Senior	•	Acquire the knowledge and skills of using	
	Secondary level.		computers as a supporting ICT tool in	
	• Acquire the skills of using MS-POWERPOINT		educational environments for Instruction,	
	2007 for various applications at		Learning and Assessment at	
	Elementary/Secondary and Senior Secondary		Elementary/Secondary and Senior Secondary	
	level.		level.	
	• Elucidate the uses of internet for	•	Acquire the skills of using MS-	
	Elementary/Secondary and Senior Secondary		POWERPOINT 2010 for various	
	students and teachers		applications at Elementary/Secondary and	
	• Apply the principles of Multi-media learning at		Senior Secondary level	
	Flementary/Secondary and Senior Secondary	•	Elucidate the uses of internet for	
	level		Elementary/Secondary and Senior Secondary	
	• Understand the Cognitive theory of Multimedia		students and teachers	
	• Understand the Cognitive theory of Multimedia		Apply the principles of Multi-modio learning	
	Secondary level	•	Apply the principles of Multi-media learning	
	Secondary level.		at Elementary/Secondary and Senior	
	• Analyze the procedure of using Multimedia		Secondary level.	
	packages in teaching and learning.	•	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,		To be Changed	
	Components of a system; Concept of Systems Approach:	Syst	ems Approach: Components of a system; Concept	
	Systems Approach to Education: Need, Scope and	of	Systems Approach: Systems Approach to	
	Components - Goal Setting, Task analysis, Content	Edu	cation: Need, Scope and Components - Goal	
	analysis, Context analysis and Evaluation strategies;	Sett	ing, Task analysis, Content analysis, Context	
	Systems Analysis – Meaning, steps, criteria for evaluating	anal	ysis and Evaluation strategies; Systems Analysis –	
	system analysis project; Teaching-Learning as a System;	Mea	ning, steps, Teaching-Learning as a System;	
	Design and development of Instructional System – stages;	Des	ign and development of Instructional System –	
	Cybernetics: concept, characteristics and educational	stag	es; Cybernetics: concept, characteristics and	
	implications.	edu	cational 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 ChangedDevelopmentofEducationalMultimediaPackages:Educationalsoftwarepackages–meaning,Pre-requisites–familiarityofdisciplines;technicalcomputerknowledge;design;outliningofgoals;outliningtheinstructionalmethods;CybercrimesandPlagiarismrules,TechnologyassistedlearningandteachingOnlineplatforms(Google,Microsoft:Appssuch asGoogleMeet,	
	 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 Multimedi packages used at elementary level. Collection of any five Educational Multimedia game at elementary level. 	 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 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	<u>10 be Changed</u>
		MEH555 Internship in Teacher Education
	The internship in specialization for M.Ed. students	Institutions(TEI)
	shall be organized at elementary / secondary schools / any	
	special institution in association with a field site relevant to	The internship in specialization for M.Ed.
	the area of specialization. The students have to participate	students shall be organized at Teacher Education
	compulsorily in the following activities and obtain	Institutions(TEI) Level in association with a field
	completion/ implementation certificate along with	site relevant to the area of specialization. The
	assessment sheet (if any) from the head of the institution/	students have to participate compulsorily in the
	organization. The duration of the internship shall be for 6	following activities and obtain completion/
	weeks with 4 Credits.	implementation certificate along with assessment
	Activities to be carried out:	sheet (if any) from the head of the institution/
	Participation in the varied functions of the school.	organization. The duration of the internship shall
	Preparation of school time table	be for 4 weeks with 4 Credits.
	 Organization of co-curricular activities 	
	Participation in school examination work.	Activities to be carried out:
	> Teaching in the primary/secondary/senior secondary	Teaching work :
	classes	- 4 periods in pedagogy of school subjects
	Design and implement Continuous and	- 2 periods any one compulsory paper
	Comprehensive Evaluation tests/ assignments	through team teaching
	 Organize field visits / trins to the places of historical 	Demonstration lesson on one micro skill
	or educational importance	- Demonstration lesson on one model of
	 Case study of an educational institution of your 	- Demonstration resson on any one model of
	choice	Team Teaching
	\land Assessment of performance of students at the and	- Team Teaching
	of the logion using self developed tools / tests	- Lesson Observation
	A nolycic of the results in terms of qualitative and	
	Analysis of the results in-terms of quantative and many itation and analysis.	• Assisting teacher educators in :
	quantitative approaches	- Administration and scoring of
	Construction, validation and administration of	Psychological Tests.
	teacher made test on specific units.	- Conducting workshops on Lesson
	Construction of different types of test items.	Planning, Unit Planning and Question
	 Organize personality development programmes. 	Bank.
	Case study of intellectual gifted or slow learners.	- Maintaining attendance register and stock
	 Development of a diagnostic test. 	registers.
	(Modes of Transaction could be through the	- Coordinating internship programme for
	activity, film show, interaction, discussion,	B.Ed. students.
	celebrations, assignments, reports.	- Conducting practical and examination
		work.
		- Planning and conducting in-service
		training progammes.