

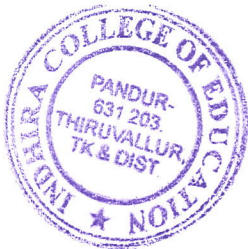
CRITERIA II


TEACHING- LEARNING AND EVALUATION

2.7 Students Performance and Learning Outcomes

2.7.3 The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and is monitored and used for further improvements

Any other relevant information




PRINCIPAL
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PANDUR, THIRUVALLUR-631 203

Managed by Indira Educational and Charitable Trust



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
(Semester Pattern)**

Choice Based Credit System

(OUTCOME BASED EDUCATION)

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

Programme Code : 20MD001

A. Jeyaraj
PRINCIPAL
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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.

Programme Outcomes

After completion of this Programme, the Prospective teacher educators will be able to develop:

- PO1: analytical and reasoning skills
- PO2: team work and leadership quality
- PO3: critical thinking and Problem-solving ability
- PO4: scientific reasoning and research competencies



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PO5: digital literacy and communication skills

PO6: self-directed and life-long learning.

Specific Objectives of the Programme

1. To produce qualified and competent teachers and teacher educators
2. To provide knowledge on historical, philosophical and sociological foundation of educational practices
3. To provide training to become educational psychologists and counsellors
4. 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
5. To give training to design and develop curriculum, syllabus, textbooks and preparation of other instructional materials
6. To provide input on various methods of research, select/develop research tools, apply appropriate statistical techniques to analyse the data and infer results
7. To motivate to learn and use sound principles and techniques in the learner- centred instructional process
8. To encourage actively participate in educational measurement and evaluation processes
9. To produce educational planners, administrators, managers, supervisors, researchers, and other educational experts
10. To develop skills to identify and solve the educational problems at national and international level
11. To critically examine the role and functions of various agencies including the regulatory bodies in enhancing the quality of teacher education
12. To make to understand education as a discipline of study
13. To motivate to use the information and communication technologies (ICTs) in the teaching-learning process
14. To enable to realize the importance of early childhood care and education
15. To examine the status and issues related to women and the role of education to address the issues


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