

Key Indicator – 1.2 Academic Flexibility

Metric No. 1.2.1 – Curriculum provides adequate choice of courses to students as optional/electives including pedagogy courses for which teachers are available



Any other relevant information

University Syllabus


PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203



TAMIL NADU TEACHERS EDUCATION UNIVERSITY
(Established under Tamil Nadu Act 33 of 2008)
Chennai-600 097

DEGREE OF MASTER OF EDUCATION (M.Ed.)

REGULATIONS AND SYLLABUS
for
TWO-YEAR M.Ed. DEGREE PROGRAMME
(UNDER CBCS SEMESTER PATTERN)

(With effect from the Academic Year 2020-2021 onwards)

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REGULATIONS AND SYLLABUS FOR TWO-YEAR M.Ed. (UNDER CBCS SEMESTER PATTERN)

Preamble of the Programme

Education plays a key role in the development of a society and a country. The extent to which education is able to contribute to the process of socio-economic development and transformation of the nation depends on the trained and qualified human resources developed in the academic institutions and universities. In order to produce qualified human resources required for the country, the academic institutions should be equipped with adequate resources, competent and committed teachers and properly designed curriculum. The Tamil Nadu Teachers Education University has been producing and supplying trained and qualified teachers, teacher educators, and other educational professionals including curriculum designers, education policy analysts, educational planners, educational administrators, educational supervisors, school principals, and educational researchers to the country for more than one decade by offering B.Ed., M.Ed., M.Phil., and Ph.D. Degree Programmes.

General Objectives of the Programme

The overall objective of the M.Ed. programme is to produce higher level of manpower such as teachers, teacher educators, principals, educational planners and administrators, educational policy analysts and other kind of experts in the field of education.

Specific Objectives of the Programme

- PO1: To produce qualified and competent teachers and teacher educators
- PO2: To provide knowledge on historical, philosophical and sociological foundation of educational practices
- PO3: To provide training to become educational psychologists and counsellors
- PO4: To provide opportunities to critically examine and reflect on the concept, content, organization and status of elementary and secondary teacher education curriculum, infrastructure, resources needed, and issues and problems related to teacher preparation
- PO5: To give training to design and develop curriculum, syllabus, textbooks and preparation of other instructional materials
- PO6: To provide input on various methods of research, select/develop research tools, apply appropriate statistical techniques to analyse the data and infer results
- PO7: To motivate to learn and use sound principles and techniques in the learner- centred instructional process
- PO8: To encourage actively participate in educational measurement and evaluation processes
- PO9: To produce educational planners, administrators, managers, supervisors, researchers, and other educational experts
- PO10: To develop skills to identify and solve the educational problems at national and international level



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- PO11: To critically examine the role and functions of various agencies including the regulatory bodies in enhancing the quality of teacher education
PO12: To make to understand education as a discipline of study
PO13: To motivate to use the information and communication technologies (ICTs) in the teaching-learning process
PO14: To enable to realize the importance of early childhood care and education
PO15: To examine the status and issues related to women and the role of education to address the issues
PO16: To know the importance of special and inclusive education, and legislative measures to deal with education of children with diverse needs
PO17: To prepare to carryout field internship, practical and dissertation works

Eligibility for Admission

- (a) Candidates seeking admission to the M.Ed. Degree Programme should have obtained at least 50% marks (aggregate in theory and practicum) or an equivalent grade in the following programmes:
- i) B.Ed.
 - ii) B.A.B.Ed.
 - iii) B.Sc.B.Ed.
 - iv) B.El.Ed.
- (b) Reservation and relaxation of marks for SC/ST/OBC/PWD and other applicable categories shall be as per the Central Government / State Government whichever is applicable.
- (c) Admission shall be made on the basis of marks obtained in the qualifying examination and in the entrance examination or any other selection process as per the policy of the State Government / Central Government / University in force from time to time.

Duration of the Programme

The Master's Degree in Education (M.Ed.) under Choice Based Credit System (CBCS) shall be of two academic years comprising four semesters with 90 credits. Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme. The term 'complete the programme' means passing all the prescribed theory and practical examinations of the programme to become eligible for the degree. The number of working days for each semester shall be of 100 inclusive of classroom transaction, practicum, field study, and conduct of examination.

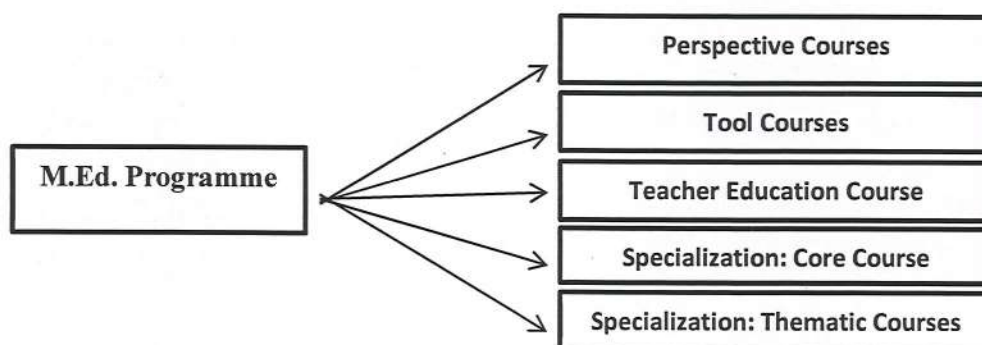


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Programme Content

The two-year M.Ed. Programme is comprised of five inter-related curricular areas – (i) Perspective Courses (ii) Tool Courses (iii) Teacher Education Course (iv) Specialization of Core Course, and (v) Specialization of Thematic Courses. All the courses include in-built field based units of study, dissertation and practicum work tailored to suit the requirements of prospective teacher educators. Transaction of the courses shall be done using a variety of approaches, including academic writing, self-development activities, and field visits.



Specific Outcomes of the Programme

- SOP1: Able to demonstrate the competencies of teacher educators
- SOP 2: Understand the historical, philosophical and sociological implications of education
- SOP 3: Able to serve as educational psychologists and counsellors
- SOP 4: Able to provide constructive feedback to restructure the elementary and secondary teacher education programmes and teacher preparation process
- SOP 5: Capable of designing and developing curriculum and other learning resources
- SOP 6: Able to demonstrate the research skills by undertaking research projects
- SOP 7: Realises the values of learner-centred instruction
- SOP 8: Actively participate in educational measurement and evaluation processes
- SOP 9: Capable to serve as educational planners, administrators, managers, supervisors and other positions in the field of education
- SOP 10: Able to provide solutions to educational problems
- SOP 11: Able to suggest measures for effective functioning of various agencies including the regulatory bodies to enhance the quality of teacher education
- SOP 12: Understand education as a separate discipline
- SOP 13: Capable of using the information and communication technologies (ICTs) in teaching-learning process
- SOP 14: Understand the importance of early childhood care and education
- SOP 15: Realises the importance of education in improving the status of women and addressing their issues
- SOP 16: Understand the emerging trends in education for children with special needs

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SOP 17: Explain the skills needed to successfully complete the field internship, practicum components and dissertation works


Course-wise Credit Allotment

Sl.No.	Name of the Course	Number of Courses	Total Credits
1.	Perspective Courses (PC)	8	32
2.	Tool Courses (TC)	4	16
3.	Teacher Education Course (TEC)	1	4
4.	Specialization: Core Course (SCC)	1	4
5.	Specialization : Thematic Courses (STC)	2	8
6.	Dissertation	-	9
7.	Practicum	-	13
8.	Online Courses	2	4
Total			90

SEMESTER-WISE COURSE STRUCTURE

FIRST SEMESTER

Type of Course	Course Code	Name of the Course	Marks			Total Credits
			Int.	Ext.	Total	
PC	MS1PC1	Historical and Political Economy of Education in India	30	70	100	4
	MS1PC2	Advanced Educational Psychology	30	70	100	4
TC	MS1TC1	Basics in Educational Research	30	70	100	4
TEC	MS1TE1	Teacher Education in India: Elementary Level	30	70	100	4
	MS1TE2	Teacher Education in India: Secondary Level				
Dissertation	MS1DN1	Review of Literature, Problem Identification and Writing Research Proposal	25	-	25	1
Practicum	MS1PM1	Field Immersion in the Co-operative Schools (10 Working Days)	25	-	25	1
	MS1PM2	Self Development: Yoga	50	-	50	2
Total			220	280	500	20


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Dissertation: In the first semester, the students have to identify two different research problems, write research proposals for the same and submit them to the concerned College / Department. The Principal / Head of the Department shall constitute a three member Research Advisory Committee including the supervisor of the candidate and two other senior teachers working in the institution at the M.Ed. level to monitor the research activities of the College / Department. The Research Advisory Committee shall scrutinise and finalise the research proposals. Then the Principal shall send the proposals (two) to the Controller of Examinations, Tamil Nadu Teachers Education University for further scrutiny and approval. The Research Advisory Committee shall evaluate the dissertation related work and award the internal marks for the students.

Practicum: (a) Field Immersion in the Co-operative Schools (10 Working Days)

The prospective teacher educators shall be present in the co-operative schools concerned to the Teacher Education Institutions and prepare a reflective report upon the administration, curriculum transaction, mode of evaluation and student-teachers' curricular and co-curricular activities. The report of the same has to be submitted to the concerned College / Department.

(b) Self-Development Programme: Yoga

The prospective teacher educators shall demonstrate and conduct 10 sessions of Yoga to the students of the Co-operative schools. The procedures of these activities have to be recorded and submitted to the concerned College / Department.

The Principal / Head of the Department shall constitute a three member Evaluation Committee consisting three senior teachers working in the institution at the M.Ed. level to assess all the practicum related works/records (excluding the dissertation related work) and award the internal marks for the students.

SECOND SEMESTER

Type of Course	Course Code	Name of the Course	Marks			Total Credits
			Int.	Ext.	Total	
PC	MS2PC3	Philosophy of Education	30	70	100	4
	MS2PC4	Curriculum Design and Development	30	70	100	4
TC	MS2TC2	Advanced Educational Research and Statistics	30	70	100	4
STC	MS2ST1	Planning and Administration of				

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		Elementary Education	30	70	100	4
	MS2ST2	Planning and Administration of Secondary Education				
Dissertation	MS2DN2	Presentation of Research Proposal	25	-	25	1
Practicum	MS2PM3	Field Visit to Teacher Education Institutions (10 Working Days)	25	-	25	1
	MS2PM4	Psychology Practical (Minimum 10)	50	-	50	2
Total			220	280	500	20

Dissertation: In the second semester, the Principal / Head shall arrange a Research Colloquium to enable each student give a presentation on his/her research proposal. The Research Advisory Committee shall evaluate the candidate's performance and award the internal marks to him/her.

Practicum: (a) **Field Visit to Teacher Education Institutions (10 Working Days)**

The prospective teacher educators shall visit and write reflective reports on any one of the Teacher Education Institutions that is engaged in developing innovative curriculum and pedagogic practice, educational policy planning, educational management and administration, etc. The reflective reports should be submitted to the concerned College / Department.

(b) Psychology Practical

Each prospective teacher educator is expected to conduct a minimum of 10 practical (5 Experiments and 5 Paper-pencil Tests) during the second semester (List of practical is given in the syllabus of Advanced Educational Psychology). The practical records should be submitted to the concerned College / Department. The three members Evaluation Committee shall assess the practicum related works/records and award the internal marks for the students.

THIRD SEMESTER

Type of Course	Course Code	Name of the Course	Marks			Total Credits
			Int.	Ext.	Total	
PC	MS3PC5	Sociology of Education	30	70	100	4
	MS3PC6	Advanced Techniques of Instruction	30	70	100	4
TC	MS3TC3	Educational Measurement and Evaluation	30	70	100	4

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SCC	MS3SC1	Curriculum, Pedagogy and Assessment at Elementary Level	30	70	100	4
	MS3SC2	Curriculum, Pedagogy and Assessment at Secondary Level				
Dissertation	MS3DN3	Selection/Development of Research Instruments and Data Collection	25	-	25	1
Practicum	MS3PM5	Field Based Internship in Co-operative Schools (5 Working Days)	25	-	25	1
	MS3PM6	Field Based Internship in Teacher Education Institutes (15 Working Days)	50	-	50	2
Total			220	280	500	20

Dissertation:

In the third semester, each prospective teacher educator has to select/develop the research tools/instruments and collect the data pertaining to his/her research problem. The Principal / Head shall arrange a Research Colloquium to enable each student give a presentation on adoption/development of research tools/instruments related his/her research. The Research Advisory Committee shall evaluate the process involved in the adoption/development of tools/instruments by the candidates and award the internal marks to him/her.

Practicum: (a) Field based Internship in Co-operative Schools (5 Working Days)

The prospective teacher educators shall observe the teaching and other co-curricular activities of students both at Level I & II in the Co-operative Schools and submit their reflective records to the concerned College / Department.

(b) Field Based Internship in the Teacher Education Institution (15 Working Days)

Each prospective teacher educator shall be attached with their parent Teacher Education Institution or any one of the Teacher Education Institutions for field immersion for a period of 15 days continuously to undertake the activities specified below.

The prospective teacher educators shall be engaged handling 12 classes during the field immersion in their parent Teacher Education Institution or nearby Teacher Education Institution affiliated to TNTEU offering B.Ed Programme.

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Each prospective teacher educator shall submit their field based/attachment appraisal reports duly endorsed by the Mentor as well as by the Head of the Institution, where he/she is attached with and the same is to be submitted to the concerned College / Department. The three members Evaluation Committee shall assess the practicum related works/records and award the internal marks for the students.

FOURTH SEMESTER

Type of Course	Course Code	Name of the Course	Marks			Total Credits
			Int.	Ext.	Total	
PC	MS4PC7	Educational Studies	30	70	100	4
	MS4PC8	Comparative Education	30	70	100	4
TC	MS4TC4	ICT on Teaching and Learning	30	70	100	4
STC	MS4STC3	Early Child Care and Education	30	70	100	4
	MS4STC4	Trends in Indian Higher Education				
	MS4STC5	Women's Education				
	MS4STC6	Guidance and Counselling				
	MS4STC7	Education for Differently-Abled				
Dissertation	MS4DN4	Dissertation	-	60	100	4
	MS4DN5	Viva-Voce	-	40		2
Practicum	MS4PM7	Hands on Training	50	-	50	2
	MS4PM8	Communication Skills: Academic Writing	50	-	50	2
Total			220	380	600	26
ONLINE COURSES (CHOICE BASED)						
Online Courses	MS4OC1	MOOC-SWAYAM-1 (Not less than 4 weeks)	-	-	-	2
	MS4OC2	MOOC-SWAYAM-2 (Not less than 4 weeks)	-	-	-	2
The M.Ed. students should complete the online courses on their choice and the Course Completion Certificates need to be submitted to the TNTEU through the concerned College / Department before the commencement of fourth semester theory examinations.						30

Dissertation: In the fourth semester, the prospective teacher educators have to complete the data analysis, interpretations and submit the dissertation before the commencement of the fourth semester theory examinations.

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The Principal / Head shall arrange a Research Colloquium to enable each student give a presentation before submission of the dissertation to the university for external evaluation subject to the approval of the Research Advisory Committee.

Practicum:

(a) Hands on Training

The prospective teacher educators shall prepare the master table based on the data collected and the data shall be statistically analysed by using any relevant software. The data (questionnaires, inventories, etc) and the output of the data shall be submitted during the viva-voce examination.

(b) Communication Skills: Academic Writing

The prospective teacher educators are expected to present the academic writing in the form of a research article related to the dissertation topic in the research colloquium of the respective Teacher Education Institution and the same shall be submitted to the concerned College / Department.


The three members Evaluation Committee shall assess the practicum related works/records and award the internal marks for the students.

Medium of Instruction

The medium of the programme for both instruction and examination shall be of in Tamil or English depending on the availability of medium of instruction in the Colleges of Education / University Departments.

Attendance

1. In each semester, a student shall earn a minimum of 80% attendance for theory courses and practicum, and 90% field attachment/internship/immersion. In special cases, the Vice-Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the Principal / Head of the Department, based on medical grounds duly certified by a Government Medical Officer not below the rank of an Assistant Civil Surgeon.
2. Student who is continuously absent for ten days or more at any point of time, a showcase notice shall be served stating that he/she has to forfeit his/her seat, if, he/she fails to report to the College / University Department immediately.
3. The student whose attendance is below 70% and more than 40% may be given readmission within a period of two consecutive years with full fee but without appearing at the entrance examination and in such a case the student has to fulfil all the rules and regulations which are followed by a fresh student.


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