

Ballen
Buckingham University, Bhopal

UPDATING CURRICULA IN EDUCATION

A FRAMEWORK

(For P.G. B.T.)

M.Ed Exam 2013

Price Rs. 20/-

Education

The M.Ed. Programme will consist of three parts. The details of each part are given below:-

Courses of Study

Papers	No.	Marks
<i>Foundation Papers</i>		
Paper I : Philosophical and Social Foundations of Education	3	3 X 100 = 300
Paper II : Psychological Foundations of Education		
Paper III : Methodology of Educational Research		
<i>Optional Papers</i>		
Paper IV & V (Specialization)	2	2 X 100 = 200
b. Field based experiences related to supervision and evaluation of practice -teaching and other aspects of school experiences of B.Ed. Programmes		50
c. Dissertation		150
Total		700

Note: Out of the total marks 25% are to be internally evaluated.

M.Ed. programme may be offered on semester basis and dissertation work should start towards the middle of the first semester. Specialization papers could be taught during the second semester.

Duration : One Year.

Special Papers

Detailed in-depth study of an area of specialization comprising two theory papers including a well-articulated component of practical work or fieldwork should be preferred to specialization in two areas as is the current practice. Specialization should include study of the Indian context and the Indian experience. Specialization paper may be chosen out of the following:

- A. Guidance and Counselling
- B. Distance Education
- C. Value Education and Human Rights
- D. Language Education
- E. Comparative Education
- F. Teacher Education

- G. Special Education
- H. Educational Technology
- I. Educational Measurement and Evaluation
- J. Curriculum Development
- K. Management, Planning and Financing of Education
- L. Environmental Education
- M. Science Education
- N. Yoga Education

Thrust Areas

There are many emerging thrust areas which are to be included suitably in one-two areas of specialization. These are listed below :

1. Information and Communication Technology in Education
2. Environmental Education
3. Women Education including women studies
4. Gender Sensitization
5. Human Rights and Responsibilities
6. Privatization, liberalization, globalization and Education

3.4.3 Master of Education (M.Ed.) Part Time

M.Ed. (Part-Time) programme will consist of three parts a, b & c. Details of these parts are given below:

a) Theory

Year	Papers	Marks
1 st Year	Education Papers I, II & III	100 X 3 = 300
2 nd Year	Special Papers IV & V	100 X 2 = 200
Total		500

- b) Field-based Experiences: as for M.Ed. (Full Time) 100 Marks
- c) Dissertation 100 Marks
- Grand Total 700 Marks**

Notes:

1. Dissertation work should start during the middle of the first year so that long summer break may be used for dissertation related library work and data collection.
2. M.Ed. (Part Time) can be offered on semester basis as well and theory papers, as well as field experiences may be allocated to each semester accordingly.

Duration : Two Years (4 Semesters)

REFLECTIONS

The expected outcome of the proposed changes in the curricula of B.Ed. and M.Ed. programs is ensuring that these programs for preparation of teachers and other professionals in the field of education are geared to address the merging challenges in the field and are fine-tuned to meet its differentiated needs. It is also expected that the graduates of these programs will be oriented to harness the resources of emerging technologies and function with effectiveness in an increasingly globalising environment.

3.5 CONCLUSION

Education is a discipline, which is, on the one hand, liberal-academic, and on the other, professional. Because of this, one needs to be careful to preserve its focus whether liberal-academic or professional during transaction of courses. So far as teacher-education is concerned, implementing these programmes requires professional support for curriculum development, development of innovative instructional packages and strengthening of research inputs. Research programmes in Education, especially at the doctoral and post-doctoral levels while they generate and validate theory, should be translated into development programmes. Besides, institutional appraisal is a necessary input to quality improvement in view of the overall uneven institution scenario that obtains at present.

Teacher education institutions need to build up functional links with the school education sector and the higher education sector. In the absence of these links, teacher education institutions and schools may develop in isolation sans mutual rapport. This needs to be checked. Academic dialogue between teacher education institutions and higher education sector of which they are a part would keep alive the interdisciplinary nature of the field of education. Whatever the sector where initiative for academic and professional improvement originates, teacher education must participate in it and profit from it.

Networking of teacher education institutions and sharing of well-equipped resource centers, some of these located in school complexes and others on university campuses would transform the shape and functioning of teacher education. When this happens, the parent of education as a liberal-academic discipline would also receive a much needed shot in the arm for its rejuvenation.