Master of Education Degree Programme

(Confirming to the standard prescribed for SLQF Level 10 with an exit point for SLQF Level 9)

Student Handbook

Department of Teacher Education

Faculty of Teacher Education and Alternative Education

National Institute of Education

[Section 01]

Title of the Programmes

1.1 Master of Education (Course work)
1.2 Master of Education (Research)

[Section 02]

Abbreviations

2.1 MEd (Course work)
2.2 MEd (Research)

[Section 03]

Background

The Master of Education (MEd) Degree programme offered by the National Institute of Education (NIE) is designed to promote the academic and professional competencies of teachers, in-service advisors, teacher educators, school principals, and officers of the educational hierarchy by getting them to reflect on the way they work, and by innovatively developing their practice. This programme initiated in 1995 to help candidates to pursue further studies in education by exposing them to critical inquiry on selected educational topics and reflective practice, has been continued to date with a number of changes, as and when required. The clientele who first got the opportunity to follow the programme only in Sinhala and English media were later allowed to study in all three languages Sinhala, Tamil and English. The decisions made earlier to conduct the programme only at the national level and to restrict the teaching staff only to those with doctoral qualifications were also changed later to expand the opportunities made available for the Tamil-medium students. Irrespective of all these changes, the NIE never got the opportunity to cater to at least 10 percent of the applicants who were interested in following the programme.

[Section 04]

Rationale

Higher studies in education have gained significant importance today in Sri Lanka. This situation calls the relevance of the curriculum of the MEd Degree Programme to be improved embracing the modern thinking in education and facilitating the transferability of students among a variety of programmes conducted both at national and international levels.

To allow qualified personnel serving general education under different levels to opt for senior positions of the system getting vacant on an annual basis, a need also exists to cater to the large number of candidates, who apply for the programme, but miss the opportunity to gain admission. To make all these needs a reality, a drastic improvement of the programme is required both quantitatively and qualitatively. In view of this situation, the curriculum of the MEd Degree has to be reviewed first to bring it in line with the new trends in education, particularly those of the 21st century. Second, the programme has to be aligned with the Sri Lankan Qualifications Framework (SLQF) to facilitate exemptions from the qualifications that the students have already acquired. Third, the ways and means of utilizing the on-line facilities now available to the Institute has to be streamlined as a means of catering to the high demand that has existed for the programme from its inception. Focusing on the practical work to be accomplished by the clientele selected for the MEd, and the dearth of qualified staff who can make it a success, the institute, however, has to handle the third consideration with caution.

[Section 05]

Goal of the Programme:

The aim of the Programme is to bring about an efficient & effective professional in education with knowledge, attitudes, skills and the mindset & paradigm for developing human capital and capable of contributing to sustainable national development and peace while meeting the challenges of the 21st century and the 4th Industrial Revolution.

[Section 06]

Programme Learning Outcomes (PLOs)

SLQF Level 09: By the end of the M.Ed Degree (Course Work) Programme, the student who shall be able to,

1. demonstrate awareness of national educational aims and policies, advanced knowledge, and in-depth understanding of the core aspects of the education areas covered by the Programme;
2. construct and sustain arguments and use these arguments in problem-solving;
3. address educational issues by collecting relevant data, analyzing data critically, making judgments on the data collected and analyzed, and proposing solutions;
4. present and communicate solutions to stakeholders efficiently and effectively;

5. produce a citizen with 21st- century human capital that update their mindset and paradigm to keep themselves efficient and effective;

6. demonstrate the belief that mistakes help pupils and teachers learn and consider mistakes as pillars of success in thriving for creativity, innovativeness and entrepreneurship;

7. maintain teacher professionalism by keeping in line with the developments of 21st-century education;

8. develop and integrate abilities related to the subject matter, pedagogical, and technological knowledge into educational practice;

9. demonstrate an understanding of each child's innate potential and help children bring out this potential through career guidance and counselling;

10. interpret and broaden the curriculum to meet the diverse needs of learners;

11. create authentic learning events that prepare pupils for real-life situations while enabling them to meet the demands of a labour market in a global context;

12. plan and use interactive instructional strategies and learning resources to improve learning outcomes of all learners irrespective of gender, disability, and socio-economic background;

13. take action to guide students away from passive learning to active learning, surface learning to deeper learning, and Lower Order Thinking (LOT) to Higher Order Thinking (HOT);

14. embrace inquiry-based and action-based learning that incorporate blended, authentic, collaborative, game-based, project-based, and problem- based learning;

15. use practical skills and enquiry productively in the field of education;

16. attend to evaluation for learning (assessment) that goes far beyond the evaluation of learning;

17. Demonstrate A critical awareness of contemporary issues and problems within the student's chosen knowledge domain;

18. exhibit attitudes, values and beliefs that constitute the code of ethics of the teaching profession;

19. distinguish the research methods and techniques used in education, including quantitative and qualitative methods;

20. demonstrate Expertise in empirical and/or non-empirical forms of research related to their chosen knowledge domain;

SLQF Level 10: *By the end of the M.Ed Degree (Research) Programme, the student who shall be able to,*

21. design and conduct original research studies in education, including the ability to formulate research questions, collect and analyze data, and interpret and communicate findings;

22. ability to critically evaluate existing educational research and apply it to inform educational practice;

23. use advanced data analysis techniques, such as statistical analysis, to interpret research findings;

24. write and publish research articles in academic journals;

25. present research findings in a clear and concise manner to both academic and non-academic audiences;

26. contribute to the advancement of the field of education through original research and scholarship;

27. work independently and collaboratively on research projects and with other researchers in the field of education;

28. demonstrate Expertise in original research which contributes to practice and/or knowledge;

29. Critical reflection on professional, social, and ethical responsibilities linked to the application of their knowledge and judgments;

30. communicate Effective communication of their conclusions (and the rationale and processes underpinning these) to specialist and non-specialist audiences;

[Section 07]

Programme Duration and Credits

7.1 Master of Education (Course work, 30 credits) – One year
7.2 Master of Education (Research, 60 credits) - Two Years

[Section 08]

Medium

8.1 This Programme will be offered in all three media Sinhala, Tamil and English.

8.2 Considering the need for people in education to improve their English Language standards, the following options will be given to Sinhala/Tamil medium students to enable them to shift to the English medium after joining the programme.

- To follow the courses of the Programme in the English medium,

- To answer at least two semester examinations in the English medium.
- To submit the dissertation in the English medium.

8.3 The candidates who become successful in fulfilling the last two requirements will be considered as those who have followed the programme in the English medium.

8.4 A similar option, however, will not be available for those initiating studies in the English medium and wanting to revert back to Sinhala/Tamil media later.

[Section 09]

Target Population

The target population of this programme will comprise members drawn from the following Educational Services.

9.1 Sri Lanka Teachers' Service (SLTS),

9.2 Sri Lanka Teacher Advisor Service (SLTAS),

9.3 Sri Lanka Teacher Educator Service (SLTES),

9.4 Sri Lanka Principals' Service (SLPS), and

9.5 Sri Lanka Educational Administrative Service (SLEAS).

In addition, the following groups working for education also will be considered for admission;

9.6 NIE and University Academics,

9.7 Pirivena Head Teachers and Teachers and similar staff serving other government approved religious institutes,

9.8 Academic Staff working for schools other than Government Schools,

9.9 Academic Staff working for other Educational Institutes, such as those coming under Tertiary Education.

[Section 10]

Eligibility for admission to the programme of study

10.1 Bachelor of Education Degree with GPA 2.7 and above.

Or

10.2 Any other Bachelor's Degree with a Postgraduate Diploma in Education where the candidate has five B passes or GPA 2.7 and above.

Or

10.3 First Degree with a class and a Postgraduate Diploma in Education

And

10.4 Three-year continuous work experience in education.

NB : If foreign Universities offer a Degree through local agencies, the study programme should be accredited by the relevant authority of the respective country through the Sri Lankan embassy and the Degree certificate should be attested by the Consular division of the Ministry of Foreign Affairs, Sri Lanka

[Section 11]

Selection Procedure

11.1 The Institute may select applicants for admission for this programme from among Those deemed to be eligible for admission under section 10 of this document.

11.2 A selection examination followed by a selection interview to verify the qualifications of the candidates or;

11.3 Only a selection interviewwill be done.

11.4 The selection examination will comprise two authentic evaluations to check the following.

- General Knowledge in Education (One Hour), and
- General Aptitude (One Hour).

11.5 Physical / Digital mode will be selected to conduct the examination.

11.6 The responsibility for conducting the selection examination will rest with the Department of Examinations, NIE.

11.7The Department of Examinations will hand over the list of candidates scoring 50 or above to the Teacher Education Department to select those who have fulfilled the entry requirements through a selection interview.

[Section 12]

Proposed Student Intake

Although the online facilities now available to the Institute allows it to increase the number of candidates selected for the Programme, considering the difficulties encountered in finding resource persons, particularly for the research supervision of the programme, compels the Department to restrict the student intake.

[Section 13]

Programme Fee

13.1 The breakdown of the fee for the total Programme is as follows.

Payment Items	Description	Amount (Rs.)
01	Application fee	Rs. 2,000
02	Registration fee	Rs. 2,000
03	Tuition fee – Level 9	Rs. 150,000
	Tuition Fee – Level 10	Rs. 150,000
04	Re-registration fee	Rs. 4,000
05	Examination fee per semester	Decided by the Dpt. of Examination

13.2 All selected students will be notified by letter to pay the Programme registration fee of Rs. 2,000 and the first installment of tuition fee amounting to Rs.75000 at the time of programme registration.

13.3 The tuition fee of Rs.150,000 shall be paid in two installments - the first amounting to Rs.75,000 at the time of registration, and the second amounting to Rs75,000 on or before the date given by the NIE in the Second semester.

13.4 Those who fail to make the payments by the due date will be suspended from the Programme without any prior notice.

13.5 The Institute has reserved the right to amend the above fees at any time, by prior notice.

[Section 14]

Structure and Design of the Curriculum

14.1 Two years programme consists of nine compulsory units and in which sixty (60) credits include. One-year programme consists of seven compulsory units and in which thirty (30) credits include.

14.2 The table below presents the courses covered by the programme with the course code and describes each course in terms of the credit value, the duration by contact hours, self-learning hours and the time assigned for field work.

Course Code	Courses	Credits	Contact Hours	Self-learning Hours	Field Work Hours	SLQF Level
First Semester						
ME109501	Philosophical Thoughts on Education	5	75	175	-	
ME109502	Sociological Thoughts on Education	5	75	175	-	
ME109303	Digital Technologies for Learning	3				
ME109204	Global Trends in Education	2				
	Credits/Hours	**15**				
Second Semester						
ME209505	Psychology for Learning	5	75	175	-	**SLQF 09**
ME209506	Educational Research	5	75	175	-	
	Elective Subjects					
ME209507	Assessment for Learning	5	75	175	-	
ME209508	Teacher Development					
ME209509	School Leadership and Management					
ME209510	Curriculum and Instruction					
	Credits/Hours	**15**				**30**
Third Semester						
ME310511	Advanced Educational Research Methods	15	225	525		**SLQF 10**
	Credits/Hours	**15**				
Fourth Semester						
ME410512	Research Dissertation	15	-	-	1500	
	Credits/Hours	**15**				**30**
	Total Credits/Hours	**60**	**675**	**1575**	**1500**	

Credits for Courses – One credit point is equivalent to 15 hours of lectures & 35 hours of self-learning.
Field Work - One credit point is equivalent to 100 hours of field work

13.3 Contact hours for each course will deal with student learning in the presence of the resource person and the colleagues. Hours devoted for self-learning, on the other hand, will comprise the learning undertaken by students outside contact sessions in the form of reading, researching, producing critical essays, and the like. Self-learning thus accomplished will prepare the students for the forthcoming contact sessions or for extending the learning that they have accomplished in the contact sessions.

[Section 15]

Scheme of Assessment and Evaluation

15.1 Internal Continuous Assessment

The content, nature and weightage of each of these courses shall be in accordance with the rules related to the scheme and method of internal assessment determined by the Institute as follows:

Course Code	Courses	Internal Assessment		Written Examination Marks %	Final Marks %
		Assessment Tools	Marks %		
First Semester					
ME109501	Philosophical Thoughts on Education	Critical Essays	40	60	100
ME109502	Sociological Thoughts on Education	Critical Essays	40	60	100
ME109303	Digital Technologies for Learning	Presentation	100	-	100
ME109204	Global Trends in Education	Presentation	100	-	100
Second Semester					
ME209505	Psychology for Learning	Critical Essays	40	60	100
ME209506	Educational Research	Presentation	40	60	100
	Elective Subjects	Critical Essays	40	60	100
ME209507	Assessment for Learning				
ME209508	Teacher Development				
ME209509	School Leadership and Management				
ME209510	Curriculum and Instruction				
Third Semester					
ME310511	Advanced Educational Research Methods	Presentation	100	-	100
Fourth Semester					
ME410512	Research Dissertation	Chapter review	100	-	100

15.1.1 Internal Assessment marks will be 100% for the courses of ME109303, ME109204, ME310511, ME410512 and the **final written examination will not be conducted for these courses.**

15.1.2 Final marks combination for courses of ME109501, ME109502, ME209505, ME209506, ME209507 or ME209508 or ME209509 or ME209510 will stand at six to four (6:4) ratio

$$Z = 0.6x + 0.4y$$

Where **Z** is the final mark for each course, **x** will be the mark for the written examination and **y** will be the mark for the internal assessment.

15.1.3 Critical Essays for Courses

The candidates will be required to submit a Critical Essay on the application of course-related concepts, principles and theories in solving problems or addressing issues encountered in the work environment.

15.1.3 Critical Essays for the Elective Courses

The candidates will be required to submit a Critical Essay on utilizing research-based evidence on solving problems or addressing issues related to the three themes under concern.

15.1.4 Presentation of Research Proposals

The candidates will be required to demonstrate their preparedness to conduct the research proposed, before a panel consisting of at least two members. Although the research supervisors and the candidates they supervise will be in the same panel, the candidates presenting will be evaluated by a supervisor other than the person assigned for research supervision.

15.2 Summative Evaluations

Summative evaluations will be twofold - written examinations conducted by the Department of Examinations, NIE, and the research dissertations completed by the candidates under the guidance of the research supervisors.

15.3 Written Examinations

15.3.1 Each written examination will take a three-hour duration.

15.3.2 The candidates completing their course work successfully, will be eligible to sit the

15.3.3 written examinations conducted at the end of each semester.

15.3.4 To improve the quality of summative evaluations, a decision is made to adopt **authentic evaluations** in place of knowledge-based written examinations. This type of change with focus on real life situations, is expected to bring about an improvement in the thinking skills of candidates while at the same time compelling them to participate fully in online / contact sessions conducted for them.

15.3.5 The dissertation carried out during the fourth semester has to be submitted on or before the deadline stipulated by the Department of Teacher Education.

[Section 16]

Eligibility for the Summative Evaluations

16.1 To be eligible to sit the summative evaluations, the students have to obtain at least 50 percent of the marks for the formative evaluations prescribed for the courses conducted in a particular

semester.

16.2 The Department of Examinations, responsible for calling of applications for the final examinations, have to get the eligibility of the applicants for the written examinations, verified by the Department of Teacher Education.

16.3 Candidate who obtains a **GPA ≥ 3** after the semester's examinations of first year will be permitted to enroll in the SLQF Level 10 program. (Second Year)

16.4 Criteria for Calculating the Grade and the Grade Point Value (GPV)

To calculate the grades and the grade point values, the marks obtained by the candidates for different parts of the examinations will be combined to get a mark out of 100 where necessary. For those candidates who obtain 50 percent or more marks / grade C or above for all their summative evaluations, the Grades and the GPVs will be calculated on the basis of the framework given in Table 3.

Range of Marks	Grade	Grade Point Value
85 - 100	A+	4.00
80 - 84	A	4.00
75 - 79	A-	3.70
70 – 74	B+	3.3
65 – 69	B	3.0
60 – 64	B-	2.7
55 – 59	C+	2.3
50 – 54	**C**	**2.0**
45 – 49	C-	1.7
40 - 44	D+	1.3
20 – 39	D	1.0
00 - 19	E	0.0

16.5 Since the combined mark will not be calculated for those candidates scoring below 50 or getting C- or lower grade for their written examinations, the highlighted area of the framework will not be considered in this evaluation.

16.6 Conditions for Re-sitting the Examination

The candidates who become unsuccessful in one or more courses for not reaching the expected level, will have to re-sit the examination in the course / courses referred. This, however, has to be accomplished in the examinations held under the next two academic years.

16.7 Calculation of the GPA

Grade Point Average (GPA) is the credit-weighted arithmetic mean of a Grade Point Value computed to two decimal places. To calculate the GPA likewise, the total credit-weighted Grade Point Value will be divided by the total number of credits.

The **G**rade **P**oint **A**verage will be computed as follows:

$$GPA = \Sigma\, c_i\, g_i\ /\ \Sigma\, c_i$$

[Section 17]

Eligibility for the award of the MEd Degree

17.1 Effective Date of the MEd Degree

   i.   M.Ed (Course work): The effective date of the taught programs is the date following the last examination.

   ii.   M.Ed (Research):   The effective date is the date on which the thesis is submitted.

17.2 Certification

The candidates who successfully complete their formative and summative evaluations, submit the dissertation on or before the stipulated date, and become successful in it will be those who receive the Degree of Master of Education in their first attempt itself.

[Section 18]

Revisions and Amendments

18.1 With the approval of the Council of the National Institute of Education, the above rules may be revised, amended or repealed as and when deemed essential

18.2 Such revisions, amendments and repeals shall come into effect as determined by the Council.

18.3 Due to factors such as staffing, enrolment levels, logistical arrangements, and changes in the government policy any aspect of the programme including the content of the courses and the delivery system can be subject to change, at any time, at the sole discretion of the National Institute of Education.

[Section 19]

Rules and Regulations for the award of the Master of Education Degree Programme.

19.1 Applicants who have fulfilled the admission requirements as specified above, shall be eligible to register for the programme.

19.2 The registration for the programme will be valid only for a period of six years. Candidates, however, will be required to renew their registration at the beginning of each academic year to uphold their studentship.

19.3 A candidate who has registered for the programme may be allowed to postpone the whole progamme for a maximum of one academic year from the date of the first registration. An appeal for the postponement of the programme, however, shall be made within 60 days of the first registration.

19.4 A candidate who has already registered for the programme will be allowed to withdraw from the programme within sixty days of the date of registration, subject to a reduction of 10 percent of the total tuition fee. This duration will not be extended for any reason.

19.5 A candidate who is unable to complete the programme within the registered academic year, shall continue the programme in the following year, by paying the tuition fee and a re-registration fee determined by the NIE.

19.6 A candidate who gains admission for the programme from the Department of Examination, NIE shall sit the final examinations at the end of each semester. Those who fail to sit the examinations at the end of a particular semester shall re-apply for the same examinations by paying a re-registration fee in addition to the examination fee.

19.7 Re-registration shall not be allowed after the stipulated dates informed by the NIE.

19.8 Registration fee and all other fees shall be paid by the candidates as stipulated.