
M.ED. CURRICULUM FRAMEWORK AND SYLLABUS

I cannot teach anybody anything, I can only make them think.

- Socrates

Teaching is a noble profession that shapes the character, caliber and future of an individual. If the people remember me as a good teacher, that will be the biggest honour for me.

-Dr. A.P.J. Abdul kalam

Curriculum Vision

*Moulding teachers who are professionally competent and socially committed, upholding the principles of **Gnana, Dharma and Sneha**.*

Programme Objectives

Structuring of the curriculum for two year M.Ed. Programme is designed to enable the prospective teacher educator to

1. develop capabilities for conceptual analysis from perspective courses.
2. understand the ethical principles of professional training of teacher educators.
3. develop professional competencies and skills in teaching.
4. develop research aptitude and conduct quality research.
5. develop insight about the various levels of school education and pedagogic practices.
6. develop communication skills, academic writing skills and empower themselves with self development programmes.
7. gain insight about various curriculum framing organisations.
8. gain an insight into the multiple roles of a teacher educator and involve in various activities and processes of teacher education institution.
9. develop competence in organisation and evaluation of various components of teacher education programmes.
10. examine critically the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
11. understand and appreciate the research perspective on various practices in teacher education.
12. develop professional attitudes, values and interests needed to function as an effective teacher educator.

M.ED. CURRICULUM REGULATIONS(for the academic year 2019-21)

The regulations for the two year M. Ed.Programme under Choice Based Credit and Semester System (CBCSS) with grading, framed by N.V.K.S.D. College of Education, shall be applicable for those who enroll for two year M.Ed.programme (2019-2021) for the academic year 2019.

The major aspects of revised M. Ed.programme are:

- Semester System
- Choice Based Credit System
- Continuous Evaluation
- Online Testing (internal examination)
- Online submission of assignments

Duration of the programme

The duration of the programme shall be two academic years comprising four semesters. The total number of days of an academic year will be 200 working days inclusive of internship and data collection in connection with the dissertation work, field attachment activities and exclusive of admission and examination. However the prospective teacher educators shall be permitted to complete the programme requirements within a period of four years from the date of joining the programme.

Eligibility for Admission to the Programme

Admission to the programme will be on the basis of eligibility requirements, rules and regulations for M.Ed. admission fixed by the government of Tamil Nadu and Tamilnadu Teachers Education University.

Course

The course of study refers to the subjects to be studied in the prescribed curriculum. A course consists of both theory components and practical components. Theory components include *Perspective Courses*, *Tool Courses*, *Specialisation Courses* and *Elective Courses*. Curriculum transaction comprises of lectures, group discussion, small group discussion, peer learning, seminars, workshops, paper presentations and practical components include hands on experiment, academic writing, self development programme, internship in *collaborating*

schools, curriculum framing institutions, teacher education institution and dissertation work.

Semester System

The semester system accelerates the teaching/learning process that enables vertical and horizontal mobility in learning. Each semester consists of 17 weeks of academic work equivalent to 100 working days.

Choice Based Credit and Semester System (CBCSS)

The Choice Based Credit and Semester System provide choice for students to select from the prescribed courses namely Level based Specialisation, Specialisation Courses based on Disciplines and Electives. The CBCSS provides flexibility and assigns credits based on the course content and hours of teaching.

Credit (C)

A credit is a unit of input measured in terms of 'study hours'. It represents the number of study hours in a particular period of time devoted to various aspects of teaching-learning process such as attending classes, engaging in assignments, projects, community related activities, gathering information from library and internet sources and other practical work required by the programme.

For the M.Ed. programme one credit is equal to 30 hours of teaching learning process for 17 weeks duration. The prospective teacher educator can earn and accumulate credits on the basis of the number and type of tasks they have successfully completed. All the activities that carry credits are compulsory.

Credit Point (CP)

It is the product of grade points and number of credits for a course.

Grade Point (GP)

It is a numerical weight allotted to each letter grade on a 10-point scale.

Grade (G)

It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B, C and D.

Letter Grade	Level of Performance	Grade Point
O	Outstanding	10
A+	Excellent	9
A	Very Good	8
B	Good	7
C	Satisfactory	6
D	Re-appear	0-5
Ab	Absent	-

Semester Grade Point Average (SGPA)

SGPA is a measurement of performance of work done and credits corresponding to the grades earned by a prospective teacher educator in a semester. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a prospective teacher educator in all the courses and the sum of the number of credits of all the courses undergone by a prospective teacher educator. It shall be expressed up to two decimal places.

$$SGPA (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

where C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course.

Cumulative Grade Point Average (CGPA)

It is a measurement of overall cumulative performance of a student in all the semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total number of credits. It is expressed up to two decimal places.

$$CGPA = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

where S_i is the SGPA of the i^{th} semester and C_i is the total number of credits in that semester.

Transcript/Grade Card/Certificate

Based on the grades secured, grade certificate shall be issued to all the registered students after every semester. The grade certificate displays the course details (Code, Title, number of credits, Grade secured) along with SGPA of that semester. A student obtaining Grade D shall be required to reappear in the examination.

Fairness in Assessment

Assessment of prospective teacher educators for each course will be done by internal continuous assessment and semester end examinations. Internal assessment shall be conducted through out the semester. It shall be based on internal examinations, assignments, seminars and suggested activities as specified in the syllabus using appropriate proforma. To ensure fairness in assessment, following measures are taken.

- i) Both theory and practical examinations will be conducted at the end of each semester.
- ii) Assessment of theoretical and practical components of each semester shall be undertaken by external examiners duly appointed by the office of the controller of examination.
- iii) The question papers for each course shall be set by external examiners.

Courses of Study

The two year M.Ed. programme has 80 credits in total, in which 60 credits are allotted for theoretical components (perspective courses, tool courses, teacher education courses, specialization courses elective courses) and 20 credits for practical components.

I. The **Core Courses** include both theory and suggested activities which comprise of:

- i) Perspective Courses
- ii) Tool Courses
- iii) Teacher Education Course

II. The **Specialisation Courses** include both theory and suggested activities which comprises

- i) Level based Specialisation
- ii) Specialisation based on Discipline
- iii) Elective Courses

III. **Internship** can be done in collaborating schools, curriculum framing institutions such as NCERT/SCERT, DIET, universities / textbook bureaus, teacher education institutions and special schools.

IV. *Research leading to Dissertation* is related to discipline based specialisation

V. *Practical Activities*

1. Expository writing related to education.
2. Self-development programme - yoga
3. Academic writing

Components of the Programme Structure

A) Perspective Courses(24 credits)

- i) History, Politics and Economy of Education
- ii) Advanced Educational Psychology
- iii) Emerging Trends in Educational Technology
- iv) Philosophical and Sociological Perspectives in Education
- v) Curriculum Development
- vi) Trends in Educational Management and Administration.

B) Tool Courses (16 credits)

- i) Basics in Educational Research
- ii) Essentials in Educational Research and Statistics
- iii) Advanced Research Methodology
- iv) Approaches and practices of counselling psychology

C) Teacher Education Course(4 credits)

- i) Teacher Education in India: Emerging Scenario

D) Level Based Specialisation(8 credits)

1. *Context and Issues in*

- i) Early Childhood Care and Education
- ii) Elementary Education
- iii) Secondary and Higher Secondary Education
- iv) Higher Education

2. *Curricular Practices in*

- i) Early Childhood Care and Education
- ii) Elementary Education
- iii) Secondary and Higher Secondary Education
- iv) Higher education

The prospective teacher educator shall select any one course from *context and issues* and *curricular practices* in the level based specialisation.

E) Specialisation based on Discipline-(any one) 4 credits

Advanced Methodology in:

- Language Education
- Mathematics Education
- Science Education
- Social Science Education

F) Elective Courses – (any one) 4 credits

- i) Economics of Education
- ii) Inclusive Education: Practices and Issues
- iii) Life Long Learning
- iv) Life Skills Education : Issues and Practices

G) Practical Components, Internship and Dissertation

1. Expository writing related to education(*1 credit*)
2. Self-development programme - Yoga and social project (*1 credit*)
3. Academic writing(*2 credits*)
4. Internship in:
 - (i) collaborating schools, on the basis of discipline based specialisation for two weeks (*2 credits*)
 - (ii) curriculum framing institutions: NCERT/SCERT/DIET/ universities and autonomous teacher education institutions for one week (*1 credit*)
 - (iii) teacher education institutions for two weeks (*2 credits*)
 - (iv) special schools (*1 credits*)
5. Hands-on experience: Analysis of data using software(*2 credits*)
6. Dissertation(*6 credits*)
7. Viva-voce(*2 credits*)

Details of the Practical Components

1. Expository writing related to Education

Each prospective teacher educator shall,

- a) attend a minimum of two seminars/workshops /conferences in teacher education institutions and present papers.
- b) prepare an analytical report on any one event/ news (identified from electronic/ print media) related to education.
- c) write the conceptual framework related to the problem/topic chosen for the dissertation and present it in the research colloquium.

2. Self-Development Programme

- a) On successful completion of the course on Yoga offered by the college the prospective teacher educators shall conduct five sessions of yoga to the students of the collaborating schools. Proceedings of these activities have to be reported for evaluation.

b) The prospective teacher educators shall submit a project on any one of the following.

- Gender Issues
- Health and Hygiene
- Psycho-Social Dimensions of Exclusion
- Socio-Environmental Issues

3. Academic Writing

- a) Publication of minimum one research paper (3-5pages) related to the dissertation topic in educational journals and the same need to be appended in the dissertation.
- b) Write reviews of any two books on education.
- c) Preparation of one abstract of M.Ed./M.Phil. dissertation.

4. Internship programme

Each prospective teacher educator shall undergo internship programme in the following institutions.

- a. *Collaborating School* (two weeks)

The prospective teacher educator shall be present in the collaborating schools of the teacher education institution for a period of two weeks and observe the classes of prospective teachers and prepare a report. Also they have to prepare a reflective reports on the administration, curriculum transaction, mode of evaluation, curricular and co-curricular activities of the school.

b. *Curriculum Framing Institutions*(one week)

The prospective teacher educators shall visit any one of the curriculum framing institutions namely NCERT/ SCERT, DIET, Universities, Autonomous Teacher Education Institutions and prepare a reflective report on the curriculum framework, syllabus, curriculum transaction, mode of evaluation and internship of student teachers.

c. *Teacher Education Institution* (two weeks)

Each prospective teacher educator shall be present in a teacher education institution for a period of two weeks wherein they have to carry out the following activities:

- (i) Engage twelve classes in an innovative manner at B.Ed. /D.Ed. level.
- (ii) Preparation and submission of comprehensive report on profile, administration, curriculum transaction and evaluation.

d. *Special School* (one week)

The prospective teacher educator shall visit and write reflective report on anyone special school that is engaged in highlighting special practices in curriculum and pedagogic practices, educational planning, educational management and administration.

5. *Hands on Experience: Analysis of Data using Software*

The prospective teacher educator shall prepare a master sheet based on the data collected and analyze the data using software. The output of the data has to be submitted for evaluation.

6. *Dissertation*

As a mandatory component the prospective teacher educator (under the guidance of a faculty member) shall submit a dissertation. The dissertation should preferably be in the area/ specialisation based on discipline and shall be submitted at the end of the fourth semester before the commencement of examination.

The title of the study fixed at the end of the second semester, will be approved by the research committee. The prospective teacher educators shall submit two research proposals on their area of specialisation. The dissertation should be approximately between 18,000 to 22,000 words, and shall follow APA style manual (6th edition). The weightage of assessment of the dissertation component shall include:

- a) Suitability of research topic and presentation
- b) Appropriateness of the methodology selected for the study
- c) Analysis of data and interpretation
- d) Suitability of the findings and relevance of the recommendations
- e) References and relevant appendices

The prospective teacher educator has to submit four copies of the dissertation with soft copy in pdf format. The evaluation of dissertation will be done by two external examiners followed by viva-voce.

7. *Viva - Voce*

The open viva voce examination which is mandatory shall be conducted by external examiner on the basis of the dissertation submitted.

Semesterwise Framework of Courses (Theoretical Component)

As M.Ed. is a skill development programme, water tight compartmentalisation of theory and practical components is not possible and hence they have been combined together.

(1 credit = 30 hours of teaching learning process)

First Semester

Group	Course Code	Name of the Course	Credits	Maximum Marks		Total marks
				Internal	External	
		Perspective Courses				
A	MED1PC01	History, Politics and Economy of Education	4	30	70	100
	MED1PC02	Advanced Educational Psychology	4	30	70	100
		Tool Course				
B	MED1TC01	Basics in Educational Research	4	30	70	100
		Level Based Specialisation – 1 (any one)				
		<i>Context and issues in:</i>				
D	MED1LS01	i) Early Childhood Care and Education	4	30	70	100
	MED1LS02	ii) Elementary Education				
	MED1LS03	iii) Secondary and Higher Secondary Education				
	MED1LS04	iv) Higher Education				
		Total	16			400

Second Semester

Group	Course Code	Name of the Course	Credits	Maximum Marks		Total marks
				Internal	External	
A		Perspective Courses				
	MED2PC03	Emerging Trends in Educational Technology	4	30	70	100
B		Tool Course				
	MED2TC02	Essentials in Educational Research and Statistics	4	30	70	100
C		Teacher Education Course				
	MED2TE01	Teacher Education in India : Emerging Scenario	4	30	70	100
D		Level Based Specialisation - 2 (any one)				
	MED2LS05	Curricular Practices in <i>i) Early Childhood Care and Education.</i>	4	30	70	100
	MED2LS06	<i>ii) Elementary Education</i>				
	MED2LS07	<i>iii) Secondary and Higher Secondary Education</i>				
	MED2LS08	<i>iv) Higher Education</i>				
		Total				

Third Semester

Group	Course Code	Name of the Course	Credits	Maximum Marks		Total marks
				Internal	External	
A		Perspective Courses	4	30	70	100
	MED3PC04	Philosophical and Sociological Perspectives in Education				
	MED3PC05	Curriculam Development				
B		Tool Course	4	30	70	100
	MED3TC03	Advanced Research Methodology				
E		Specialisation based on Discipline (any one)	4	30	70	100
	MED3SD01	<i>Advanced Methodology in</i> <i>i) Language Education</i>				
	MED3SD02	<i>ii) Mathematics Education</i>				
	MED3SD03	<i>iii) Science Education</i>				
	MED3SD04	<i>iv) Social Science Education</i>				
		Total	16			400

Fourth Semester

Group	Course Code	Name of the Course	Credits	Maximum Marks		Total Marks
				Internal	External	
A		Perspective Course	4	30	70	100
	MED4PC06	Trends in Educational Management and Administration				
B		Tool Course	4	30	70	100
	MED4TC04	Approches and Practices of Counselling Psychology				
F		Elective Courses (any one)	4	30	70	100
	MED4EC01	<i>i) Economics of Education</i>				
	MED4EC02	<i>ii) Inclusive Education: Practices and Issues</i>				
	MED4EC03	<i>iii) Life Long Learning</i>				
	MED4EC04	<i>iv) Life Skills Education : Issues and Practices</i>				
		Total	12			300

G. PRACTICAL COMPONENTS

Semester- I (Code: MED1PR01)	Credits	Total Marks
i) Self-development programme: yogaandsocial project	1	25
ii) Internship in collaborating school	2	50
iii) Internship in curriculum framing institutions	1	25
Semester -II (Code:MED2PR02)		
i) Expository writing related to Education	1	25
ii)Internship in teacher education institution	2	50
iii)Internship in special schools	1	25
Semester –III (Code:MED3PR03)		
i)Research proposal, tool construction and pilot study related to dissertation	2	50
ii) Hands on experience in data analysis	2	50
Semester –IV (Code:MED4PR04)		
i) Academic writing	2	50
ii) Dissertation	4	100
iii) Viva - Voce	2	50
Total	20	500

Components of Internal Assessment

Sl.No	Components	Maximum Marks
1.	Average marks of three tests (<i>1 online test, 1 open book examination, 1 class test</i>)	10
2.	Suggested activities(<i>2 for each course</i>)	10
3.	Seminar (<i>to be uploaded on blog</i>)	5
4.	Assignment (<i>online submission</i>)	5
	Total	30

Total marks for Theory - 1500(thousand five hundred)

Total marks for Practical - 500(five hundred)

Grand Total - 2000 (two thousand)

QUESTION PAPER DESIGN FOR M.Ed. DEGREE EXAMINATION**Duration: 3 Hours**

Section	Type of Question	No. of Questions	Marks	Maximum word limit for each answer
A	Multiple choice question (statement form)	Ten (no choice)	10 x 1 = 10	one word each
B	Very short answer	Five (no choice)	5 x 3 = 15	100 words each
C	Short answer	Five (out of 7)	5 x 5 = 25	200 words each
D	Essay	Two (with internal choice)	2 x 10 = 20	500 words each
	Total		70	

Eligibility for Attending the Examination

Each candidate should gain 85 percentage of attendance in each semester. Those who do not gain the required attendance will not be permitted to appear for the examination (both theory and practical). However, on medical ground, they will be permitted to appear for the examination if they secure 75 percent of attendance.

Passing Minimum

Every candidate should appear for both the theory and practical examinations. A candidate will be awarded the M.Ed. degree only if he/she has passed both theory and practical examinations. A candidate will be declared to have passed both the theory and practical examination if he/she secures not less than 50% of marks in each of the theory courses and also in each of the practical components. A candidate shall be declared to have passed in the M.Ed degree examination if he / she secured a minimum of 50% of marks for internal assessment, external assessment and in total.

Re-appearance

A candidate who fails in one or more papers in the theory examination shall be permitted to reappear in the next semester. The supplementary examination for both the theory and practical examination will be conducted for outgoing students at the end of the final semester with in one month from the date of publication of the final result.

Classification of Successful Candidates

Marks	Grade Point	CGPA	Grade (G)	Performance	Classification of final result
90 -100	10	9.0 -10.00	O	Outstanding	First class with distinction
80-89	9	8.01-9.00	A+	Excellent	
70-79	8	7.01-8.00	A	Very Good	First class
60-69	7	6.01-7.00	B	Good	
50-59	6	5.01-6.00	C	Satisfactory	Second class
Below50	-	0.00-5.00	D	Not Satisfactory	Re-appear

Note: *There will no grade point below 6 as passing standard is 50%*