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

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

### 2nd Year

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

### 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
**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:

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Description</th>
<th>Point grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>5</td>
</tr>
<tr>
<td>B</td>
<td>Very Good</td>
<td>4</td>
</tr>
<tr>
<td>C</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>E</td>
<td>Unsatisfactory</td>
<td>1</td>
</tr>
</tbody>
</table>