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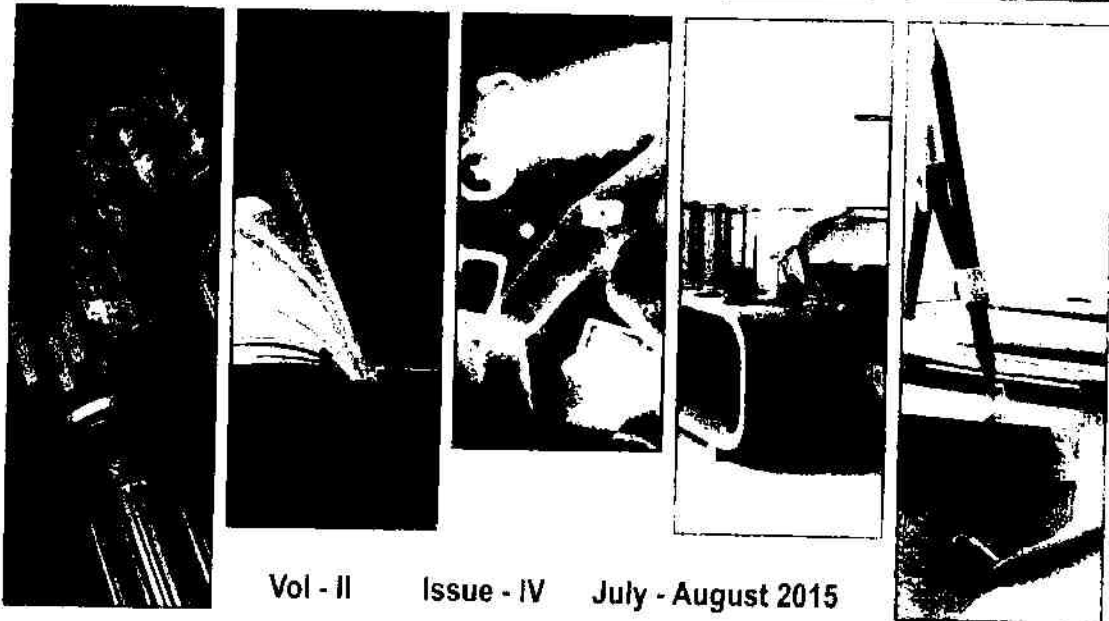


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2. Competency and Practical based M.Ed. Curriculum for Teacher Educator

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Abstract

Teacher's role in teaching-learning process is most important. Therefore, the teacher should know the depth of pedagogy, current knowledge and innovative technologies, which are using in teacher education discipline. Diploma Degree programme of teacher education is implementing in college of education. Department of education and the student gets training from the Teacher educator, who has completed the M.Ed. programme. The training to students should have related to the learning to learn more than teaching to students and building a wave of learning, teaching means how to learn, helping to learn and to evaluate how the learned, these merits should come in students. M.Ed programme is most useful and important because M.Ed. degree is mandatory for every teacher for appointment as a teaching post at the Diploma, Degree, PG and research degree levels in Teacher Education discipline, so this programmes should related to each levels of teacher education.

The researcher has select 11 University in Maharashtra state. Prospectus, dissertations, rules, sub-rules, ordinance as a source of primary data had collected from Universities. The questionnaire has prepared as per primary data findings. All important data was collected form 135 Teacher Educator at M.Ed. degree level. The draft of modified M.Ed. Programme reviewed by 33 Educationists in Maharashtra. The rectifying the lacunae, deficiencies and mistakes in draft and suggests the Modify M.Ed. Programme structure and Implementation procedures.

Key words : M.Ed. programme, Research practical, field experience, dissertation.

1. Introduction

Most of the Universities has running a M.Ed. Programme. This is the post graduate programme in teacher education discipline. M. Ed. Programme is implementing in one-year full time, two years part time and open education mode for two years. In 1917, Sadler commissions has suggested that to open

a Education Department in University and mainly two objectives focused on M. Ed. Programme- to study the scope and depth of education and to quicken of educational research. UGC has suggested a curriculum of M.Ed. in 1989 and 2001. NCTE also gives guidelines for implementing a M.Ed. programme. Universities have its own M.Ed. programme curriculum with related as per guidelines of UGC and NCTE.

Mainly three components are included in M.Ed. programme i.e. Theory, Research and formative assessment. The authorized academic bodies of University prepared the curriculum of M.Ed. programme and then it is implemented in University department or/and Colleges. The University is preparing a M.Ed. Programme on the basis of need of society, need of human resources and need of country.

2. Importance of the study

Ull today, Eleven Universities are running M.Ed. programme in Maharashtra state. This study is related to the present situation of M.Ed. programme. Researcher had provided product by research as a modified M.Ed. programme and its implementation procedure to the University and colleges. It is on competency and practical based M. Ed. Programme. So, Teacher educator will prepare to teaching for present era. M.Ed. programme structure is best for implementation. Teacher Educator personality will be developed with research attitude, depth knowledge of education and familiar to use of ICT in teaching. Competency and Practical based M.Ed. programme can be enhanced the quality in teacher education. All practical will be enhancing the quality of teacher educator. This is the need of present era.

3. Objectives of the study:

Researcher had defined two objectives of studies.

- i) To study the curriculum and implementation of M.Ed. programme in Universities at the present situation.
- ii) To suggest the modified M.Ed. programme structure and implementation processes for competency and practical based quality.

4. Scope and Limitation of the study

Researcher has studied curriculum and implementation of M.Ed. programme of 11 Universities in Maharashtra state in 2006-2007.

5. Research Procedure:

Researcher has studied curriculum and implementation of M.Ed. programme of 11 Universities in Maharashtra state. Research had collected all documents of M.Ed. programme in various universities in Maharashtra by using a survey method. The sample size was 125 Teacher of M.Ed. programme, 11 deans of Education and Head of Department of Education, 33 Educationist/Expert was selected for getting an opinion on modified M.Ed. curriculum and implementation process. Researcher Prepared a Questionnaire for teachers and used interview and observation tools for data collection. All collective information has been done in classified by using the tables, charts and graphs. The data was analysed and formed the conclusions of the study. Final recommendations are suggested. Researcher has prepared draft a booklet of Modified curriculum and Implementation procedure of M.Ed. programme on the basis of the conclusion and recommendation of the study. Researcher takes an opinion on draft of Modified curriculum and implementation of M.Ed. programme. After getting a remedial suggestion from education experts, changes made in the draft of modified M.Ed. programme and its implementation procedure.

6. Conclusions:

The main conclusions are

- i. M.Ed. curriculum structure is not similar to other University.
- ii. The Range of core/compulsory subject is a 3 to 5 subject.
- iii. Learning objective of course and content of units are not proper defined.
- iv. Practicals for research components are not define.
- v. Some Teacher has more than seven students for research guidance.
- vi. Personality developmental practical are define in formative assessment.
- vii. Field experience practical used in few Universities.
- viii. Comprehensive course structure is not defined properly.
- ix. Seminar practical was used in three universities.
- x. The marks for Evaluation of programme and course, passing marks as well as weight age of Theory. Practical and Research components are not similar in Universities in Maharashtra state.

7. Recommendation:

Some recommendation is that there should be practical for each component i.e. Theory component, Research component and Internal assessment components. There should be informality in Core subject, optional subjects, dissertation and formative assessment in Maharashtra. Subject syllabus should define in to the 25 elements of course structure. Objective of subjects and units of subjects should be interrelated. Practical for Research Components with reference to review of books and research reports, Research paper writing, Academics articles, Preparing research tool, Citation and bibliography of references. Cumulative Viva should be there. Student should get effective guidance therefore, limited students should allow to guide and not more than 150 pages in dissertation. Research evaluation tools should be well developed for assessing the research report. Training of paper setter and examiners should be there. All process of evaluation should follow as per defined rules. Theoretical practical should be presented in symposia and the research related practical should be presentation in seminars and personality development of student should be checked in seminar and symposia. Subject related fieldwork and work experience related fieldwork should in the formative assessment.

The modified M.Ed. structure has been prepared on research findings. The M.Ed. programme for Teacher Educator may be useful in 21st century. Most of Teacher are using of ICT in Teacher Education. So M.Ed. programme should be modified as per Changing roles of Teacher.

(A) Modified M.Ed. programme structures



(B) Comprehensive Course/subject structure

No.	Sr.	Title of the Unit	Teaching hours	Teaching methods	Marks	Cognitive objective	Evaluation tool	Question type	Passing criteria
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

- (i) **Title of course:** Title of the course should be related to the objectives of programme. And it shall be very cleared and in minimum words.
- (ii) **Objectives of course:** Objective of course should be defined on the basis of the objectives of programme, human resource development, need of society. Near about ten objectives of course should be defined and it shall be students oriented. Weight age for course and defined objectives of course should be much related to aim of education. Use of ICT and research in education, these two objectives should be compulsory for the learner in course.
- (iii) **Credit point:** Credit point should be defined for each course. It shall be depends on length of content, learning hours and self-learning hours. Minimum four credits points should to have for a course. Near about 30-32 learning hours is equal to one credit point and one credit point also is equal to 25 marks, this the traditional method is using in ODL system.
- (iv) **Marks for Course:** Four-credit point is equal to 100 marks. This practice is using in universities and institutions. Marks should have separated to the formative and summative evaluation also weight age is separate. 30 percent weight age for formative evaluation and 70-percent weight age for summative evaluation for the course/subjects. This is the best cumulative marks system. Weight age of marks shall be each unit in course. Total marks for each course shall not be more than 100 marks.
- (v) **Learning objectives:** Bloom's has suggested six objectives of cognitive domain (i.e. knowledge, comprehensive, application, analysis, synthesis and evaluation). These objectives should be defined as per student's mental age and level of education. For example, higher-level objectives (comprehensive to evaluation) can be test at the postgraduate level. These objectives shall be achieved, when items will be well developed. These objectives should define for each unit of contents. What is the depth of content and applying the content in social life or industry?
- (vi) **Unit of content:** Content depth, importance and length of content are depends on to making the unit of content. Unit of content can be defined as per objectives of course. For example, ten objectives will define and then also will be ten units of content. Means, each unit will be related to the defined objectives. Use of Information communication technology and Researches in education, these two units shall be compulsory for each course.
- (vii) **Teaching hours:** Teaching hours should be related to credit point. Near about 120 teaching hours have four credits. 20 percents teaching hours should be self-learning and enquiry to teachers. Teaching hours should be defined for each units of content.
- (viii) **Teaching Methods:** Teaching methods should be defined for each units of content. Some teaching methods shall be common and specific. For example, The lecture methods will be common methods for all units but some specific teaching methods should be define as per the content depth, learning experience and teacher-student direct participation. Teaching methods can be identified for each unit of content. More than one teaching method should be suggested as a guideline for enhancing the quality of transfer knowledge to students. (Specific methods- Brainstorming, discuss, seminar, observation, problem solving, etc.)
- (ix) **Format of evaluation tools.** Evaluation tools are the most important in the teaching learning methods. Effective tool gives proper outcomes. Format of formative and summative evaluation tools should be clear and related to the objectives of course.

(a) Summative evaluation format - Question Paper for End examination

- To define the total long Answer questions with marks unit wise.
 - To define the Short Answer question with marks as per unit wise.
 - To define the Objective type question with marks as per unit wise.
 - To define the number of optional question for each Question type.
 - To define the place of optional question in particular in question paper.
 - To define the strong suggestion for question paper.
- (b) Formative Evaluation format- (Class test, Home Assignment, Term paper etc.
- To define the question types and marks for H.A. format.
 - To define the total questions with question types and marks.
 - To provide the guideline for assessing the formative evaluation. For example, Home assignment should be return to the students with marks and remedial suggestions.
 - To define the minimum passing criteria for each formative tool.
 - Home Assignments question should be related to End Exam.
 - To define the weight age for summative and formative evaluation.

(x) **Passing Criteria:** Teacher and student get feedback form the evaluation of answer sheet. Minimum cut of point should be 40 percent for theory course and 50 percent for practical course. The passing criteria should have defined as per unit wise and course wise.

(xi) **References for more reading:** At the end of syllabus of course, the reference should be provided for more reading. References should be in international, national and local language in book form, e-book and CD Rome. There should be provision of research and academic journals with titles in library.

(C) Implementation of Practical of Internal Assessment

Internal assessment is related to the theoretical, research, field experience and other practical components. This is also called formative evaluation. The formative evaluation tools are use during the teaching-learning time till end of session. Implementation process is the most important for administration of formative evaluation tool. Theoretical tools should be presented in symposia. Research based practical should be presented in seminar and Field based experience practical should be presented in cumulative oral exam. There are two types of assessing process i.e. content based and second is personality development based in the presentation of practical.

1. Theoretical practical

Theory component should have home assignment as a tool for a theoretical practical. Teacher gives some question to the student for home assignment. Answer of Home Assignment written by the student and its has return to the teacher, then teacher will assess the Home assignment. Teacher will give Home assignment to student with remedial suggestion with marks. At that time, student will get immediate feedback from the Home Assignment. Presentation of Home assignment work will provision in the symposia and expert will assess the students personality developmental abilities. Expert gives marks for Presentation of Content, communication skill, use of ICT tools, ready with an answer and his/her behavior

2. Research based practical

Research based practical shall be organized on the basis of the research activities. All activities shall as under below.

i. Research proposal preparing and presentation

Preparing a Research proposal has part of report writing. Expert as a guide's role is important for preparing the research proposal to up to research report writing. Some times, there are more mistakes in research proposal without guidance. Those mistakes can be sort out in seminar presentation. Well research proposal can be minimize the deficiencies in research report. Experts will give reliable suggestion for improving the research proposal in seminar. This practice is must for enhancing the quality of research proposal. There should be assessment process as a open forum. Two tools can be used for assessment of Students. One for student's presentation content and other for their personality development.

ii. Research report review

Lectures should be organized on research report review for student. Theoretical and research related review can be searching by the students of Ph.D. and M. Phil. level degree. Head/Principal particular department will give review topic. Research report review shall be in two or three page on the pre-section, Main section and Post-section of the research report. Examiner will be assessed content of review report and Examiner shall return assessed research report to students with some remedial suggestions. The Student will be prepared well research reports writing.

iii. Preparing a Research tool (Questionnaire, test, inventory, scale)

Researcher will develop the research tool for data collection, it is assumption but some researcher barrows research tools from agencies. Some Educational and psychological test are available in the market. If the researcher cannot prepared a research tools, then research's attitudes will less. How to prepare a tool? Researcher cannot develop the ability of preparing research tools. In that context, the practical of preparing a research tool should be compulsory in component of research work. The student can follow the whole criteria of tool preparation, and then tools will assess the experts and return to students with remedial suggestions. The external examiner will assess this tool.

iv. Book review

The published book of related teacher education, students will takes for review and the book should newly published at list three years old. External and internal elements, good new things, deficiencies in book, utilization of book, correlated to present era and binding specialty of book shall be criteria for assess the review report written by student. The report of the book review, student will give to head, examiner will be assess and return to the students with remedial suggestion.

v. Writing a Research Paper

Research paper shall be based on scientific process. Research methodology shall be used in research paper. How to write research paper? Expert will provide the guidelines to students with theoretical lectures to develop the skill of research paper writing. The examiner will assess the research paper and it will return to student with remedial suggestion. There shall be provision of presentation of research paper in seminar and Head of dept or Principal will assess the presentation skill as well as content. This practical is most important for students enhancing the skill of research paper writing.

vi. Writing a Educational and policy paper

Educational or Policy paper shall be students thinking or reflection of content or process based content. The basic objective is that student should know the process of writing the policy based paper. That will be provision at the master of the education because after getting the degree, the student becomes educational officer or academic person. This practical should be compulsory. An expert will give guidelines for writing a policy paper, and then student will give written paper to teacher. The examiner will assess the policy paper with remedial suggestion and it will return to the student.

vii. Reference writing style

An author has published articles in various periodicals or journals in various disciplines. The student gets some references from the journals. The student is preparing bibliography for their research report. So, the student should be aware of reference writing style of books, journals, periodicals, published report, web sites and research degree levels. The students done by this practical. He/she will enhance the competency of preparing the bibliography. This practical shall be compulsory and it shall be compulsory components of formative assessment. The examiner will assess the reference bibliography and it will return to students with remedial suggestions.

viii. Visiting notebook for research guidance

The student gets guidance from the research guide. Normally, the student visits to guide for collecting information and counseling of the research report. Visits of student should be noted because any casual enquiry can be sorted. Both should be aware regarding last time what we discussed. The student should fulfill defined visits. This record should be checked at the viva voce of dissertation of student.

ix. Use of statistics in research:

The students has analyzed data with using various statistical techniques i.e. T-test, dispersion and skewness, correlation, etc. The student should be aware of statistical data analysis. A practical provision shall be there because some students are not used these statistics in their dissertation level research. All students can be done any one statistical practical, this is a main aim of this practical. Expert will give guidance to student for statistical techniques, then experts will assess the practical and it will return to students with remedial suggestions.

3. Field experience practical:

Field experience practical for students is most important for enhancing the quality of teaching professions. The students should participated to aware and understanding the functions of degree college of education. UGC has also suggested fieldwork experience component in M.Ed. curriculum - 2001. There should be separate marks for field experience. The student will write a report on field experience and the head of institution will assess. The report of field experience will be presented in cumulative oral examination.

4. Other practical:

Theoretical practical shall be presented in symposia. Research based practical shall be presented in seminar and field based practical shall be presented in cumulative oral exam. There will be a committee in symposia wise, research based wise and field experience wise. Separate marks should

be for symposia, research and field practical. These marks divided in two components, it shall be for content based and personality development base. This is a criterion for the quality of personality of teacher education, which is Presentation of Content, communication skill, use of ICT tools, ready with an answer and his/her behavior.

The curriculum of M.Ed. programme and its implementation is applying in the colleges and universities. Some lacunas, deficiencies and questions are in anyone educational programme. Psychomotor domain is most important to gaining and knowledge application in proper place. So, Practical and competency based programme structure and its implementation procedure shall enhance the quality of Teacher Educator.

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