

M. Ed PROGRAMME

Medium of Instruction

Medium of Instruction and Examination of the course shall be English. However, candidates who desire to write the examination in Malayalam may be permitted to do so.

Duration

The duration of M.Ed. programme under choice based credit and semester system (CBCSS) shall be 4 semesters of six month each. The duration of each semester shall be a minimum of 630 to 700 hours distributed over 90 - 100 working days spread over 18-20 five day working weeks. First Semester and third semester is from June to October in the respective year, Second Semester and fourth Semester is from 16th November to 15th April in the respective year. Inter semester break after I Semester and III semester will be from 1st to 15th November in the respective year and Inter semester break after II semester will be from 16th April to 31st May.

A student may be permitted to complete the programme, on valid reasons, within a period of 6 semesters from the date of commencement of the first semester of the programme. The successful completion of the programme would lead to the award of Masters Degree in Education.

Admission

Admission of students is carried out as per the rules and regulations of the Government / University / NCTE. Candidates should have passed B Ed degree in the subject concerned from any of the Universities in Kerala or of any other University recognized by Mahatma Gandhi University as equivalent thereto for admission with a minimum of 55% marks or CGP A of 2.2 with the existing relaxation of marks for SC/ST/OEC/SEBC candidates.

Attendance

One semester of M. Ed programme will normally consist of 100 working days of 6 hours each. A candidate shall earn a minimum of 80% attendance out of the total working days in each semester. For the internship a candidate shall earn a minimum of 90% attendance out of the days allotted for the same. Shortage of attendance (each semester) up to 10% may be condoned by the Vice Chancellor on the recommendation of the principal of the college/head of the institution on genuine grounds. The percentage of attendance of a candidate shall be calculated based on the total number of working days in the concerned semester as stipulated by University/NCTE. If a candidate is failed to appear for the examination due to shortage of attendance in a semester, he/she shall obtain readmission to the respective semester in any of the subsequent batches and complete the course as per the rules and regulations of the University.

Structure of the M.Ed. Programme

Programme Duration	4 Semesters
Minimum Credits Required for successful completion of the Programme	80
Minimum credits required for Common core courses (11 courses) and field Internship	48
Minimum credits required for specialization courses (5 courses) and field Internship	24
Dissertation and Viva-Voce	8
Minimum Attendance Required	80%
Minimum attendance required for internship	90%

Programme Structure

Two year programmes in four semesters

Semester I	5 Courses	5 Common core courses (Includes 3 perspective courses one tool course and one teacher education course)	5 X 4 = 20 Credits
Semester II	5 Courses	5 Common core courses - (includes 3 perspective courses, and a tool course)	5 X 4 = 20 credits
Semester III	4 Courses	1 Common core course - (Teacher Education Course) 3 Specialization courses (includes one Specialisation core course and two Theme based Specialisation courses.) Field Internship	1 X 4 = 4 Credits 3 X 4 = 12 Credits 4 Credits
		Total	20 Credits
Semester IV	2 Courses	2 Specialization courses (One Specialisation core course and one Theme based specialisation course.)	2 X 4 = 8 Credits

		Field Internship	4 Credits
		Dissertation	6 Credits
		VivaVoce	2Credits
		Total	20 Credits
Total = 20 + 20 + 20 + 20 = 80 Credits			

Semester - 1

Course Code	Course type	Course Name	Credits	Internal marks	External marks	Total marks
EDU 901	Common Core Course - Perspective course (Taught course and Practicum)	Philosophy of Education	4	20	80	100
EDU 902	Common Core Course - Perspective course (Taught course and Practicum)	Advanced Educational Psychology- Learning and Development	4	20	80	100
EDU 903	Common Core Course - Perspective course (Taught course and Practicum)	Introduction to Education Studies	4	20	80	100
EDU 904	Common Core Course - Tool course (Taught course and Practicum)	Introduction to Educational Research and Statistics	4	20	80	100
EDU 905	Common Core Course - Teacher Education course (Taught course and Practicum)	Theoretical Bases of Teacher Education	4	20	80	100
Total			20			500
Inter Semester Break						

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Course Summary of Two Year M.Ed. Programme

Semester - II

Course Code	Course type	Course Name	Credits		Internal marks	External marks	Total marks	
EDU 906	Common Core Course - Perspective course (Taught course and Practicum)	Sociology, History and Political Economy of Education	4		20	80	100	
EDU 907	Common Core Course - Perspective course (Taught course and Practicum)	Advanced Educational Psychology - Individual Differences	4		20	80	100	
EDU 908	Common Core Course - Perspective course (Taught course and Practicum)	Curriculum Development and Transaction	4		20	80	100	
EDU 909	Common Core Course - Tool course (Taught course and Practicum)	Advanced Educational Research and Statistics	4		20	80	100	
EDU 910	Common Core Course - Tool course (Taught course and Practicum-internal evaluation only)	ICT and Skill Development*	1	4	25		100	
		1)ICT						25
		2)Communication Skill& Expository Writing						
		3) Academic Writing including Research Proposal						
4) Self Development including Yoga	25							
Total			20				500	
Inter Semester Break								

* Internal evaluation of each component course in ICT and Skill Development shall be done through workshops. Evaluation shall be made on the basis of theoretical (10 marks) and practical knowledge (15 marks) attained by the student in each component course.

Semester 3

Course Code	Course type	Course Name	Cre dits	Internal marks	External marks	Total Marks
EDU 911	Common Core Course - Teacher Education Course (Taught course and Practicum)	Teaching, Research, Innovations and Issues in Teacher Education	4	20	80	100
EDU 912	Core within Elementary Specialisation course (Taught course and Practicum)	Context and issues of Elementary education	4	20	80	100
		Specialisation Course (one course from Thematic Cluster- A(913) shall be opted)				
		Thematic Cluster-A (913): Current Practices in Education				
EDU 913.1	Specialisation course (Taught course and Practicum)	Educational Evaluation	4	20	80	100
EDU 913.2	Specialisation course (Taught course and Practicum)	Educational Technology	4	20	80	100
EDU 913.3	Specialisation course (Taught course and Practicum)	Guidance and Counselling	4	20	80	100
EDU 913.4	Specialisation course (Taught course and Practicum)	Knowledge and Learning Management	4	20	80	100
EDU 913.5	Specialisation course (Taught course and Practicum)	Comparative Education	4	20	80	100
EDU 913.6	Specialisation course (Taught course and Practicum)	Material and Instructional Design	4	20	80	100
EDU 913.7	Specialisation course (Taught course and Practicum)	Early Childhood Care and Education	4	20	80	100
EDU 913.8	Specialisation course (Taught course and Practicum)	Higher Education	4	20	80	100

		Specialisation Course (one course from Thematic Cluster- B(914) shall be opted)				
		Thematic Cluster-B(914). Emerging issues in Education				
EDU 914.1	Specialisation course (Taught course and Practicum)	Environmental Education	4	20	80	100
EDU 914.2	Specialisation course (Taught course and Practicum)	Inclusive Education	4	20	80	100
EDU 914.3	Specialisation course (Taught course and Practicum)	Non Formal Education	4	20	80	100
EDU 914.4	Specialisation course (Taught course and Practicum)	Education of the Marginalised	4	20	80	100
EDU 914.5	Specialisation course (Taught course and Practicum)	Educational Planning and Management	4	20	80	100
EDU 914.6	Specialisation course (Taught course and Practicum)	Economics of Education	4	20	80	100

EDU 914.7	Specialisation course (Taught course and Practicum)	Quality Assurance in Education	4	20	80	100
EDU 914.8	Specialisation course (Taught course and Practicum)	Human Rights and Value Education	4	20	80	100
EDU 915	Core Course -Field Internship	Field Internship in primary schools & Primary Teacher Education Institutions and field site relevant to area of specialisation opted from thematic clusters A & B.	4	100		100
Total			20			500
Inter semester Break						

Semester 4

Course Code	Course type	Course Name	Cre dits	Internal marks	External marks	Total Marks
EDU 916	Core within Secondary and Senior Secondary specialisation course (Taught course and Practicum)	Context and issues of Secondary and Senior Secondary Education	4	20	80	100
		Specialisation Course (one course from Thematic Cluster- C (917) shall be opted)				
		<u>Thematic Cluster-C (917): Advanced Methodology and Pedagogical Practices of Optional subjects in Secondary and Senior Secondary Education</u>				
EDU 917.1	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Language Education - English	4	20	80	100
EDU 917.2	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Language Education - Malayalam	4	20	80	100
EDU 917.3	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Language Education - Hindi	4	20	80	100
EDU 917.4	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Language Education - Sanskrit	4	20	80	100
EDU 917.5	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Language Education - Arabic	4	20	80	100
EDU 917.6	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Mathematics Education	4	20	80	100
EDU 917.7	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Science Education	4	20	80	100

EDU 917.8	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Social Science Education	4	20	80	100
EDU 917.9	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Commerce Education	4	20	80	100
EDU 917.10	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of IT and Computer Science Education	4	20	80	100
EDU 918	Core Course -Field Internship	Field Internship in Secondary and Senior Secondary schools & Secondary Teacher Education Institutions and field site relevant to the area of specialisation opted from Thematic cluster - C	4	100		100
EDU 919	Dissertation	Dissertation	6	150	150	150
EDU 920	Dissertation	Viva –Voce	2		50	50
		Total	20		500	500

Semester wise credits and marks

Semester	Credits	Marks
Semester 1	20	500
Semester 2	20	500
Semester 3	20	500
Semester 4	20	500
Total	80	2000

INTERNSHIP

It is the period of supervised training required for qualifying for a profession. The teacher educand is expected to familiarise himself/herself with the ongoing practices including administration, curricular and co curricular activities that are being imparted in the Schools/ Primary Teacher Education Institutions/ Secondary teacher training institutions and field experience relevant to the area of specialisation opted from Thematic Clusters A, B and C. Each teacher educand shall take a minimum of five classes in the Primary and secondary teacher education institutions under the supervision of the teacher educators/mentor teacher educator from the respective institutions. Internship in field site relevant to the area of specialisation opted from Thematic Clusters shall be done under the supervision of a teacher educator/field mentor. Each teacher educand has to keep a separate record for the activities in each institution and field site during his or her internship. Internship programme in the third and fourth semester is to be evaluated through continuous internal evaluation.

Marks Allotted for Internship

Semester	Institutions for Internship	Marks	Credits
III Semester	Primary Schools	25	1
	Primary Teacher Education Institutions	50	2
	Field site relevant to the area of specialisation opted from Thematic cluster A&B	25	1
IV Semester	Secondary and Senior Secondary Schools	25	1
	Secondary Teacher Education institutions	50	2
	Field site relevant to the area of specialisation opted from Thematic Cluster C	25	1

Research Dissertation and Viva-Voce

The dissertation is a compulsory component of the M.Ed programme. A dissertation is distinguished from other writing assignments in the programme on the basis of the expectations and processes involved therein. It is visualised as a curricular space where students (with guidance of a faculty member) learn to plan and conduct a research, and write a dissertation. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research. Thus, while the product or the outcome of this component (i.e. dissertation) is important, the process through which it is arrived at is also equally significant. Various skills that are expected to be developed through this component include: articulating and formulating a research problem and research questions, designing a plan to study it, executing the plan (which includes engaging with the relevant body of literature and theory (/ies), analysing and writing the findings in an academic fashion, and presenting the work. The dissertation should preferably be in the area of specialisation that a student opts or in the areas introduced in the perspective courses. While a dissertation may be submitted at the end of the Semester 4 of the programme, the process of arriving at should begin early on, ideally in the Semester 2 onwards. This also means that the assessment of this component is spread over in various stages of this process, viz., preparation and presentation of a research proposal, preparation of tools, collection of data, analysis of data, preparation of the draft and final dissertation and presenting it in a viva-voce examination. These could be in the form of special tutorials in relevant courses. All these stages should be given due weightage in the assessment of the dissertation. Report should be approximately between 10000 to 20000 words depending upon the nature of the topic. For evaluating the Dissertation, there will be external and internal evaluation by experts followed by viva-voce. The viva-voce will be based on Research Methodology and the Dissertation. Out of the 8 credits for Dissertation component, 6 credits are for the Dissertation and 2 credits are for the viva –voce. For dissertation average marks of Internal and external evaluation is to be taken for calculating the grade of dissertation. All the students who have appeared for the fourth semester examination and submitted the dissertation shall appear before the duly constituted board of examination for viva-voce.