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**NATIONAL CONFERENCE ON  
IMPLEMENTATION OF TWO YEAR  
TEACHER EDUCATION PROGRAMME  
26th & 27th DECEMBER 2015**

**Editor: Dr. P. B. Darade  
Internal Quality Assurance Cell (IQAC)  
ACHARYA JAWADEKAR COLLEGE OF EDUCATION,  
GARGOTI**



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**ACHARYA JAWADEKAR COLLEGE OF EDUCATION, GARGOTI**

*Tal: Bhudargad, Dist: Kolhapur, 416209(M. S.) INDIA*

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## INDEX

19	Dr.S.D.Bhilegaonkar	Evaluation of B.Ed.Curriculum & its Frame Work with Reference to Implementation of Practicum Course	77-78
20	Mr.Sandeep Patil	Social Networking as a Vigorous Gizmo for Teacher Education : Endorsing Neo – Millennium Professionalism	79-83
21	Shri. Vinod Barde	Innovative Practice in teacher education-school without classroom	84
22	Dr.Vinay Dhondge	Teacher Education scenario : Two Year B.Ed. Programme	85-87
23	Dr. Sanjivani R. Mahale	Reflection on M.Ed. programme of YCMOU irrespective with NCTE 2014 M.Ed. Curriculum	88-90
24	Dr. Geetanjali S. Patil	Complementarities of Constructivism and Objectivism and Their Implications for Teacher Education	91-93
25	Dr. Vadana S.Nalawade Jadhav	Implementation of Two Year B.Ed. Course: Challenges before the Teacher Education Programme	94-96
26	Mrs. Samani Heena	Innovative Practice in Teacher Education	97-98
27	Shree Matale Hindurav Rajaram	Shrushtitun drushticha shodh Ek Navupakram	99-100
२८	डॉ. भरमू पा. मरजे	बी.एड.अभ्यासक्रम अमलवजावनी- एक अवलोकन	१०१-१०४
२९	डॉ.बी.बी.पठान	स्वची जाणीव	१०५-१०६
३०	प्रा.परमेश्वर अंभगराव पाटील	द्विवार्षीक बी.एड.अभ्यासक्रमातून शिक्षकांच्या व्यवसायीक क्षमता वृद्धीकार्यक्रमाची अमलवजावनी	१०७-१११
३१	डॉ.रवीराज अच्युत फुरडे	बी.एड. प्रशिक्षणाथीच्या नाट्य व कला अविष्कारामध्ये शिक्षक प्रशिक्षकाची भूमिका	१११-११३
३२	डॉ.महादेव सदाशिव डिसले	द्विवार्षीक बी.एड.अभ्यासक्रमांतर्गत प्रशिक्षणाथीच्या व्यवसायीक क्षमता विकसनासाठी स्वचे आकलन व आमल वजावनीचा अभ्यास	११४-११७
३३	चौगले विनायक राजाराम	शिक्षक प्रशिक्षणात नवोपक्रमाचा वापर	११८-१२०
३४	सौ.अलका सुनिल कारंजकर	वाचनातून व्यक्तिमत्त्व विकास परीणमकारकता अभ्यासणे	१२१-१२५
३५	डॉ.व्ही.बी. किडगांवकर	एन.सी.टी.ई.बी.एड.अभ्यासक्रम २०१५ मधील सैधातीक विषयातील नाविण्यपूर्ण बाबी व त्यावरील प्रतिक्रिया	१२६-१३१
३६	डॉ. सजराय पांडुरंग चव्हाण	द्विवार्षीक बी.एड.अभ्यासक्रमाचे नियोजन	131-134
३७	डॉ. गौतम रामचंद्र गायकवाड	द्विवार्षीक बी.एड.अभ्यासक्रमाचे नियोजन	१३४-१३६
३८	डॉ.अनिल तानाजी पाटील	व्यवसायीक क्षमता वाढविण्यासाठीच्या उपक्रमांचा बी.एड.अभ्यासक्रमातील समावेश	१३७-१४०

## 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