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## **CURRICULUM FRAMEWORK AND SYLLABUS FOR M.ED. PROGRAMME**

*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 teacher educands 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 teachereducand 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 batch 2021-23)

The Master of Education (M.Ed.) degree is a professional degree programme that prepares teacher educators to handle B.Ed. and D.T.Ed. programmes. 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 the students who enroll for two year M.Ed. programme (2021-2023) in the academic year 2021-22.

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

- Choice Based Credit and Semester System
- Continuous Evaluation
- Online Test (internal)
- Online submission of assignments
- Semesterwise practical examination
- Internship Programme

### **Duration of the programme**

Programme means a patterned combination and sequence of courses in the discipline education spreading over four semesters, according to the regulations, the successful completion of which would lead to the award of Master's degree in education.

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 candidate 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 from time to time.

**Course**

A course is essentially a constituent of a programme and may be a composite of several subject matters to be covered in a semester. The course consists of both theory components and practical components. Theory components include *Perspective Courses, Tool Courses, Specialisation Courses* and *Elective Courses*. Practical components include hands on experiment, academic writing, self development programme, internship in *collaborating schools, curriculum framing institutions, teacher education institutions* and dissertation work.

To augment the curriculum, Value Added Courses are offered in each semester that helps to develop the skill of teacher educants and to enrich their interest and aptitude in their chosen field of study. Each course is for two credit and the assessment for Value Added Course is purely internal and the credit obtained shall figure in the mark sheet under the title Value Added Courses.

As the college is also a centre for NPTEL local chapter, various courses on SWAYAM, the online learning platform developed by Ministry of Education and NPTEL are offered. The teacher educands shall be guided to select the relevant courses offered by SWAYAM and mentored to enroll for the course. After the successful completion of the course certificates will be issued by NPTEL and separate credit is entered in the mark sheet.

**Semester System**

The semester system is a pattern of the course in which the whole programme is divided into different parts and each part is intended for a specified period of time. It accelerates the teaching/learning process that enables vertical and horizontal mobility in learning. The M.Ed. programme comprises of four semesters with each consisting of 100 working days, excluding admission and semester end examinations.

**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 Elective courses. The

CBCSS provides flexibility by assigning 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 course.

For the M.Ed.programme one credit is equal to 30 hours of teaching learning process and one credit is considered as 25 marks for evaluation. The teachereducands shall 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. It is the transformation of actual marks secured by a student in a course.

<b>Letter Grade</b>	<b>Level of Performance</b>	<b>Grade Point</b>
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 teacher educand 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 teacher educand in all the courses and the sum of the number of credits of all the courses undergone by the teacher educands. It shall be expressed up to two decimal places.

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

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

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

where  $S_i$  is the SGPA of the  $i^{\text{th}}$  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 candidates 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 next semester examination.

### **Fairness in Assessment**

Assessment of the teacher educands, for each course shall 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 prescribed proforma. To ensure fairness in assessment, following measures are taken.

- i) Both theory and practical examinations is conducted at the end of each semester.
- ii) Assessment of theoretical and practical components of each semester is undertaken by the external examiners duly appointed by the office of the Controller of Examination.

- iii) The question papers for each course is set by external examiners from the panel list of examiners approved by statutory bodies.

### **Curriculum Transaction**

As curriculum transaction is the backbone of educational programme, the transaction methods adopted are Lecture, Lecture cum Discussion, Seminar, Assignment, Workshop, Group works, Brain Storming, Fieldwork, Project work, Peer teaching, Co-operative learning, and use of judicious blend of technology are some of the modes of curriculum transaction.

### **Evaluation**

Continuous and Comprehensive Evaluation (CCE) would be carried out with Choice Based Credit and Semester System (CBCSS). Evaluation for the practical components is conducted internally during every semester. Standardization of the assessment shall be done at the end of every semester by the external examiners duly appointed by the office of Controller of Examinations.

### **Courses of Study**

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

I. **Core Courses** which are mandatory for teacher educands in order to meet the requirements of M.Ed. programme, which include both theory and suggested activities. The core courses comprises 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 programme** as an indivisible part of the M.Ed. programme shall 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**

### **I. Theoretical Components (60 Credits)**

#### **A) Perspective Courses(24 credits)**

Perspective courses are meant for the teacher educands to attain the robust theoretical perspectives in education. The perspective courses included are

- i) History and Political 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)**

Tool courses are envisioned to provide skill to the teacher educands that enable them to work as professionals and scholars in the field of action. The tool courses included are

- 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)**

Teacher education courses are intended to provide the teacher educands with focused exposure and experience. This course is offered in the second semester and titled as

- 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 teacher educands shall select any one course from *context and issues* in the first semester and *curricular practices* in the second semester as level based specialisation course.

**E) Specialisation based on Discipline (4 credits)**

*Advanced Methodology* in:

- i) Language Education
- ii) Mathematics Education
- iii) Science Education
- iv) Social Science Education

The teacher educands shall select any one course from Advanced Methodology courses based on their major discipline studied in their bachelor of education (B.Ed.) programme.

**F) Elective Courses – (4 credits)**

- i) Economics of Education
- ii) Inclusive Education: Practices and Issues



- iii) Lifelong Learning
- iv) Life Skills Education : Issues and Practices

The teacher educands shall select any one course as elective from the given elective options as their choice.

## **II. Practical Components (20 credits)**

1. Self-development programme – Yoga and social project (*1 credit*)
2. Expository writing related to education (*1 credit*)
3. 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 credit*)
4. Hands-on experience: Analysis of data using software (*2 credits*)
5. Academic writing (*2 credits*)
6. Dissertation (*6 credits*)
7. Viva-voce (*2 credits*)

### **DESCRIPTION OF THE PRACTICAL COMPONENTS**

#### **1. Self-Development Programme**

This programme aims to develop the mental and physical well being through modalities such as yoga, gender issues, health and hygiene issues, socio-environmental issues etc. These programmes should engage in reflecting on the linkages between the self and one's professional practice.

- a) On successful completion of the course on yoga offered by the college the teacher educand shall conduct five sessions of yoga to the students of collaborating schools. Proceedings of these activities have to be recorded and submit the report for evaluation.
- b) The teacher educand shall under take a project and submit the project report on any one of the following.

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

## **2. Expository writing related to Education**

Expository writing provides the teacher educands an opportunity to practice and develop their expository writing skills in the related aspects. It focuses on getting the teacher educands acquaint with the basics of expository writing through a series of discussions and writings.

*Each teacher educand shall,*

- a) attend a minimum of two seminars/workshops /conferences in teacher education institutions/ university departments of education 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.

## **3. Internship programme**

The teacher educand shall undergo internship programme during the first and second semester in the following institutions.

### *a. Collaborating School (two weeks)*

The teacher educand shall be present in the collaborating schools of the teacher education institution for a period of two weeks and observe the classes of student teachers followed by preparation of report. They also have to prepare a reflective reports on the administration, curriculum transaction, mode of evaluation, curricular and co-curricular activities of the collaborating school.

### *b. Curriculum Framing Institutions (one week)*

The teacher educands shall visit any one of the curriculum framing institutions such as 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 teacher educand shall be present in a teacher education institution as part of internship programme for a period of two weeks and shall carry out the following activities:

- (i) Engaging 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 teacher educand has to visit any special school and write a reflective report on the academic practices followed, by highlighting the curricular and co-curricular activities, pedagogic approaches, educational planning, management and administration.

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

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

**5. *Academic Writing***

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

**6. *Dissertation***

Dissertation as a mandatory, each the teacher educand are required to select one research topic under the guidance of teacher educator, and shall submit a dissertation. The dissertation should preferably be in the area/ specialization based on discipline and shall be submitted at the end of the fourth semester before the commencement of theory examination.

The title of the study shall be fixed in the second semester, that will be approved by the research committee. The teacher educator shall submit two research proposals on their area of specialisation. The dissertations should be approximately between 18,000 to 22,000 words, and shall follow APA style manual. 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 teacher educators have to submit four copies of the dissertation with soft copy in pdf format. The evaluation of dissertation will be done by external examiners followed by viva-voce.

### 7. Viva - Voce

The open viva voce examination which is mandatory for the award of M.Ed. degree, shall be conducted by the external examiners on the basis of the dissertation submitted.

### SEMESTER OVERVIEW

Semester	Components	Credits	Marks	Hours	Duration
<b>First Semester</b>	Theory	16	400	480	100 days
	Practical	4	100	120	
	<b>Total</b>	<b>20</b>	<b>500</b>	<b>600</b>	
<b>Second Semester</b>	Theory	16	400	480	100 days
	Practical	4	100	120	
	<b>Total</b>	<b>20</b>	<b>500</b>	<b>600</b>	
<b>Third Semester</b>	Theory	16	400	480	100 days
	Practical	4	100	120	
	<b>Total</b>	<b>20</b>	<b>500</b>	<b>600</b>	
<b>Fourth Semester</b>	Theory	12	300	360	100 days
	Practical	8	200	240	
	<b>Total</b>	<b>20</b>	<b>500</b>	<b>600</b>	

$100 \text{ days} \times 6 \text{ hours per day} = 600 \text{ hours per semester}$

**PROGRAMME STRUCTURE AND SEMESTER WISE DISTRIBUTION OF  
THEORETICAL AND PRACTICAL COMPONENTS**

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. Here one credit is considered as 30 hours of teaching learning process.

**First Semester**

Group	Course Code	Name of the Course	Credits	Maximum Marks		Total marks
				Internal	External	
		<b>Perspective Courses</b>				
A	MED1PC001	History and Political Economy of Education	4	30	70	100
	MED1PC002	Advanced Educational Psychology	4	30	70	100
		<b>Tool Course</b>				
B	MED1TC001	Basics in Educational Research	4	30	70	100
		<b>Level Based Specialisation – 1 (any one)</b>				
		<i>Context and issues in:</i>				
D	MED1LS001	i) Early Childhood Care and Education	4	30	70	100
	MED1LS002	ii) Elementary Education				
	MED1LS003	iii) Secondary and Higher Secondary Education				
	MED1LS004	iv) Higher Education				
<b>Total</b>			16			<b>400</b>

## Second Semester

Group	Course Code	Name of the Course	Credits	Maximum Marks		Total marks
				Internal	External	
A		<b>Perspective Courses</b>				
	MED2PC003	Emerging Trends in Educational Technology	4	30	70	100
B		<b>Tool Course</b>				
	MED2TC002	Essentials in Educational Research and Statistics	4	30	70	100
C		<b>Teacher Education Course</b>				
	MED2TE001	Teacher Education in India: Emerging Scenario	4	30	70	100
D	<b>Level Based Specialisation - 2 (any one)</b>					
	MED2LS005	<i>Curricular Practices in</i> i) Early Childhood Care and Education.	4	30	70	100
	MED2LS006	ii) Elementary Education				
	MED2LS007	iii) Secondary and Higher Secondary Education				
	MED2LS008	iv) Higher Education				
<b>Total</b>			<b>16</b>			<b>400</b>

**Third Semester**

Group	Course Code	Name of the Course	Credits	Maximum Marks		Total marks
				Internal	External	
		<b>Perspective Courses</b>				
<b>A</b>	MED3PC004	Philosophical and Sociological Perspectives in Education	4	30	70	100
	MED3PC005	Curriculum Development	4	30	70	100
		<b>Tool Course</b>				
<b>B</b>	MED3TC003	Advanced Research Methodology	4	30	70	100
		<b>Specialisation based on Discipline (any one)</b>				
<b>E</b>	MED3SD001	<i>Advanced Methodology in</i> <i>i) Language Education</i>	4	30	70	100
	MED3SD002	<i>ii) Mathematics Education</i>				
	MED3SD003	<i>iii) Science Education</i>				
	MED3SD004	<i>iv) Social Science Education</i>				
<b>Total</b>			<b>16</b>			<b>400</b>

**Fourth Semester**

Group	Course Code	Name of the Course	Credits	Maximum Marks		Total Marks
				Internal	External	
		<b>Perspective Course</b>				
<b>A</b>	MED4PC006	Trends in Educational Management and Administration	4	30	70	100
		<b>Tool Course</b>				
<b>B</b>	MED4TC004	Approches and Practices of Counselling Psychology	4	30	70	100
		<b>Elective Courses (any one)</b>				
<b>F</b>	MED4EC001	<i>i) Economics of Education</i>	4	30	70	100
	MED4EC002	<i>ii) Inclusive Education: Practices and Issues</i>				
	MED4EC003	<i>iii) Lifelong Learning</i>				
	MED4EC004	<i>iv) Life Skills Education : Issues and Practices</i>				
<b>Total</b>			<b>12</b>			<b>300</b>

**G. PRACTICAL COMPONENTS**

<b>Semester- I</b> (Code: MEDPR001)	<b>Credits</b>	<b>Marks</b>
i) Self-development programme: Yoga and Social project	1	25
ii) Internship in Collaborating School	2	50
iii) Internship in Curriculum framing Institutions	1	25
<b>Semester -II</b> (Code: MEDPR002)		
i) Expository writing related to Education	1	25
ii) Internship in Teacher Education Institution	2	50
iii) Internship in Special Schools	1	25
<b>Semester -III</b> (Code: MEDPR003)		
i) Research proposal, Tool construction and Pilot study related to dissertation	2	50
ii) Hands on experience in data analysis	2	50
<b>Semester -IV</b> (Code: MEDPR004)		
i) Academic writing	2	50
ii) Dissertation	4	100
iii) Viva - Voce	2	50
<b>Total</b>	<b>20</b>	<b>500</b>

**Components of Internal Assessment**

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

**QUESTION PAPER DESIGN FOR M.Ed. DEGREE EXAMINATION**

The question paper for each theory course is designed for three hours duration in four sections (ie) Section – A, B, C and D. Number of questions for each sections and allotment of marks are as follows.



Section	Type of Question	Number of Questions	Marks	Maximum word limit for each answer
A	Multiple choice questions (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
<b>Total</b>			<b>70</b>	

### SEMESTERWISE DISTRIBUTION OF MARKS

Semester	Theory	Practical	Total
First	400	100	500
Second	400	100	500
Third	400	100	500
Fourth	300	200	500

<b>Total marks for Theory</b>	<b>-</b>	<b>1500</b>
<b>Total marks for Practical</b>	<b>-</b>	<b>500</b>
<b>Grand Total</b>	<b>-</b>	<b>2000</b>

### Eligibility for Appear the Examination

Each candidate should gain 85 percentage of attendance in each semester. The candidates 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 shall 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 secure 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	0.00-5.00	D	Not Satisfactory	Re-appear