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Reflection of M.Ed. programme of YCMOU irrespective with NCTE 2014 M.Ed. Curriculum

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Abstract

Professional Programs like B Ed and M Ed having Inclusion of practical component along with sound theoretical base. Master of Education (M Ed) is the basic qualification needed to become eligible for teaching in Colleges of Education. The need to include the Common core paper include Perspectives, Tools and Teacher Education and Taught Courses & Practical and Internship. Internship or field experience has been always emphasized through various researches and literature. Teaching related field work, Optimal paper fieldwork, Research, Presentation skills, Communication skills, Academic writing was already included and weightage given at the Master's level programme of YCMOU. The presenter analyse the NCTE 2014 M.Ed Curriculum with respect to YCMOU existing M.Ed Curriculum. YCMOU M.Ed Curriculum already include majority of the components given by NCTE Curriculum. Only following components has to include in the New Curriculum Perspective Courses in the areas of History-Political Economy of Education, Tool Courses with focus on gender and physical well-being through modalities such as yoga.

Introduction :

Main Recommendations: Justice Verma Committee (JVC) and NCFTE 2009
JVC & NCFTE given recommendation to M.Ed programme.

1. Stage specificity in training for various school levels.
2. Two year MEd programme or longer integrated models. NCFTE recommends, "sandwiched postgraduate courses of 3 years' duration..." (p. 90).
3. Professional rigour and specialisation to train for various professional roles including teacher educators, specialists in foundations of education, curriculum developers, policy makers, administrators and the like.
4. Balance between theory and field exposure
5. Emphasis on the mastery over the content areas taught at school level.

Distinguishing Features of the M.Ed Programmes :

- Rigorous 2 or 3 years programmes that utilise intersemester breaks
- Rigorous field internship/attachment component
- Teacher Education in the core of the programme
- Intensive specialisation components at 2 levels:
 1. School stage specific (elementary or senior secondary and secondary)
 2. Within these further specialisation in the areas like: Curriculum, Policy, Administration etc.
 3. Tools component focusing on enhancing research, writing and presentation skills
- Practicum, workshops and seminars as a inseparable part of teaching modality
- Semesters, credits and credit hours

Aim of the M.Ed programme :

Preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals, researchers
The completion of the programme shall lead to M.Ed./B.Ed.-M.Ed. degree with specialisation in elementary education (upto class VIII) OR in secondary education (classes VI-XII)

National council for Teacher Education published new curriculum framework of M. Ed.
Programme it is given in a tabular format

Major Components	Areas Covered	Description	Suggested Credit Allocation
Common Core (Theory and Practicum included)	Perspective, Tool, and Teacher Education Courses	1.Perspective Courses in the areas of: Philosophy of Education, Sociology- History- Political Economy of Education, Psychology of Education, Education Studies, and Curriculum Studies. 2.Tool Courses comprising basic and advanced level education research, academic writing and communication skills; educational technology and ICT; self development (with focus on gender and physical well-being through modalities such as yoga) Teacher Education Courses (which are also linked with the field internship/immersion/attachment in a teacher education institution) shall also be included in the core.	Perspective:24 Credits; Tool Courses:12 Credits; Teacher Education: 8 Credits; (excluding 4 credits for filed internship)
Specialisation Branches (Theory and Practicum included)	Courses in any one of the school levels/areas (such as elementary and senior secondary) and further thematic specializations.	The Specialisation branches in one of the school stage: Elementary (upto VIII), or, secondary and senior secondary (VI to XII), each with: 1.Core courses, within elementary/secondary specialization, focusing on mapping the area Specialisation/elective clusters in thematic areas pertinent to that stage, such as: Curriculum, pedagogy and planning; Educational management and administration; Education for differently abled; Education Technology, etc.	20 Credits (excluding 4 credits of filed attachment)
Internship/ Filed Attachment	Teacher Education Institution + Related to specialisation	Filed internship/ attachment in: 1.A Teacher Education Institution, and The area of specialisation	8 Credits (4 Credits each)
Research leading to Dissertation	Related to specialization /foundations	Students (in close mentorship of a faculty member) learn to plan and conduct research, and write a thesis.	8 Credits

Recommendations of Various Committees for Inclusion of Practical Component in Teacher Education:

1.NCTE framework (1978, 1988) suggested that field work and practicum be one of the major components of curriculum of teacher education.

2.NCTE framework (1988) stresses the importance of field experience. It says, "This component is of critical importance in the entire design of teacher education curriculum as it is concerned with the fulfillment of the central objective of teacher education, viz, development of professional competencies with respect to

a. The different functions of teacher teaching

b. Organizing co-curricular activities

c. Guiding students and several other activities, which take the teacher outside the bounds of the classroom and schools.

3.NCTE (1998) As for practice teaching, the main thrust has to be on a variety of teaching such as team teaching, micro-teaching, panel discussion, seminar, demonstration etc. as integral part of classroom – teaching – learning – evaluation procedures.

4.UGC (2001) Field based experience related to supervision and evaluation of practice –teaching and other aspect of school experience of B. Ed. Programmes.

5.NCTE(2014) Field attachments / internship / immersions shall be facilitated with organizations and working and institutions working in education. These would aim at engaging the students with field-based situations and work in elementary and other levels of education, and to provided an opportunity for reflection and writing on the same. Systematically planned field internship / attachment in teacher education institution, and in the specialization area chosen by the student shall be organized during the programme.

6. Mahale .S.R.& Dharankar M.D.(2014) ,Reported that -Field work is useful to all of them for understanding the basic concept and process of the practicum work like micro-teaching, Practice lesson, lecture and Psychological experiment. Build up confidence between the students to became a Teacher Educator. Knowledge base of the field work was useful for their profession as a Teacher Educator.

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Sr, No.	Main Component given by NCTE 2014	YCMOU Initiative
01	Critical Compression of theory & collective Reflection	In-depth assignment ,writing and presentation, discussion and evaluation of the presentation
02	Exploratory Reading	In-depth assignment ,writing and presentation, discussion and evaluation of the presentation
03	Inquiry through Research Hand on experience	<ul style="list-style-type: none"> ·Concept mapping ·Research proposal group work ·Proposal presentation & feedback ·Contact to guide 30 time ·Activity based Allied material for research4
04	Hands on field base experience	Teaching related field work Optional paper field work
05	Deep and projective reflective practice	Reflection of Teaching related fieldwork
06	Development of competencies and skills	<ul style="list-style-type: none"> ·In-depth assignment develops academic writing. ·Presentation skills ·Communication skills ·Feedback giving and receiving skills
07	Training of pedagogy of school subject	One course on Science/Language/Teaching & Teacher Education
08	Creator integrating of the contributing in the	One course on Science/Language/Teaching & Teacher Education

Conclusion of the Paper :

Additional inputs given only following componants has to include in the New Curriculum of M.Ed Programme of YCMOU.

- Perspective Courses in the areas of History-Political Economy of Education,
- Tool Courses with focus on gender and physical well-being through modalities such as yoga.

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