

Study & Evaluation Scheme

Of

Master of Education (M.Ed.)

[Applicable w.e.f. Academic Session - 2021-22 till revised]

[As per CBCS guidelines given by UGC]



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M.Ed. : Two-Year (4-Semester) CBCS Program			
Basic Structure: Distribution of Courses			
S.No.	Type of Course	Credit Hours	Total Credits
Theory Courses			
1	Core Course (CC)	12 Courses of 04 Credit Hrs. each (Total Credit Hrs. 12X4)	48
2	Ability-Enhancement Compulsory Course (AECC)	02 Courses of 04 Credit Hrs. each (Total Credit Hrs. 02X4)	08
3	Elective / Optional Courses (EC)	04 Credit Hrs. each (Select Any Two) (Total Credit Hrs. 02X04)	08
4	Specialization Course (SC)	04 Courses of 04 Credit Hrs. each (Select Any Two) (Total Credit Hrs. 02X04)	08
Practical Courses			
5	Practicum	05 Courses of 02 Credit Hrs. each (Total Credit Hrs. 05X02)	10
6	Internship : (TEI)	01 Course (Total Credit Hrs. 01X04)	04
7	Dissertation	01 Course of 04 Credit Hrs. each (Total Credit Hrs. 01X04)	04
8	Value Added Course (VAC)	02 Courses of 0 Credit Hrs. each (Total Credit Hrs. 02X0)	0
Total Credits			90

Contact hours include work related to Lecture and Practical (L & P), where our institution will have flexibility to decide course wise requirements.

B. Choice Based Credit System (CBCS)

Choice Based Credit System (CBCS) is a versatile and flexible option for each student to achieve his target number of credits as specified by the UGC and adopted by our University.

The following is the course module designed for the M.Ed. program:

Core Courses (CC): Core courses of M.Ed. program will provide a holistic approach to teacher education, giving students an overview of the field, a basis to build and specialize upon. These core courses are the strong foundation to establish teaching-learning knowledge in the field of education. The core courses will provide more practical based knowledge and collaborative learning. The core courses will focus on aspects of social and emotional development, self and identity, and cognition and learning.

We offer core courses in semester I, II, III & IV during the M.Ed. program (Three in Semester-I, Three in Semester-II, Three in Semester- III and Three in Semester-IV).

Ability Enhancement Compulsory Courses (AECC): As per the guidelines of Choice Based Credit System (CBCS) for all Universities, including the private Universities, the Ability Enhancement Compulsory Course (AECC) is a course designed to develop the ability of information and communication technology, physical health and yoga and environmental studies in students.



We offer two AECCs- one in semester- I and one in semester-II of the program.

Elective/Optional Courses (EC): Elective/ Optional courses are interdisciplinary additional courses that are compulsory in the fourth semester of a program.

We offer nine Elective/Optional courses and students will have the choice of taking 1 EC in Semester-I and One EC in Semester-II.

Specialization Course (SC): We offer two specialized area Elementary Education and Secondary Education in which four courses are included. Each student will have to choose one area and two courses related to the chosen area (Elementary Education or Secondary Education).

We offer four specialization courses (SC) and students will have the choice of taking 1 SC in Semester-III and One SC in Semester-IV.

Internship (TEI): Teaching Experience & Internship in a teacher Education institution is an integral component of a teacher preparation in M.Ed. programme to help the prospective teacher educators learn and enhance their professional roles. The teacher Education institution experiences are designed to help teacher candidates observe and understand the fundamentals of practice, and to gradually assume full responsibility for classroom teaching during the internship in teaching experience. The Teaching experiences are organized in different institutional settings of the Teacher Education Institutions (TEI).

Internship takes place during the third semester for four weeks of six days in each week. During this phase prospective teacher educators will be placed in a teacher Education institution under a mentorship of a host institution. They will get opportunities to observe their Mentor Teacher Educators (MTE) teach and to reflect on the roles and responsibilities of a teacher educator. They initiate professional relationship with their MTE's and work collaboratively to gain practical experience of planning lessons, preparing resources, assessing students' learning, managing pupils, and doing some assisted teaching. Observing CTs teaching and reflecting, they learn about theory-practice integration and integration of pedagogy with content and technology. Enquiring how MTE's handle learning difficulties and student-teacher's questions, they develop understanding of the importance of pedagogical content knowledge (PCK).

Value Added Courses (VAC): A value added course is a non-credit course which is basically meant to enhance the general ability of students in areas like soft skills, quantitative aptitude and reasoning ability - required for the overall development of a student. The student possessing these skills will definitely develop acumen to perform well during the recruitment process of any premier organization and will have the desired confidence to face the interview. Moreover, these skills are also essential in day-to-day life. The aim is to nurture every student for making effective communication, developing aptitude and a general reasoning ability for a better performance. It will be compulsory for every student to pass these courses with minimum 45% marks. These marks will not be included in the calculation of CPI.

We offer two courses under VAC- one each in Semester II & IV.



C. Programme Specific Outcomes (PSOs)

The learning and abilities or skills that a student would have developed by the end of two-year **M.Ed. Program**:

PSO – 1	Understanding the concept, theories, ideas, practices and critical issues in Education.
PSO – 2	Applying the technology in education with emerging trends in classroom as an effective learning tool for learners and as a support to teachers.
PSO – 3	Analyzing the behaviour, attitude & values of trainees, so that they shape into responsible and accountable agents of change in the society in the perspective of local, national and global concerns and issues.
PSO – 4	Developing self identity as a teacher through training based learning experiences and reflective practices that continually evaluate the effect of their choice and action.
PSO – 5	Developing research skills, data analysis abilities and capacity to visualize, conduct and present research.
PSO – 6	Developing research acumen through critical analysis, discussion, academic debate and seminar presentation.
PSO – 7	Developing professional ethics, entrepreneurship, leadership & team spirit.

D. Pedagogy & Unique practices adopted: "Pedagogy is the method and practice of teaching, especially for teaching an academic subject or theoretical concept". In addition to conventional time-tested lecture method, the institute will **emphasize on experiential learning**:

1. Case Based Learning: Case based learning enhances student skills at delineating the critical decision dilemmas faced by organizations, helps in applying concepts, principles and analytical skills to solve the delineated problems and develops effective templates for business problem solving. Case method of teaching is used as a critical learning tool for effective learning.

2. Role Play & Simulation: Role-play and simulation are forms of experiential learning. Learners take on different roles, assuming a profile of a character or personality, and interact and participate in diverse and complex learning settings. Role-play and simulation function as learning tools for teams and groups or individuals as they "play" online or face-to-face. They alter the power ratios in teaching and learning relationships between students and educators, as students learn through their explorations and the viewpoints of the character or personality they are articulating in the environment. This student-centered space can enable learner-oriented assessment, where the design of the task is created for active student learning.

3. Video Based Learning (VBL) & Learning through Movies (LTM): These days technology has taken a front seat and classrooms are well equipped with equipment and gadgets. Video-based learning has become an indispensable part of learning. Similarly, students can learn various concepts through movies. In fact, many teachers give examples from movies during their discourses. Making students learn few important theoretical concepts through VBL & LTM is a good idea and method. The learning becomes really interesting and easy as videos add life to concepts and make the learning engaging and effective. Therefore, our institute is promoting VBL & LTM wherever possible.

4. Field trips and school visits: Field trips and school visits are the essential part of the curriculum where students get an opportunity to complete their assigned projects individually and interact with students in real teaching-learning environment. School visit are essential to give students hand-on exposure and experience of how things and processes work. Our college organizes such visits to enhance students' exposure to practical learning and work out for a report of such a visit relating to their specific topic, course or even domain.

5. Special Guest Lectures (SGL): Some topics/concepts need extra attention and efforts as they either may be high in difficulty level or requires experts from specific domain to make things/concepts clear for a better understanding from the perspective of the educational institutions. Hence, to cater to the present needs of educational institutions we organize such lectures, as part of lecture-series and invite prominent personalities from academia and institutions from time to time to deliver their vital inputs and insights.



6. **Student Development Programs (SDP):** Harnessing and developing talent for the professional and competitive environment an overall development of a student is required. Apart from the curriculum teaching various student development programs (training programs) relating to soft skills, interview skills, teaching skills, communication skills, training etc. that may be required as per the need of the student and institution trends are conducted across the whole program.

7. **Special assistance program for slow learners & fast learners:** Students who are either slow learners or fast learners are assisted and paid extra attention on individual bases. With the help of remedial teaching their problems are solved and learning takes place under same roof with other students.

8. **Skill development programs :** Establishing collaborations with various institution partners to deliver the programme on sharing basis. The specific courses are to be delivered by education experts to provide practice based insight to the students.

9. **Orientation program:**

College organizes two weeks orientation program. The purpose of Orientation Program is to help new students adjust and feel comfortable in the new environment, inculcate in them the ethos and culture of the institution, help them build bonds with other students and faculty members, and expose them to a sense of larger purpose and self exploration. Students Induction could cover a number of different aspects : **Socializing:** meeting other new students, senior students, students union, lectures by Eminent People; **Associating:** visits to University / college, visits to Dept./Branch/ Programme of study and important places in campus, local area, city and so on; **Governing:** rules and regulations, student support etc; **Experiencing:** Subject lectures, study skills, small-group activities, physical activity, creative and performing arts, literary activities, universal human values, etc.

10. **Mentoring scheme:** In this concept professional or faculty member act as a mentor and student act as a mentee. and the process is called mentoring of the student. Ideally friendship will develop in such a way that student feel comfortable in approaching their mentors for help with academic social and personal. The practice mentoring is implemented in Maintaining the Cumulative records of Mentee and proper guidance to the mentee.

11. **Career & personal counseling:** Career counseling is a specialization of personal counseling much like other specialty areas of counseling (i.e., school, family, rehabilitation, etc.), which implies a particular emphasis, population, or setting for its practice. Counseling is a process that assists individuals in gaining helpful information about themselves, others, and the world around them as they problem solve or make decisions to improve their quality of life.

12. **Competitive exam preparation:** Competitive exams will enhance the skill of understanding the application of concepts, which is required in a broader context when we appear for exams. We offer trail of many competitive as TET, CTET, TGT, PGT and NET during the semester.

13. **Extracurricular Activities:** organizing & participation in extracurricular activities will be mandatory to help students develop confidence & face audience with care.

