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)

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

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.

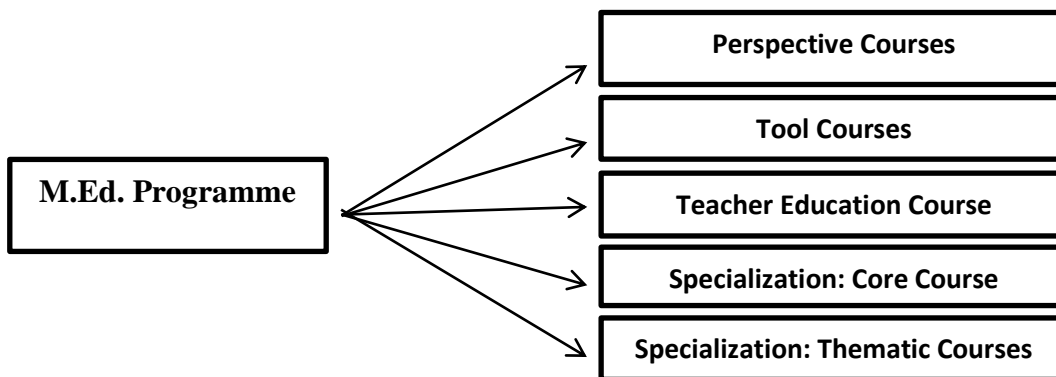   ii) B.A.B.Ed.

     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.

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

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

SOP - OF INDHIRA COLLEGE OF EDUCATION

The Indhira College of Education is dedicated to providing a transformative educational experience for aspiring educators. Our goal is to cultivate a community of lifelong learners who are committed to promoting equity and excellence in all educational settings.

With a strong emphasis on hands-on learning and practical experience, our programs aim to prepare future educators to be innovative, compassionate, and effective leaders in the field of education. Our faculty are dedicated to mentoring and supporting students throughout their academic journey, helping them develop the necessary skills and knowledge to make a positive impact in the lives of their students.

At Indhira College of Education, we believe that education is a powerful tool for social change, and we are committed to empowering our graduates to create a more just and inclusive society through their work in education.