

**UNIVERSITY OF KERALA
THIRUVANANTHAPURAM**



TWO YEAR MASTER OF EDUCATION (M.Ed.) DEGREE PROGRAMME

CURRICULUM

(WITH EFFECT FROM 2015 ADMISSION ONWARDS)

Preface

The vision statement of the M.Ed. curriculum which reads: *Make education the Global Positioning System (GPS) of human resources and Intellectual Property Rights (IPS) of our nation as well as make citizens capable of undertaking innovations in the new millennium* which symbolizes the dream of a promising nation that banks upon its teachers to mould a generation of 21st century learners who can not only critically analyze themselves and indulge in meaningful decision making, but also are enabled to meet the challenges of a knowledge society.

The quality and functions of Teacher Education have a spectacular impact on the education system of the Nation. Since national problems and visions are not the same throughout the world, the concept of uniform curriculum for all nations in the world is Platonic. Our problems in education are very different from those in developed countries. There is, for instance, no problem of compulsory elementary education to all children up to the age of 14 years in advanced countries in the west and Europe. Unemployment among the educated is still a problem in our nation. Maintaining quality is a hurdle. Despite all the existing problems, we need to place and execute an education system that is built upon the millennium skills viz., employable skills and cognitive skills.

The present two year curriculum retains the best practices in the existing curriculum and incorporates the current educational thinking and latest developments in pedagogy and research. In continuation of the spirit of Problem Based Practicum and Reflective Practices incorporated by the previous curriculum, the present revision emphasizes field based experiences to the prospective teachers at various sectors of teacher education. A significant step in the present edition of the curriculum is the thrust given for Evidence Based Continuous Assessment as per Competency- Based Performance Indicators. The performance indicators are to be fixed based on the mental processes that the prospective teacher undergoes during the implementation of the curriculum and hence thrust is given for process-based classroom procedures and reflective sessions through guided discovery.

The BOS (PG) has taken initiative in preparing the two year curriculum on a war footing in order to avoid delay in beginning the two year M.Ed. Programme. Extensive discussions and consultations were made among very eminent resource persons nationwide and the process involved decision-making and detailed planning. The senior Faculty members in the field of teacher education, members of the Faculty of Education and Board of Studies (PG) teacher educators from various institutions and other stakeholders jointly began an attempt to revise the curriculum.

The present revision of M.Ed. course for two years incorporates new content and embraces modern approaches and methodologies. The course is designed in keeping with an intention to help perspective teacher educators integrate theory and practice of teacher education, on the one hand, and of school experiences with that of teacher education on the other by introducing self-development courses and internship.

It is a fact that a workable curriculum can be successfully transacted only through the cooperation and continued assistance of all the stake-holders of the educational institutions. We would like to take this opportunity to thank one and all who were involved directly or indirectly in the process of development of the curriculum, especially to those who guided and monitored the process. We express our sincere thanks to the Vice Chancellor and the concerned Officials of the University of Kerala.

Thiruvananthapuram

10-06-2015

**Chairperson
Board of Studies in Education (PG) &
Dean, Faculty of Education
University of Kerala**

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