

## MANIPUR UNIVERSITY

Two year MASTER of Education (M.Ed.) programme (Regulation and Course of Studies) As per New Guidelines of NCTE -2014  
To be implemented from the Academic Session 2015-2016

### CONTEXT:

As per NCTE's Norms and Standards for Master of Education (M.Ed) Programme ,2014 the existing One year M.Ed. Programme, run in teacher education institutions in the country, has been replaced by the Two Year M.Ed. Programme. The newly introduced two-year Master of Education (M.Ed.) Course is a professional programme in the field of Teacher Education which aims at preparing teacher educators and other professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. Degree with specialization in select areas focusing on both elementary and secondary education.

The programme is designed to provide opportunities for the prospective teacher- educators to (i) extend and deepen their knowledge and understanding of education and teacher education (ii) develop their research capacities (iii) specialize in select areas (iv) develop their critical awareness 'of professional ethics etc. The course thus includes both critical comprehension of theory and collective reflections, exploratory readings and enquiry through research, both theoretical and empirical. It also gives distinct additional emphasis on hands-on and field based experiences, deep and protracted reflective practices, skills and competencies, particularly those related to practice of the profession and inculcation of professional ethics:

The present endeavour to develop the two-year course for Master of Education (M.Ed.) Programme leading to M.Ed. Degree of Manipur University is based on the following considerations:

- \* Stipulations of the National Council for Teacher Education to evolve a standard pattern of Syllabus for Teacher Education for the whole country.
- \* Emerging scenario of School education in terms of quantity and quality development warrants corresponding reforms in teacher education.
- \* Recent initiative-undertaken by the NCTE in 2014 in respect of Teacher Education Curriculum reform.

Apart from these three major considerations, there is a compelling reason for evolving a uniform course in the preparation of teacher-educator's programme (pre- service) for developing desired competencies among all the prospective teacher educators.

While developing the detailed design of this syllabus, the recommendations as advanced in the following documents have been taken into consideration:

- \* National Curriculum Framework - 2005
- \* National Curriculum Framework for Teacher Education 2009
- \* NCTE's Norms and Standards for Master of Education(M.Ed.) Programme 2014
- \* NCTE's Curriculum Framework : Two Year M.Ed Programme,2015
- \* The Right of children to Free and compulsory Education Act 2009
- \* Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan: A Scheme for universalization of access to and improvement of quality at the secondary stage, 2008
- \* Sarva Shiksha Abhiyan: Framework for implementation based on the Right of Children to Free and Compulsory Education Act, 2009(2011)
- \* UGC guidelines for designing curricular for Choice Based Credit System of Higher Education
- \* NCERT-Two year Master of Education(M.Ed.) Programme(Regulation and Course of Studies, 2015-16)

### The following principles have guided the development of this course:

- \* Reducing the gap between theory and practice,-
- \* Eliminating mismatch between post-graduate teacher education curriculum and teacher education institution realities,
- \* Updating of curricular areas of teacher education in terms of enrichment of content knowledge and pedagogical competence of prospective teacher educators,
- \* Using Variety of approaches and methods for transaction of the course contents,
- \* Incorporating multimodal strategies for effective, continuous and comprehensive assessment of the performance of the prospective teacher educators.

### Course Objectives.

The two-year M.Ed. programme is designed to attain the following broad objectives. After the completion of the course the prospective teacher educators shall:

- \* Understand the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspect of subject matter meaningful
- \* Understand how' children learn and develop how they differ in their approaches to learning and create (learning opportunities that are adapted to/diverse learners and learning contexts.
- \* Plan learning experiences that are based on learner's existing proficiency, interacts, experiences including misconceptions and errors and understand how students come to view; develop and make sense of subject matter contained in the learning experiences
- \* Use knowledge of effective verbal, non-verbal and media communication, and supportive interaction in the classroom
- \* Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- \* Develop self-identity as a teacher educator through continuous experiences and reflective practices that continually evaluate the effects of his/her choices and actions.

**MODES OF TRANSACTION:**

With a view to move teacher-educator is required away from theoretical discourse and lectures, the prospective Teacher-educator is required to be engaged in various kinds of learning experience. This programme intends to provide him/her with the specific engagements that are spelt out under each course. However, the nature of engagement of the prospective teacher-educators will be of the following kinds:

- \* *Lecture-cum-Discussion session*.. The faculties in the TEIs provide the prospective teacher-educators a platform to review their experiences, help them to develop insights into the disciplinary knowledge base and to relate them to the school realities.
- \* *Focused Reading and Reflection*: The prospective teacher educators would be led to focus readings on various themes with questions inviting reflections either individually or in small groups.
- \* *Observation-Documentation- Analysis* : Simulated and real school/community experiences would be arranged for the prospective teacher-educators to observe, document in the form of record/journal/diary and analyze those with an intention to revisit their own understandings or develop new insights.
- \* *Seminar Presentations*: The prospective teacher-educators will undertake thematic/topical study, prepare write-up and make seminar presentations followed by open-house discussion with a view to enhance their knowledge base and repertoire of presentation skills.
- \* *Attachment to Teacher Education Institution*; Learning experiences would be provided through several teacher education institution-based practicums for development of certain professional qualities and competencies. This would include opportunities for planning and implementation of learning experiences and strategies.
- \* *Workshop*: A series of learning experiences in a given performance area would be provided to prospective teacher-educators in the form of workshop, engaging them in modeling-practice-feedback sequence with a view to developing their specified and required competencies.
- \* *Panel Discussion*: A series of panel discussions shall be planned on different themes/issues relating to school education and teacher education and be organized in the TEIs concerned in which the prospective teacher-educators shall participate and each of them shall prepare a brief report on the conclusion of individual panel discussions.
- \* *Group Work*: On different dimensions of an issue/theme relating to school education/teacher education, groups be formed among the prospective teacher-educators who would work in the theme and the performance of each individual group shall be reported.
- \* *Library Work*: On a specific theme/issue/problem relating to school/teacher education, the prospective teacher-educators would be asked to consult the library ,collect information and prepare their write-ups for seminar presentation and discussion.
- \* *Projects* : Course related projects having contemporary concern shall be assigned to each individual prospective teacher-educator to be completed within a specified period of time with a report.
- \* *Collaborative Presentation*: The prospective teacher-educators in groups along with their allotted mentor shall work on a theme for collaborative presentation in a seminar.
- \* *Sessional Work*: Course related sessional work to be planned in each course, and each prospective teacher-educator is required to complete the some within the specified period of time as decided by the institution under the guidance of the faculty concerned.
- \* *Working Days*: At least 200 working days in each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of 36 hours in o week (5 or 6 days), during which the faculty and the prospective teacher-educators shall be available in the institution for interaction, dialogue, and consultation and mentoring.
- \* *Attendance*: The minimum attendance of each teacher educator shall be 80%for theory courses and practicum, and 90%for field attachment.
- \* *Assessment Criteria*: The performance of the prospective teacher-educators in the courses under the component of common core (Perspective Courses- PC 1-5, Tool Courses - TC 1-5, Teacher Education Courses-TEC 1-2), 'Specialization Courses (Core Specialization Courses - CCS I-2, Theme Specialization- Courses I-III )and Research leading to dissertation shall be assessed both internally and externally spreading over four semesters as detailed. But their performance in internship/Field Attachment (in TE and TS) program shall be assessed internally.

Two Year M.Ed.  
Semester Wise Paper and Distribution of Marks

Semester – I	Credit	External	internal
PC 1-Introduction to Education Studies	4	70	30
PC2- Psychology of Learning and Development	4	70	30
PC 3 - History and Political Economy of Education	4	70	30
TEC 1 - Teacher Education I	4	70	30
TC1-Self-Development	1		25
TC2- Communication and Expository Writing			25
Credit/Marks	18	280	170
	Total Marks	450	
<b>Semester - II</b>	<b>Credit</b>	<b>External</b>	<b>Internal</b>
PC 4 - Philosophy of Education	4	70	30
TC 3 - Research Methods in Education(Preliminary)	4	70	30
TEC - 2 Teacher Education II	4	70	30
CCS 1- Elementary /secondary Education -I	4	70	30
TE - Internship in Teacher Education institution	4		100
Dissertation	2		50
Credit /Marks	22	280	270
	Total Marks	550	

Semester - III	Credit	External	internal
TC4- Advanced Research Methods in Education	4	70	30
PC 5 - Sociology of Education	4	70	30
PC 6 - Curriculum Studies	4	70	30
CCS 2 - Elementary /Secondary Education - II	4	70	30
TS - Internship in Thematic Specialization	4		100
Dissertation	2		50
Credit/Marks	22	280	270
	<b>Total Marks</b>	<b>550</b>	

Semester - IV	Credit	External	internal
TS-Thematic Specialization- Paper-I	4	70	30
TS-Thematic Specialization- Paper-II	4	70	30
TS-Thematic Specialization- Paper-III	4	70	30
TS- Academic Writing	2		50
Dissertation	4	100	
Credit/Marks	18	310	140
	<b>Total Marks</b>	<b>450</b>	
<b>Total Credit- 80</b>	<b>Total Marks</b>	<b>2000</b>	

Common Core Courses:

- \* The performance of each prospective teacher-educator in the theory courses shall be assessed internally and externally - out of 30 marks and 70 marks respectively in the course carrying 100 marks and out of 15 marks and 35 marks respectively in the course carrying 50 marks.
- \* Sessional Work (two in each core course) of each prospective teacher-educator shall be assessed internally out of 30 marks (15 for each) by the faculty member concerned both on the process and final product (report) and shall be awarded marks accordingly. The detailed criteria of assessment of the sessional work shall be spelt out by a Committee of faculty members chosen by the head of the institution. Relevant and appropriate sessional work on each core course may be designed at the institutional level.

Specialization Courses:

- A) The performance of each prospective teacher-educator in the specialization courses, opted by him/her shall be assessed both internally and externally out of 30 marks and 70 marks respectively in the course carrying 100 marks.

Specialization:

- |                                |                               |
|--------------------------------|-------------------------------|
| 1. Early Childhood Education   | 2. Elementary Education .     |
| 3. Secondary Education .       | 4. Inclusive Education        |
| 5. Curriculum Studies          | 6. Measurement and Evaluation |
| 7. Environmental Education     | 8. Critical Pedagogy          |
| 9. Contemporary Education      | 10. Value Education           |
| 11. Educational Administration | 12. Guidance and Counseling   |
| 13. Educational Technology     |                               |

Thematic specialization

- |  |                                   |
|--|-----------------------------------|
| a. Educational Management, Administration and leadership | c. Educational Technology and ICT |
| b. Curriculum, Pedagogy and assessment                   |                                   |

- \* Internship and Field Attachment: The performance of each prospective teacher-educator in internship/Field Attachment activities(in TEIs during second and third semester) shall be assessed internally by the faculty members(Mentors) under whose close mentorship he/she is required to perform such activities/by a group faculties including the mentor, as would be decided by the institution. The details of assessment procedure and marks earmarked have been spell-out under each course at appropriate places.

Research Leading to Dissertation:

- \* The performance of each prospective teacher-educator in research-based activities leading to dissertation shall be assessed internally in semester - II out of 50 marks and Semester- III out of 50 marks. The dissertation in Semester IV shall be assessed externally out of 100 marks.
- \* The internal assessment as well as external assessment of research-based activities leading to pre-submission presentation of the dissertation and final assessment after submission shall be made in the manner as worked out under 'Dissertation Related Activities'
- \* The dissertation is a compulsory 8 credit component of the programme. 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), analysis and writing the findings in an academic fashion, and presenting the work. The dissertation should preferably be in the area of specialization that a student opts or in the areas introduced in the perspective courses. The word limit for the dissertation should be ideally between 15,000 or 20,000 words.

### **Dissertation Related Activities**

The prospective teacher-educators shall undertake research activities leading to dissertation on the following aspects.

Sl.No.	Activities	Assessment Marks
1.	Problem identification and finalization of the title	10
2.	Review of Research Literature	20
3	Preparation of the Research Proposal	60
	Formulation of objectives	05
	Formulation of Hypothesis	05
	Selection of Study Design	05
4	Description of Sample(rational & selection technique)	05
	Operational Definition of the terms used	15
	Description of the tools (selected/developed)	05
	Procedure of Data collection and scoring	10
	Plan of Analysis	10
5	Presentation of the proposal for finalization (clarity, coherence, style and format)	10
	Total	100

NB: The faculties of the Teacher Education Institution along with Supervisors / Mentors concerned shall assess the performance of the teacher educators in the aforesaid aspects out of the suggested marks on each and award the consensus marks out of the 100 to each prospective e teacher educators in this regard. However, any alternative appropriate procedure of such assessment may also be devised at the institution level and adopted for this purpose.

### **Eligibility:**

- Candidates seeking admission to the M.Ed. Programme shall have obtained at least 50% marks or an equivalent grade in the following programmes:
  - B.Ed.
  - B.A. B.Ed, B.Sc..B.Ed.
  - B.El.Ed.
  - D.El.Ed. With an undergraduate degree(with 50% marks in each)
- Reservation and relaxation for sc/sT/OBC/PWD and other applicable categories shall be as per rules of the central Government/state Government whichever is applicable

### **Admission Procedure:**

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and in the entrance examination or any other selection process as per the policy of the state government/Central government/University'

### **Fees:**

The institution shall charge such fees as prescribed by the affiliating body/state Govt concerned in accordance with provisions of NCTE ( Guidelines for regulations of tuition fees and other fees chargeable by unaided teacher education institutions) regulations ,2002 as amended from time to time and shall not charge donations, capitation fee etc. from the students.

### **Managing Committee:**

Every institution conducting M.Ed. programme shall have a Managing Committee comprising of members from the Sponsoring Society/Managing Society/Trust, two Educationists, Primary/Elementary education experts, one faculty member, Heads of two institutions identified for field attachment by rotation.

### **EXAMINATION AND CERTIFICATION**

- The University shall conduct the semester-end examination for two-year M.Ed. Course in every semester. The conduct of semester examination and the time of examination shall be decided by the Examination Committee of the University.
- The examination shall be conducted by means of Written Test(for Theory Papers) and test of practical(for Practical Papers) and shall be in accordance with such instructions as may be decided and issued by the University.
- The examinations shall be open to the candidates who have been duly selected as per Department/Government approved admission guidelines and admitted in different Teacher Education institutions.
- The candidates who have prosecuted their Courses of study by attending both theory and practical classes thereby securing not less than 80% attendance in each theory paper and have successfully completed the required number of practical assignments (sessional work, field attachment, Research-based activities (90%) duly assessed internally and fulfilling all other required conditions in order to be declared eligible for the semester-end examination by the Head of the concerned Teacher Training institution.
- Admitted candidates shall be permitted to complete the M.Ed. course requirements of two-year programme within a maximum of three years from the date of the admission to the course. The summer should be used for field attachment/practicum/other activities.
- The medium of instruction and examination in all the- courses shall be in English.
- Minimum percentage of pass mark in each theory paper shall be 50 and in each practical paper 60 of the total marks of that paper, both in internal and external assessment
- Each candidate has to secure minimum pass mark in each course (Theory and Practical) in sessional work and semester-end examination separately. If a candidate fails to secure the minimum pass mark in sessional work he/she will not be eligible to fill-up the form to sit in the semester-end final examination.
- At the final qualifying examination, award of Division shall be considered out of 2000 marks. In award of class, marks obtained by a candidate, both in theory and practical papers, in all the four semesters(internal and external assessment) shall be taken into consideration class shall be awarded as per the following:  
First class : 1200 marks and above (60% and above)  
Second class: 1000 to 1199 marks (50% and above but below 60%)      Less than 50 : Failed
- All other conditions for conduct of examination and declaration of result shall be determined by the University as per regulations and statute.
- There shall be an 'Examination Committee' specifically for the programme consisting of 5/6 members, representative two Heads of the Teacher Education Institutions, the senior faculty members. The Chairman of the Committee shall be the Chairman of the Examination Standing Committee (Post Graduate)of the University. Members will be selected/appointed by the Vice- Chancellor. The Committee shall be vested with the power of changing marks awarded internally and externally by the examiners.