
M.Ed. Curriculum Framework and Syllabus

The true teachers are those who help us think for ourselves.

-Dr. S. Radhakrishnan

Teaching is a very 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:

After the completion of the two year M.Ed. teacher education programme, the prospective teacher educators would be able 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.
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 and academic writing skills.
7. empower themselves with self development programmes.
8. gain insight about various curriculum framing organisations.
9. gain an insight into the multiple roles of a teacher educator and involve in various activities and processes of teacher education institution.
10. develop competence in organisation and evaluation of various components of teacher education programmes.
11. examine critically the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
12. understand and appreciate the research perspective on various practices in teacher education.
13. develop professional attitudes, values and interests needed to function as an effective teacher educator.

M.Ed. CURRICULUM REGULATIONS (with effect from the academic year 2017-18)

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 (2017-2019) with effect from 2017.

The major aspects of 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. Hence 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*, *Specialization 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 training, self development programme, academic writing, 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 Semester System provides choice for students to select from the prescribed courses namely Level based specialization, Specialization courses based on discipline 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. 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.

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

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 credits of all courses in all the semesters. 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^{th} semester and C_i is the total number of credits in that semester.

Transcript / Grade Card / Certificate

Based on the grades secured, a 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, the following measures are taken,

- i. Theory examinations will be conducted at the end of each semester and the practical examination will be conducted in the fourth semester.
- ii. The theoretical components towards the end of each semester shall be assessed by external examiners.

- iii. The dissertation shall be assessed by two external examiners and the open viva - voce will be conducted.
- iv. For assessing the practical components, external examiners will be invited for evaluating the practical works completed by the prospective teacher educators.
- v. Question paper for each course shall be set by external examiners.

Course of Study

The two year M.Ed. programme has 80 credits in total, in which 60 credits are allotted for theoretical components (core 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 comprises of
 - a) Perspective Courses (28 credits)
 - b) Tool Courses (12 credits)
 - c) Teacher Education Course (4 credits)
- II. The **Specialization Courses** include both theory and suggested activities which comprises
 - d) Level Based Specialization (8 credits)
 - e) Specialization Based on Discipline (4 credits)
 - f) Elective Courses (4 credits)
- III. **Internship** (6 credits) can be done in collaborating schools, teacher education institutions, curriculum framing institutions such as *NCERT/ SCERT, DIET, universities/ textbook bureaus*, educational institutions having innovative practices including schools and teacher education institutions based on the area / level of specialization.
- IV. **Research leading to Dissertation** is related to level based specialization / area (8 credits)
- V. **Practical Activities** (4 Credits)
 - i. Educational material production and expository writing
 - ii. Self-development programme - yoga and social project
 - iii. Academic writing

Components of the Programme Structure

A. Perspective Courses (28 credits)

- Philosophical and Sociological Perspectives in Education
- Advanced Educational Psychology

- Material Development in Education
- Advanced Educational Technology
- Curriculum Development
- Alternative Learning Systems
- Trends in Educational Management and Administration.

B. Tool Courses (12 credits)

- Basics in Educational Research
- Essentials of Educational Research and Statistics
- Capacity Building of Teachers

C. Teacher Education Course (4 credits)

- Teacher Education in India : Emerging Scenario

D. Level Based Specialization (8 credits)

(i) *Context and Issues in*

- Early Childhood Education
- Elementary Education
- Secondary and Higher Secondary Education
- Higher Education

(ii) *Curricular Practices in*

- Early Childhood Education
- Elementary Education
- Secondary and Higher Secondary Education
- Higher education

The prospective teacher educator shall select any one course from (i) and (ii) from the level based specialization.

E. Specialisation based on Discipline (4 credits)

Advanced Methodology in (any one)

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

F. Elective Courses – 4 credits (any one)

- Life Skills Education
- Inclusive Education: Practices and Issues
- Economics of Education
- Life Long Education

G. Practical Components, Internship and Dissertation

1. Educational material production and expository writing (1 credit)
2. Self-development programme - yoga and social project (1 credit)
3. Academic writing (2 credits)
4. Internship in collaborating school based on level based specialization for two weeks (2 credits)
5. Internship in curriculum framing institutions: *NCERT/SCERT,DIET, Universities and Autonomous Teacher Education Institutions for one week* (1 credit)
6. Internship in teacher education institution based on level based specialization for three weeks (2 credits)
7. Internship in educational institution with innovative practices.(1 credits)
8. Hands-on experience: Analysis of data using software (2 credit)
9. Dissertation (6 credits)
10. Viva – voce (2 credit)

Details of the Practical Components

1. Educational Material Production and Expository Writing

The prospective teacher educators shall

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

2. Self - Development Programme and social project

- a) On successful completion of the course on yoga offered by the college 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 in*

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) Teacher Education Institution (three weeks)

Each prospective teacher educator shall be present in a Teacher Education Institution for a period of three weeks where in 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 the comprehensive report on profile, administration and curriculum transaction and evaluation.

c. Educational Institution with Innovative Practices (one week)

The prospective teacher educator shall visit and write reflective reports on anyone educational institution (including schools and teacher education institutions) that is engaged in highlighting innovative practices in curriculum and pedagogic practices, educational planning, educational management and administration.

d. 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 curriculum framework, syllabus, curricular transaction, mode of evaluation and internship of student teachers.

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 a 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 / level of specialization of the prospective teacher educator. The dissertation shall be submitted at the end of the fourth semester.

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 specialization. Report 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 the relevant appendices

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

7. *Viva - Voce*

The open viva voce examination, which is mandatory, will be conducted by external examiners on the basis of the dissertation submitted.

Semester wise Framework of Courses (Theory Component)

As M.Ed. is a skill development programme, water tight compartmentalization 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
				Internal	External	
A		Perspective Courses				
	M1PC1701	Philosophical and Sociological Perspectives in Education	4	30	70	100
	M1PC1702	Advanced Educational Psychology	4	30	70	100
C		Teacher Education Course				
	M1TE1703	Teacher Education in India : Emerging Scenario	4	30	70	100
D		Level Based Specialisation I				
	M1LS1704	Context and issues in: Early Childhood Care and Education.	4	30	70	100
	M1LS1705	Elementary Education				
	M1LS1706	Secondary and Higher Secondary Education				
	M1LS1707	Higher Education				
		Total	16			400

Second Semester

Group	Course Code	Name of the Course	Credits	Maximum Marks		Total
				Internal	External	
A		Perspective Courses				
	M2PC1708	Material Development in Education	4	30	70	100
	M2PC1709	Advanced Educational Technology	4	30	70	100
B		Tool Course				
	M2TC1710	Basics in Educational Research	4	30	70	100
E		Specialisation based on Discipline				
	M2SD1711	Advanced Methodology in Science Education	4	30	70	100
	M2SD1712	Mathematics Education				
	M2SD1713	Language Education				
	M2SD1714	Social Science Education				
		Total	16			400

Third Semester

Group	Course Code	Name of the Course	Credits	Maximum Marks		Total
				Internal	External	
A		Perspective Courses				
	M3PC1715	Curriculum Development	4	30	70	100
	M3PC1716	Alternative Learning Systems	4	30	70	100
B		Tool Course				
	M3PC1717	Essentials of Educational Research and Statistics	4	30	70	100
D		Level Based Specialization -2				
	M3PC1718	Curricular Practices in: Early Childhood Care and Education:	4	30	70	100
	M3PC1719	Elementary Education				
	M3PC1720	Secondary and Higher Secondary Education				
	M3PC1721	Higher Education				
		Total	16			400

Fourth Semester

Group	Course Code	Name of the Course	Credits	Maximum Marks		Total
				Internal	External	
A		Perspective Course				
	M4PC1722	Trends in Educational Management and Administration	4	30	70	100
B		Tool Course				
	M4TC1723	Capacity Building of Teachers	4	30	70	100
F		Elective Courses (any one)				
	M4EC1724	Life Skills Education	4	30	70	100
	M4EC1725	Inclusive Education : Practices and Issues				
	M4EC1726	Economics of Education				
	M4EC1727	Life Long Education				
		Total	12			300

G. Practical Components

Semester I	Credits	Marks
i) Self- development Programme : Yoga & Social Project	1	25
ii) Internship in Collaborating School	2	50
iii) Internship in Curriculum framing Institutions	1	25
Semester II		
i) Educational Material Production Skill and Expository Writing	1	25
ii) Internship in Teacher Education Institution	2	50
iii) Internship in Educational Institution with Innovative Practices	1	25
Semester III		
i) Research proposal, tool construction and pilot study related to dissertation	2	50
ii) Hands on experience in data analysis	2	50
Semester IV		
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 of three tests (1 online test, 1 open book examination, 1 class test)	10
2.	Suggested activities (2 for each course)	10
3.	Seminar (to be uploaded on blog)	5
4.	Assignment (online submission)	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 EXAMINATIONS

Duration : 3 Hours

Section	Type of Question	No. of Questions	Marks
A.	Multiple choice question (statement form)	Ten (No Choice)	10x1=10
B.	Very short answer	Five (No Choice)	5x3=15
C.	Short answer	Five (Out of 7)	5x5=25
D.	Essay	Two (with internal Choice)	2x10=20
	Total		70

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 the 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
Below 50	-	0.00-5.00	D	Not Satisfactory	Re-appear

Note: *There will no grade point below 6 as passing standard 12 50%*