

MASTER OF EDUCATION (M.Ed.) PROGRAMME

Introduction

The M.Ed. Programme designed and developed jointly by the Distance Education Council (DEC), Indira Gandhi National Open University (IGNOU) and National Council of Teacher Education (NCTE) is a two-year programme offered through open and distance learning (ODL) system. It is an innovative programme, utilizing self-learning materials (SLMs) and information and communication technologies (ICTs) along with an interactive personal contact programme component. To effectively impart instruction, the programme follows the multimedia approach, viz., print materials, audio-video components, teleconferencing, Interactive Radio Counselling (IRC), assignments, counselling sessions, personal guidance for research, workshops, individual and group activities, etc.

The main purpose of this programme is to prepare teacher educators and educational administrators/managers to develop a global as well as a national vision for education in the modern concept of the 21st century, acquainting them with the *state-of-the art* technology applicable in the practice of education. Further, it seeks to prepare educational experts capable of generating knowledge by the application of scientific method of inquiry or investigation, and to develop a critical mind which can sense gaps in knowledge and find solutions to problems relating to the theory and practice of education. It further seeks to widen the horizon of teachers/educational administrators and to enable them to obtain an international perspective in education.

M.Ed. is a professional programme and, therefore, it focuses on comprehensive and integrated professional development of teachers and other personnel engaged in educational management and administration.

The programme is aimed at developing competency and skills so that one can share the responsibility of preparing teachers for diverse situations by using a variety of instrumentalities including ICTs. The Programme is, therefore, intended to address professional areas of concern, knowledge, skills and attitudes relating to how to teach and how to facilitate learning. The other focused areas include the role of teachers in changing global socio-economic concerns, organization of teacher education in the country, understanding teaching in a comparative perspective, meeting the requirements of 'education for all', and 'training for all', and preparing teachers to meet the challenges of the 21st century.

Objectives of the Programme

To achieve this comprehensive goal/objective, the programme seeks to:

- develop specialized knowledge and understanding about the philosophical and sociological bases of education;
- develop ability to understand human behaviour and personality, and capability to apply this knowledge and understanding to guide the learners to learn efficiently and effectively;
- develop national and international perspective about educational theory and practice to enable the learners to visualize the inter-linkages and dependency among different educational systems;
- develop a working knowledge of ICTs and their application in formal and non-formal systems of education and for teacher empowerment;
- develop knowledge and understanding of management, planning and financing of education; as also develop managerial and administrative capabilities and skills to effectively manage educational institutions;



- develop knowledge and understanding of the process of educational research and aptitude for and skill in conducting research in specialized areas of education and thus generate knowledge or critically evaluate existing knowledge; and
- generate awareness and understanding of some specialized areas of education and human development like special needs of education, curriculum development, environmental education, vocational education, teacher education, elementary education, measurement and evaluation, value education and human responsibility so as to widen the horizon of understanding of modern educational practices and to develop critical thinking pertaining to issues related to education.

Target Population

The programme is offered to:

- In-service graduate/postgraduate teachers with B.Ed. degree working in primary, secondary or senior secondary schools/colleges/equivalent academic positions in DIETs, SCERTs, or similar educational institutions.
- Headmasters/Principals and educational administrators/functionaries with B.Ed. degree.

Eligibility

B.Ed. with fifty five percent marks. Two years teaching/professional experience after completion of B.Ed programme in a Government/Government recognized school/NCTE recognized teacher education/research institution in education.

Reservation

The reservation for SC/ST/OBC and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable. There shall be relaxation of 5% marks in favour of SC/ST/OBC and other categories of candidates.

Medium of Instruction

The medium of instruction is English. However, in due course of time, the programme will be available in Hindi also. You can write your answers in the term-end examination and assignments in Hindi.

Duration and Weightage of the Programme

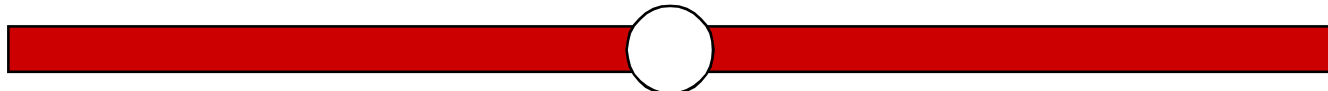
Total number of credits	: 60 credits including research dissertation
Minimum period to complete the programme	: 2 years
Maximum period to complete the programme	: 4 years

Programme Fees

The Programme fee is Rs.36,000/- for the entire programme of two years. The total fee is to be paid at the time of admission.

Course Details

As already mentioned, the programme can be completed in a minimum of two years and a maximum of four years duration. The theory courses and dissertation will be offered in the first year and the second year as given below:



1st Year	Credits
Compulsory Courses:	
MES-051 : Education : Philosophical and Sociological Perspectives	6 Credits
MES-052 : Psychology of Learning and Teaching	6 Credits
MES-053 : Educational Management, Planning and Finance	6 Credits
MES-054 : Methodology of Educational Research	6 Credits
Optional : Any one course out of the following:	
MESE-057 : Measurement and Evaluation in Education	6 Credits
MESE-058 : Educational and Vocational Guidance and Counselling	6 Credits
MESE-059 : Teacher Education in India : Growth and Development	6 Credits

2nd Year	Credits
Compulsory Courses:	
MES-055 : Comparative Education : National and International Perspectives	6 Credits
MES-056 : Educational Technology	6 Credits
Optional : Any one of the following courses:	
MESE-060 : Curriculum Development and Transaction	6 Credits
MESE-061 : Open and Distance Learning Systems	6 Credits
MESE-062 : Vocational Education	6 Credits
MESE-064 : Special Needs Education	6 Credits
MESE-066 : Information Technology and Education	6 Credits
MESE-067 : Elementary Education.	6 Credits
MESP-068 : Dissertation (Compulsory)	12 Credits

Structure of Theory Courses

Compulsory Courses

MES-051 : Education: Philosophical and Sociological Perspectives

- Block 1 Philosophical Perspectives in Education
- Block 2 Schools of Philosophy and Their Implications for Education
- Block 3 Sociological Perspectives of Education
- Block 4 Education, Society and School System



MES-052 : Psychology of Learning and Teaching

- Block 1 Psychological Perspectives of Education – Implications for Teachers
- Block 2 Learning Theories and Approaches
- Block 3 Individual Differences
- Block 4 Educational Psychology Practicals

MES-053: Educational Management, Planning and Finance

- Block 1 Educational Management: Meaning and Scope
- Block 2 Educational Planning
- Block 3 Financing of Education
- Block 4 Recent Trends in Educational Management in India

MES-054: Methodology of Educational Research

- Block 1 Educational Research
- Block 2 Research Problem
- Block 3 Data Collection and Analysis
- Block 4 Analysis and Interpretation of Data
- Block 5 Methods of Research
- Block 6 Research Report and Dissemination

MES-055: Comparative Education: National and International Perspectives

- Block 1 Understanding Comparative Education
- Block 2 Educational Scenario: Indian Context
- Block 3 Education in Selected Countries
- Block 4 International Agencies and Organizations: Roles and Functions

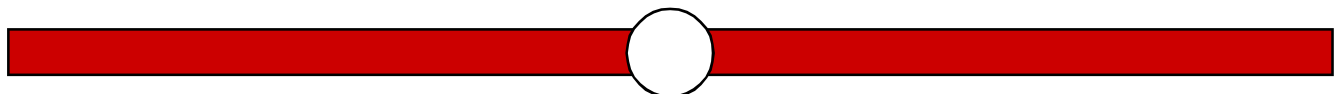
MES-056: Educational Technology

- Block 1 Introduction to Educational Technology
- Block 2 Instructional Design
- Block 3 Applications of Educational Technology
- Block 4 Development of Teaching-Learning Materials
- Block 5 Agencies, Policies and the Future of Educational Technology

Optional Courses

MESE-057: Measurement and Evaluation in Education

- Block 1 Basic Concepts in Educational Evaluation
- Block 2 Tools and Techniques of Evaluation – An Overview
- Block 3 Construction of Achievement and Selection Tests
- Block 4 Psychological Testing and Management
- Block 5 Recent Trends and Innovative Practices in Evaluation



MESE-058: Educational and Vocational Guidance and Counselling

- Block 1 Guidance: Nature, Scope and Philosophical Basis
- Block 2 Guidance Methods and Techniques
- Block 3 Essentials of Counselling
- Block 4 Organizing Guidance and Counselling Services

MESE-059: Teacher Education in India: Growth and Development

- Block 1 Teacher Education in India: Historical Perspective
- Block 2 Teacher Education Programmes and Institutions
- Block 3 Teacher Education Curriculum and Transaction
- Block 4 Teacher Education Through Open and Distance Learning
- Block 5 Innovations in and Research on Teacher Education

MESE-060: Curriculum Development and Transaction

- Block 1 Introduction to Curriculum
- Block 2 Curriculum Development
- Block 3 Curriculum Transaction
- Block 4 Curriculum Evaluation

MESE-061: Open & Distance Learning System

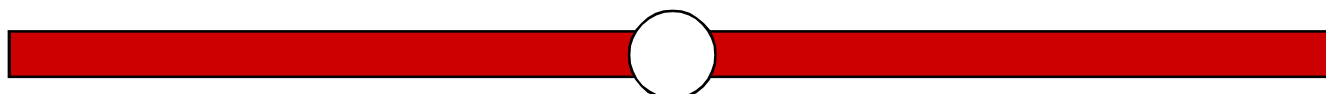
- Block 1 Open and Distance Learning: Concepts and Developments
- Block 2 Instructional Inputs
- Block 3 Instructional Transaction and Delivery
- Block 4 Evaluation and Research in ODL
- Block 5 Recent Trends and Developments in ODL: National and International Perspectives

MESE-062: Vocational Education

- Block 1 Vocational Education for Sustainable National Development
- Block 2 The National Scenario
- Block 3 The Global Perspective
- Block 4 Recent Trends in Vocational Education
- Block 5 Futuristic Approach

MESE-064: Special Needs Education

- Block 1 Understanding People with Special Needs and Social Response
- Block 2 Education of Children with Special Needs
- Block 3 Development of Adaptive Skills: Assistive Devices and Special Therapies
- Block 4 Inclusive Education
- Block 5 Recent Trends and Innovations



MESE-066: Information Technology and Education

- Block 1 Basics of Computer in Education
- Block 2 Computers and Communication
- Block 3 Use of the Internet for Teaching-Learning
- Block 4 Computer and Diverse Educational Needs

MESE-067: Elementary Education

- Block 1 Elementary Education: Its Context and Linkages
- Block 2 Indian Constitution and Status of Elementary Education
- Block 3 Pre-service and In-service Elementary Teacher Education
- Block 4 Curriculum and Research in Elementary Education and Elementary Teacher Education

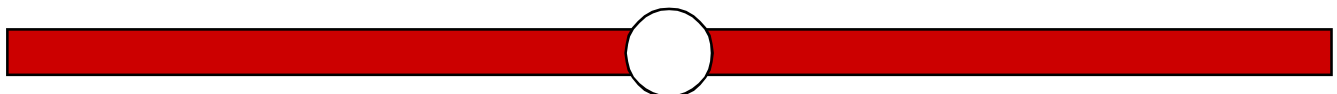
MESP-068: Dissertation (Compulsory)

Instructional System

The University follows the multimedia approach in instruction, which comprises:

- Self-instructional printed course material
- Assignments for assessment and feedback
- Audio-video programmes
- Counselling sessions, face-to-face interaction at the Programme Centre/Study Centre.
- Dissertation/Field Projects
- Broadcast/Gyan Vani
- Gyan Darshan
- EduSat
- Interactive Radio Counselling (IRC)
- Teleconference with two-way audio and one-way video
- Workshops
- Induction Programme

Self-instructional Printed Material: The printed self-instructional study material for both theory and practical components of the programmes is supplied to the learners in the form of blocks (booklets) for every course. A block usually comprises 3 to 5 units.



Audio-visual Material: The learning package contains audio and video cassettes, which have been produced by the University for better clarification and enhancement of understanding of the course material given to the learner. A video programme is normally of 25-30 minutes duration. The audio and video cassettes are listened to and screened at the study centers respectively, during specific sessions, which are duly notified for the benefit of the learners.

In addition to learning support at the Study Centres/Programme Centre, the video programmes are telecast on National Network of Doordarshan and Gyan Darshan. Selected stations of All India Radio and Gyan Vani FM Radio Channels also broadcast the audio programmes. Learners can confirm the dates for the programmes from their Study Centres. The information is also provided through the National Newspapers and IGNOU Newsletters sent to the learners periodically.

Counselling Sessions: Normally counselling sessions are held as per schedule drawn by the Study Centres/Programme Centres. These are mostly held on Saturdays and Sundays at the host institutions where the Study Centre/Programme Centre is located.

Teleconferencing: Live sessions are conducted via satellite through interactive Gyan Darshan Channel as well as simultaneously telecast on 'EduSat' Channel from the University studios at Electronic Media Production Centre (EMPC). The schedule of these teleconferences is made available at the study centers.

Gyan Darshan: The Channel is providing educational programmes to a variety of subjects for 24 hours a day to enhance the learning process. Steps are being taken to relay the Gyan Darshan Channels through different Cable Operators in the Country for wider outreach.

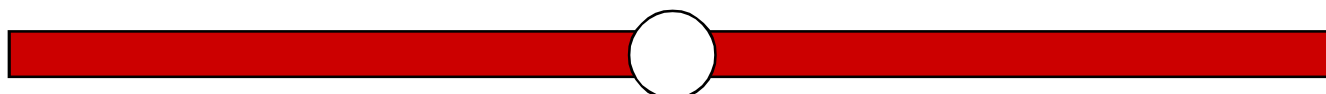
Gyan Vani: IGNOU manages FM Radio network in 40 cities and towns for education and development. EMPC is the nodal agency for implementing the project. As many as 26 FM Radio Stations at Allahabad, Bangalore, Coimbatore, Vishakhapatnam, Mumbai, Lucknow, Bhopal, Kolkata, Chennai, Delhi, Jaipur, Nagpur, Hyderabad, Panaji, Kanpur, Mysore, Guwahati, Shillong, Ahmedabad, Jabalpur, Raipur, Rajkot, Indore, Varanasi, and Aurangabad broadcast educational programmes. The broadcasts in English, Hindi and the regional languages/dialects are conducted by local resource persons. The detailed schedule can be accessed at IGNOU EMPC-Gyandarshan website <http://www.ignou.ac.in/gyandarshan/scindex.html>.

Interactive Radio Counselling (IRC): Interactive Radio Counselling is a recent concept in distance learning in India. Live counselling is provided on radio by the experts. Students can interact with experts' right from their homes on telephone. These sessions are conducted for one hour. The complete details are made available with the Programme Centres. A toll free telephone number 1800112345 has been provided for this purpose from selected cities.

Evaluation

The University follows the following evaluation system:

- Self-assessment exercises (non-credit)
- Continuous evaluation through assignments, workshops, etc.
- Term-end examination
- Evaluation of dissertation



Grading System

IGNOU uses the Grading System for evaluating the learners achievement on a Five Point Scale using Letter Grades A, B, C, D & E. The notional correlates of the letter grades are as follows:

Letter grade	Description	Point grade
A	Excellent	5
B	Very Good	4
C	Good	3
D	Satisfactory	2
E	Unsatisfactory	1

IGNOU M.Ed. Programme admissions are made strictly on the basis of merit. Only those candidates who satisfy the eligibility criteria fixed by the University will be admitted. Therefore, the candidates should not be misled by false promises of admission made by individuals or private institutions.