

# Preparing Teacher Educators: M. Ed. Curriculum Review and Reconstruction



Department of Teacher Education  
National Council of Educational Research and Training  
Sri Aurobindo Marg, New Delhi-110 016  
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# Contents

<i>Preface</i>	<i>i-ii</i>
<i>List of Abbreviations and Acronyms</i>	<i>iii-iv</i>
<i>List of Tables</i>	<i>v</i>
<i>Executive Summary</i>	<i>vi-xii</i>
1. Introduction	1-12
2. Policy Perspective	13-20
3. Curriculum, Structure and Practice	21-67
4. Suggestions & Recommendations	68-78
5. The Way Forward	79
References	80-81
Annexure -1 List of Experts	82
Annexure-II List of Universities	83

## **Preface**

The teacher educators prepare quality teachers who in turn improve the quality of school education and also enhance the learning level of children. The teacher educators are prepared through Master of Degree in Education (M.Ed) programme. It means quality of teacher educators depend on M.Ed programme. In this direction, many efforts were made by implementing the recommendations of policy documents.

Recently Justice Verma Commission (2012) recommended that M.Ed programme should become a two year programme with adequate provision to branch out into specializations in curriculum studies, pedagogic studies, policy, finance and foundational studies. NCTE has also brought out four National Curriculum Framework for Teacher Education during 1978, 1988, 1998 and 2009 and recommended to improve the quality of M.Ed. programme. The UGC and RCI also made efforts on this direction. But it is felt that the existing M.Ed programmes are of general nature and unable to prepare quality teacher educators. Therefore, this study was undertaken to analyse the existing curriculum and syllabus of M.Ed programme run in different universities and tried to compare with NCFTE 2009.

This study consists of five chapters. The first chapter is related to design of study. The second chapter focuses on policy perspectives of M.Ed programme. The third chapter discusses the curriculum, structure and practice of M.Ed programme run in different universities. The fourth chapter relates to recommendations and suggestions of M.Ed programme for its improvements. The last one is on the way forward.

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Without their help it would not be possible to complete this study. Thanks are also due to Ms. Pooja, DTP Operator, DESS and Ms. Savitri Verma of the Department for providing continuous technical support to complete this study.

It is hoped that this study will be used by policy planners, curriculum developers, practioners and administrators for revising, formulating and also implementing M.Ed curriculum in the country. Suggestions and Comments are welcome to improve the quality of work.

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## **List of Abbreviations and Acronyms**

B.A.	Bachelor of Arts
B.Ed	Bachelors of Education
B.Sc.	Bachelor of Science
D.Ed	Diploma in Education
DIET	District Institute of Education and Training
ECCE	Early Childhood Care and Education
FIAS	Flanders' Interaction Analysis System
ICT	Information Communication and Technology
IGNOU	Indira Gandhi National Open University
IIM	Indian Institute of Management
LD	Learning Disability
M.Ed	Master of Education
M.Phil	Master degree in Philosophy
MR	Mental Retardation
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NCFTE	National Curriculum Framework for Teacher Education
NCTE	National Council of Teacher Education
NUEPA	National University of Educational Planning and Administration
OBC	Other Backward Children
ODL	Open Distance Learning
Ph.D	Doctorate of Philosophy
RCI	Rehabilitation Council of India
RIE	Regional Institute of Education
RMSA	Rashtriya Madhayamik Shiksha Abhiyan
RTE	Right to Education

SC	Scheduled Caste
SSA	Sarva Shiksha Abhiyan
ST	Scheduled Tribe
UGC	University Grants Commission

## List of Tables

1.1	Structure of Post Graduate Studies in Education Courses with Weightages
1.2	Number of Sampled Universities from different regions
3.1	Basic Information of M.Ed Course
3.2	Foundation / Core Subjects of M.Ed Course
3.3	Foundation/Core Subjects of M.Ed Course (NCTE Pattern)
3.4	Area of Specialisation/Optional papers/Elective Subjects of M.Ed Course
3.5	Practicum of M.Ed Course
3.6	Minimum Number of Lessons Observed by the Students of M.Ed Course
3.7	Evaluation Scheme of M.Ed Course
3.8	Pedagogies Used During Teaching Learning Process of M.Ed Course
3.9	Foundation/Core Subjects of M.Ed Course (Special Education)
3.10	Optional /Elective Courses in M.Ed (Special Education)
3.11	Thesis / Dissertation for M.Ed Course (Special Education)
3.12	Practicum of M.Ed Course (Special Education)
3.13	Practical Activities Undertaken During M.Ed Course (Special Education)
3.14	Evaluation Scheme of M.Ed Course (Special Education)
3.15	Basic Scheme of M.Ed Course (Elementary Education)
3.16	Core Subjects of M.Ed (Elementary Education)
3.17	Optional Paper of M.Ed (Elementary Education)
3.18	Evaluation Scheme of M.Ed (Elementary Education )



## **Executive Summary**

### **The Context**

Quality teacher can enhance the learning among children in schools. The quality of teachers depends on the teacher educators who are prepared through Master Degree of Education (M.Ed) programme of teacher education being run in 400 Universities and 909 including (72 government and 837 private) teacher education institutions in the country. The need for a sound programme for the preparation of teacher educators is in focus. However, no systematic studies have been undertaken in the country to study the M.Ed curriculum and syllabi of various universities and institutions offering M.Ed programme in the country. Born out of the need for the same, an attempt has been made to study and analyse M. Ed curriculum being implemented by different universities in the country to identify the deficiencies in the preparation of quality teacher educators. It has become more important to study the existing curriculum particularly in the light of NCFTE-2009.

### **Objectives**

The objectives of the study are to:

- Study the status of M.Ed curriculum in terms of structure, accrediting agencies, work days and hours, nomenclature of courses, practicum, research component and examination and evaluation in different universities.
- Find out the weightage assigned to core theory and elective/optional courses in terms of external and internal marks.
- suggest the direction for improving the M.Ed curriculum based on the findings of the study with a view to producing quality teacher educators.

### **Sampling of University with M.Ed Courses**

There are about 400 universities which offer M.Ed course. Of these, 31 universities were selected to represent geographical area (Northern, Eastern, Western, Southern and North East) areas of specialisation such as special education and elementary education. The sampled universities included both Central and State universities syllabuses prepared by the accrediting agencies were also covered.

## **Methodology**

Desk analysis was used for analyzing the M.Ed curriculum procured from different universities and accredited institutions as shown in the above map. The analysis covered major components of curriculum such as year of introducing the course (General, Elementary, and Special Education), nature of examination – annual or semester system, admission procedure, teaching hours/credits earmarked for each course/paper and the medium of instruction. The analysis also covered course structure of different M.Ed curricula with regard to aspects such as foundation/core subjects, elective subject's practicum, evaluation scheme and pedagogies used for transacting the curriculum. Analysis sheets were designed on different components of M.Ed Curriculum. Tables were constructed for organization of the analysis data from the analysis sheet. The methodology is analytic – descriptive where ever available information from the University website was also used.

It examines the extent to which the curriculum structure of different universities is aligned to the structure provided by the accrediting agency. The analysis revolves around the age of the curriculum, the target group served (General Education, Special Education, Elementary Education), type of course (semester system/annual), admission procedure, weightage to each course in terms of teaching time and credits/marks, medium of instruction and expected attendance. Further analysis includes theory and practical courses and evaluation scheme.

## **Major Findings**

The major findings related to programmes of M.Ed (General), M.Ed (Special Education) and M.Ed (Elementary Education) are as follows:

### **M.Ed (General):**

The duration of M Ed curriculum is one year in all the Universities except two year through distance mode by IGNOU.

- There is no coordination between the regulatory bodies like UGC, NCTE and RCI who are responsible for development of the curriculum and syllabi of M.Ed programme.

- The analysis of data reveals that the M.Ed curricula in universities are stale. This is because the curriculum was prepared several years back and were not revised suiting to the emerging needs of teacher educators in the light of socio -cultural and following M.Ed Curriculum recommended by UGC curriculum framework during 2001. Only about one fourth universities have revised the M.Ed Curriculum after NCFTE 2009. But these universities have not revised curriculum in the light of NCFTE 2009.
- Most of the universities follow semester system which consists of two semesters in one academic year. The annual system is followed only in one fourth of universities.
- The no coordination and linkages between curriculum of school education and teacher education. NCF was brought out in 2005 and NCFTE in 2009. During 1998 teacher education curriculum framework was brought out before school curriculum framework (2000). Even NCFTE 1988 did not mention the outline of M Ed programme. NCFTE 2009 did not mention the clear guidelines and outline for M.Ed. Course.
- The entry requirement for being eligible for admission into M.Ed programme is B.Ed degree with 50% marks in most of the universities. However, the university of Mumbai and Devi Ahilya Vishvidaylaya, Indore, University of Calicut, University of Amity of Mumbai require 55% marks in B.Ed as an eligibility criterion for admission into M.Ed programme.
- Mandatory attendance is 75% in most the University. Calicut University requires 84 days of attendance out of 105 days in each semester.
- Medium of instruction is English in most of universities.
- Foundation Courses almost all the universities except NCERT/RIEs and Sikkim University, Aligarh Muslim University and Lovely Professional University are following the UGC pattern of 2001, wherein (i) Philosophical & Sociological Foundations of Education; (ii) Psychological Foundations of Education and (iii) Methodology of Educational Research have been prescribed as core subjects. Majority of the universities have only prescribed three core subjects. Some of the universities other than these universities have prescribed core subjects more than three.
- Optional/Elective Courses universities have followed different patterns of offering the optional papers. Some of the universities, namely, Himachal Pradesh University (3 of the 7 options), Sant Gadge Baba Amravati University (2 of the 10 options), Central

Institute of Education (2 of the 23 options), Guwahati University (2 of the 7 options), University of Calicut (2 of the 10 options), MDS University, Ajmer (2 of the 6 options), Mahatma Gandhi Kashi Vidyapeeth, Varanasi (2 of the 8 options), Jammu University (2 of the 7 options), Pune University (3 of the 11 options) in Semester II have followed UGC and NCERT pattern, without grouping the different options. Rest of the universities has grouped the options and the paper is to be offered from different groups. As suggested by NCERT and NCTE, some of the universities have listed the areas and the student has to offer papers from the same area. These universities are Amity International, NOIDA (U.P) and University of Mysore.

- The suggested reference books in curriculum and syllabus of M.Ed programme of different universities are old and outdated.
- Almost one-half of the universities have included supervision and evaluation of practice-teaching and other aspects of school experience of B.Ed/D.Ed students in practicum component. Reflection and maintenance of reflective journal is a feature in four universities. Presentation/Panel Discussion in Seminar included in fourteen universities.

Workings with community/visit to an Institute have been included in fifty percent of university. Sessional work for each theory paper is a compulsory component and is being followed by almost all the universities. The sessional work is assessed internally.

- Two patterns are adopted by the universities for evaluating M.Ed course – through Marks and Credit/Grade. Marks in some universities are also converted into grade system. Further, for each course/paper, ‘credit system’ is defined by specifying teaching hours for a unit. Marking System is adopted in the 23 universities. IGNOU (ODL) and Devi Ahilya Vishwavidyalaya, Indore exclusively follow grading system in evaluation scheme. Each university has assigned weightage for external and internal marks for theory papers. In evaluation of dissertation as part of M.Ed Programme, majority of universities follow allocation of marks for dissertation between external and internal assessment. Internal assessment is made by the supervisor of the candidate. There is a provision for both external and internal evaluation for viva voce. For evaluation of practical, universities follow different pattern. However, much of practical work is evaluated internally. But some universities like allot marks for external evaluation too. Majority of universities have not mentioned separately curriculum transactional methodology in their curriculum.

However, some universities have included these parameters in the practicum and also in session assignments.

- NCTE based NCFTE-2009 and RIE Mysore curriculum for Master of Education include classroom observation, reflections, seminar, library, lecture cum discussion, self-study, project/research, ICT, field visit, interview, demonstration and formal discussion for curriculum transaction. Central Institute of Education, Delhi specifies only four parameters in the curriculum namely classroom observation, seminar, lecture cum discussion, project/research. IGNOU has specified two parameters, self-study and ICT.
- ICT has been introduced in all universities in M.Ed Course with focus on technologies and its prospects.

### **M.Ed (Elementary Education):**

All the three universities offering M.Ed (Elementary Education) have regular course of study for one academic year. Jamia Millia Islamia and Utkal University (RIE), Bhubaneswar have semester system and Maharshi Dayanand Saraswati University, Ajmer follow annual system. Teaching hours allotted by Maharshi Dayanand Saraswati University, Ajmer has allocated 15% time per paper for 5 papers and dissertation, and 10% for Computer Education. Jamia Millia Islamia has given time as per credit system. It has allocated time to all the core subjects and specialized subjects on credit basis and each subject has been allotted 03 credits. Utkal University, Bhubaneswar has allocated four hours per week to core foundation subjects and 05 hours per week to specialized subjects. Utkal University, Bhubaneswar has English as medium of Instruction while other universities have not given information about medium of instruction. Required attendance is 75% for appearing for the final semester or annual examination in all the three universities.

UGC and prescribed three core subjects and any two of the 14 specified optional subjects to be offered by M.Ed students. There is no curriculum framework for M.Ed (Elementary) course. The three universities have followed different pattern of offering optional papers.

### **M.Ed (Special Education):**

Special Education courses at graduation and post-graduation levels are accredited by the Rehabilitation Council of India (RCI). RCI has provided guidelines for M.Ed Special Education. The structure of the course suggested by the RCI covers three theory courses, two specializations and optional/elective courses. Courses in theory carry 24 credits followed by 12 credits for practicum and 12 credits for dissertation. SNDT Women University, Mumbai has followed the RCI course structure. Banaras Hindu University and Kurkshetra University have made modifications but, by and large, follow the RCI guidelines.

### **Suggestions and Recommendations**

The following suggestions and recommendation emerged out of the findings of the study.

- There is a need to have close collaboration and linkages between regulatory bodies like UGC, NCTE & RCI, who are responsible for preparing curriculum framework for teacher education. M.Ed curriculum need to be revised in the light of NCFTE-2009.
- The duration of the M.Ed course is one year in all universities. There is need to have research evidence about the duration of this course though policy documents including Justice Verma Commission (2012) have recommended to increase the duration of this course.
- The National Curriculum Frameworks for school education and teacher education need close collaboration and linkages. Both should be revised simultaneously as it has not happened in past.
- The M.Ed course is general in nature followed by all universities. There is need to have research evidence to formulate stage specific course.
- Eligibility and admission procedure of M.Ed course needs intensive study to find their relevance to the quality of entrants to M.Ed course and performance as a teacher educator.
- Medium of instruction in M.Ed course is generally in English. In Pune University, the medium of instruction is English or Marathi whereas in Amravati University it is English or Hindi or Marathi. A few universities have specifically mentioned it the curriculum document. There is need to undertake study on medium of instruction.
- It will be useful to study the number of students opting for elective/optional courses, the reasons for opting a particular course and follow up in their work situation as to what extent they use and the cost effectiveness of the least opted papers.

- An observation system (FIAS) developed is still being used. But there is paradigm shift in school curriculum port. NCFTE 2009 demands an updated or even freshly prepared classroom observation system taking into account constructivist approach. It needs to be changed.
- A study of Reflection Journals made by students needs to be studied in terms of the pedagogical issues and content issues, learning and social theory/issues etc. The study may also include the extent to which these impacted change in their thinking classroom practices.
- Technology in education has made inroad into teacher education. Under SSA and RMSA schools have also been provided technologies. Curriculum of teacher education needs integration of technologies into the learning process of children.
- Considering the RTE Act 2009 and policy perspective reflected in SSA Framework, inclusive education deserves to be treated as a course in itself. This is to become inclusive encompassing all children such as gender, SC, ST, OBC, migrants, minorities including linguistic diversities. Such a course needs to be designed with a sense of urgency.

It is concluded that for preparing quality teacher educators, the existing M.Ed course run by different universities needs to be revised in the light of NCF-2005, RTE Act 2009 and NCFTE-2009 by way of coordinating regulatory bodies of teacher education.

# **Chapter 1**

## **Introduction**

Quality teacher can enhance the learning among children in schools. The quality of teachers depends on the teacher educators who are prepared through Master Degree of Education (M.Ed) programme of teacher education run in 400 Universities and 909 teacher education institution including 72 government and 837 private institutions in the country. Total intake at present is 26836 both in Government and Private sector. In the past, lots of efforts were made to improve the quality of teacher education programme including M.Ed by setting up several Commissions and Committees by the Govt. of India. In the light of recommendations made by different Commissions and Committees, the Govt. of India set up regulatory bodies like National Council for Teacher Education (NCTE), University Grants Commission and Rehabilitation Council of India to develop curriculum of M.Ed programme. NCTE was set up in 1973 in National Council of Educational Research and Training (NCERT) to act as a National advisory body on all matters relating to teacher education and to review the progress of the plan schemes to ensure adequate standards in teacher education and brought out two National Curriculum Framework for teacher education during 1978 and 1988. NCTE became statutory body in 1993 by Act of Parliament to maintain norms and standards of teacher education and brought out two National Curriculum Framework on Teacher Education, during 1998 and 2009. The outline of M.Ed Course suggested in these Frameworks are discussed in this chapter.

### **Teacher Education Curriculum Framework-1978**

The M.Ed programme is a part and parcel of teacher education. While the teacher education programmes up to the secondary stage contain both theory and practice of education, the post-graduate courses consist of only theory papers. Even an M.Ed programme in science education, as offered in some universities, is more or less a replica of a general M.Ed programme. It may be pertinent to think of two types of programmes to maintain continuity and also to serve the basic purposes of teacher education at the post-graduate level. This is more relevant in the changed situation, teacher training may be regarded a pre-requisite for a teacher at the +2 stage. Thus, there will be a need for two cadres of teacher-educators, one category looking entirely after general and special training in the methods of teaching various school subjects, work-experience, vocations, health and physical education, games and



recreational activities, and the other looking after the theory part. The former is altogether a new area which requires specialists or experienced technicians. In other words, there is a need to develop a task-oriented M.Ed programme which will provide scope for practical work in education. Simultaneously, the tradition of theory-based courses, as reflected in the present M.Ed programmes needs, to be continued. Another post-graduate course of two-semester duration after the Master's degree leading to M.Phil in Education is also suggested. This course should be open to people having either the M.Ed degree or the Master's degree in some other related discipline. This is a research level course which can be terminal or may lead to the Ph.D Programme in Education. These are the considerations which may justify the structures of post-graduate programmes as suggested in Table give below.

**Table 1.1: Structure of the Post-graduate Studies in Education Courses  
with Weightages**

	Area	M.Ed	Weightages	M.Phil
A	Pedagogical theory	Foundations Courses	20%	Not needed for those having M.Ed. But needed for those from other disciplines Research Courses (50%)
		Research courses	20%	
		Theoretical Course or Task-oriented Courses	60%	
B	Specialization	Any two areas of specialization	60%	Theoretical Courses in one area of specialization (50%)

Education is essentially interdisciplinary in nature. In order to attract interested students from other related disciplines, it is suggested that they may be admitted directly to the theory-based M.Ed and/or M.Phil programme. It is recommended that a holder of a Master's degree in any related subject may be considered eligible to register for Ph.D in Education in universities which do not require the M.Phil degree for registration for the Ph.D programme, provided the problem area has relevance to education. Such candidates may be required to take a minimum of 18 credit-hours courses in education and research methodology.

### **National Curriculum for Teacher Education: a Framework-1988**

Professional training needs to be distinguished from advanced level programmes in a discipline. The nature of inputs required for professional training of teacher for higher levels needs to be visualized in a very different perspective compared to training required for the teachers for the various stages of school education. The M.Ed programme is visualized as a course of advanced studies in education and not an essential requirement of preparing school teachers. Whereas the importance of the M.Ed programme for teacher educators is fully recognized, its curriculum design is not elaborated in the framework. The present M.Ed courses, by and large, do not have a training component and are more or less offered as advanced programme of education as a discipline.

#### *Education and Training of Teacher Educators*

The curriculum of pre-service education programmes for teacher educators M.Ed, M.A (Education) etc. will have to be modified in line with the needs and requirements of teacher education programmes of various levels. These programmes aim at producing curriculum developers, educational planners and administrators and teacher educators. A sizeable number of the products of these programmes do become teacher educators. This calls for development of a curriculum framework for these courses. Such a framework needs to highlight introduction of such courses to cater to the needs of teacher education programmes of different levels.

### **Curriculum Framework for Quality Teacher Education-1998**

The present system of pre-service education of teacher educators is characterized by lack of perspective in terms of both of contents as well as qualifications. For instance, while it is well accepted that B.Ed qualification entitles a person to teach at secondary stage, it is doubtful if the M.Ed programme adequately prepares a person to become a teacher of secondary school educators. The existing M.Ed programme has little provision of training in, and in working out, teaching and evaluation strategies suited to the needs of teacher trainees. And yet one finds M.Ed degree holders entrusted with the responsibility of teacher preparation not only at secondary stage but also at the pre-primary, primary and elementary stages of teacher preparation. Likewise, while the B.Ed qualification legitimately entitles a person to teach at the secondary stage, it cannot, at the same time, be accepted as a good enough qualification for being a teacher educator at the primary stage. The existing B.Ed programme is designed mainly to teach high school students and not for preparing primary school teacher educators.

Thus, it is imperative that the professional qualification of teacher educators is made stage-specific suited to the needs of teacher trainees of different categories.

It is time for seriously considering designing of definite programmes to prepare teacher educators rather than depend on the conventional B.Ed or/and M.Ed courses. Education of teacher educators has necessarily to correspond to teacher preparation programmes. It is, nonetheless, necessary to consider alternatives and institute programmes like M.Ed (Teacher Education) catering to the needs of stage-specific and category-specific preparation of teacher educators alongside general M.Ed programmes. M.Ed (Teacher Education) could be conducted for the following specific categories and areas:

- M.Ed (Pre-primary)
- M.Ed (Elementary)
- M.Ed (Secondary and Senior Secondary)
- M.Ed(special Education)
- M.Ed(Distance Education)
- M.Ed (Physical Education)

Existing M.Ed courses in Indian Universities are, by and large, academic in nature and not adequately professional in content. In as much as the Master's level courses in Education need to be formulated for making them professional courses, some additional areas of study will have to be introduced with changed orientation.

### *Curriculum Framework*

The course structure in respect of the above alternative M.Ed programmes has to correspond to the course structure of teacher education at various stages and categories. For instance, the M.Ed (Elementary) programme may comprise the following courses:

- Contemporary Indian Society
- Philosophy of Education
- Educational sociology, Social and Cultural Anthropology
- Child Psychology including researches in lie and medical sciences having bearing on elementary education and psychology of teaching and learning with reference to the child.
- Curriculum Development, Transaction and Evaluation
- Comparative Education with reference to the developed and developing countries.

- Pedagogical Analysis of School Subjects
- Research Methodology
- Dissertation
- Field work, practical and Internship
- Coverage, emphasis and focus in the above courses will be on elementary Education sector.

#### Optional Courses

- Management, Finance and Planning of Education
- History and Problems of Education
- Educational Technology
- Education of Children with Special Needs
- Alternative Education
- Guidance and Counseling
- Pre-School Education
- Secondary Education

These are some of the areas. More of these could be added. Further, several courses within each area could be devised.

The Course Structure in M.Ed (Pre-Primary), M.Ed (Secondary) etc., by suitably adjusted accordingly with reference to the stage or category concerned.

#### **National Curriculum Framework for Teacher Education-2009**

Although M.Ed is generally accepted as the requirement for one to become a teacher educator, the programme as offered in most universities, is simply an extension of the B.Ed, seriously lacking in inputs focused on the preparation of teacher educators, secondary or elementary. The NCF Position Paper on Teacher Education observes: Existing programmes of teacher education such as the M.Ed have become, in many universities, programmes of liberal studies in education and are woefully inadequate in facilitating a deeper discourse in education and an opportunity for inter-disciplinary enquiry. These offer little scope for professional development and research in key areas of school education such as curriculum enquiry and design, pedagogic studies, epistemological concerns and issues related to school and society. As a consequence, the dominant ethos of teacher education remains confined to a positivist approach drawn from classical schools of thought in educational psychology and

having little contact with a large number of innovative experiments that have been carried out across India since the 1980.

### *Imparting Professionalism to a Post-graduate Programme in Education*

Several proposals have been made to improve the design and impart greater rigour and professionalism to the M.Ed Programme. Efforts have tried to align M.Ed to teacher education, elementary or secondary. The need is now being effectively articulated for identifying the objectives for the education of teacher educators and the designing of programmes that offer specializations for meeting the needs of different levels of schooling. The NPE Review made a specific recommendation to organize a specially designed training programme to fit all the desired attributes of a teacher educator. Suggestions have been made for post-graduate courses in teacher education of two years with provision for specialized areas in the development of scholarship in education and applied fields, such as teacher education, curriculum planning, evaluation, counseling, sociology and philosophy of education.

It is becoming clear that apart from addressing the immediate needs of preparing teachers, post-graduate courses of education need to contribute towards building the discipline and the knowledge-base of education especially the Indian context. A multi-purpose model of M.Ed, as it exists today and even in its improved form, offers little scope to either widen or deepen the discourse on education. Areas of specializations required to be carved through post-graduate study and research in education include: foundations of education: philosophical, historical, political, sociological and psychological; curriculum studies: disciplinary and interdisciplinary study; pedagogic studies: language education, mathematics education, social science education and science education; planning and finance of education; policy studies; gender and equity studies. Core areas should include philosophical and social science basis of education and a rigorous engagement with methods and approaches to educational research.

This necessarily means that in addition to revamping the existing M.Ed programme, a fresh discourse has to be initiated in teacher education to arrive at tangible understandings of the implications of aspects such as: creating multilateral entry points for the study of educational studies as a pursuit in higher education; broad basing the profile of teacher educators by infusion of persons who have knowledge of disciplines generic to teacher education so that the discipline of education grows into specialization requiring persons to be well-versed in cognate disciplines outside education; working out possibilities to pursue educational study at the post-graduate level through the route to teacher education involving

bridge courses, wherever required and considered necessary. These may look like impediments in the current reality but can be addressed through appropriate discourse in future in order to improve the overall health of education as a higher education pursuit of knowledge and practice.

#### *Needed Thrusts for Developing Teacher Educators*

One possibility is to develop the M.Ed as a teacher educator training programme with specialization in pre-school /elementary/secondary teacher education.

The basic orientation of the initial training of elementary teachers should be transformed towards front-line national concerns like access, drop out, participation, achievement, gender and teaching in difficult contexts. This calls for participatory curriculum planning involving all stakeholders, modular organization of curriculum in terms of tasks integrating relevant theory, greater curriculum time for skill learning and practice, a professional approach to training strategies and development of materials and application of relevant educational technology in training processes. The system as of now severely lacks teacher educators trained in carrying out such tasks. Apart from isolated efforts of some universities and institutions such as RIEs of the NCERT and Faculty of Education, Jamia Millia Islamia which offer M.Ed (Elementary) programmes, there exist no programmes for the professional preparation of elementary teacher educators. Neither B.Ed nor M.Ed programmes in their present form equip prospective teacher educators with the required capacities, sensibilities and skills.

In practice, the typical secondary teacher educator is a graduate with a post-graduate degree in education. The NCTE norms prescribe a Master's degree with M.Ed having 55% marks with Ph.D/M.Phil carrying special weightage. Although M.Ed is generally accepted as the requirement for one to become a teacher educator, the programme as offered in most universities is simply an extension of the B.Ed (as stated earlier) and seriously lacking in inputs focused on the preparation of teacher educators, secondary or elementary.

Enhancing the Status of Educational Studies and the Professional Development of Teacher Educators.

- Instituting Specialized Centres of Education in lead national level institutions like IISc, Homi Bhabha Centre, TIFR to offer sandwiched post- graduate courses of 3 years' duration (B.Ed for 2 years or M.Ed for 3 years) towards developing a specialized cadre of Senior Secondary School teachers and teacher educators.

- Establishing four *Regional Centres of Educational Management* in the IIMs and NUEPA to provide a post-graduate degree in educational management for Heads of DIETs, SCERTs.
- The *Centre for Professional Development of Teacher Educators* will offer Master's Programme in elementary education/secondary with specialization in curriculum and pedagogic studies in mathematics/science/social science education and assessment.

### *Preparation of Teacher Educators – Future Directions and Possibilities*

Presently, the education of teacher educators takes place mainly through the well-entrenched one-year M.Ed. Further advancement is available through M.Phil and Ph.D routes. As already pointed out, none of these are designed specifically to prepare a teacher educator, although they all provide knowledge related to some aspects of teacher education.

It is a promising development that the education of teacher educators has been acknowledged as a major issue in teacher education and academic bodies have addressed themselves to the task of curriculum renewal. This is evident in the different models of M.Ed that have been proposed by individual universities and innovative programmes of teacher preparation launched by some institutions. The concern to make the M.Ed a focused learning encounter rather than a general study of education is clearly visible. The need for professional rigour, relevance of content, emphasis on research related skills are also appreciated. These concerns demand that we think out of the box in addressing the issue of new programme designs for the education and training of teacher educators. The following recommendations deserve serious consideration in addressing these concerns:

- Mechanisms need to be evolved to promote the entry of talent in teacher education programmes.
- Vertical linkages for post-graduate studies in education, including research programmes for students from a variety of science and social science disciplines need to be provided.
- Integrated models of teacher education of four or five years' duration could comprise of core components that would be common to all teacher education programmes (pre-primary, elementary, secondary and senior secondary) followed by specialization of professional development, specific to the stage of education.

- Specialization at the post-graduation level in science education, language education, social sciences education and mathematics education need to be developed.
- The distinction between education as a liberal study and education as a professional preparation needs to be appreciated and post-graduate programme design should take this into consideration.

Proposals for the comprehensive reform of teacher education include integrated programmes of teacher education as the way forward; forging critical links between school education and universities; providing for diversification of specializations at the post-graduate level and providing for diverse routes for undergraduate students to pursue higher studies in education.

Reform of teacher education to move forward on a sound footing demands dedicated research in the area of foundations of education in the Indian context by universities, preferably in independently established departments. The research in such departments would help develop the teacher education programmes on a more sound theoretical basis. The existing departments of education have hardly been able to engage themselves in this long-pending need for their pre-occupation in conducting routine teacher training and research programmes.

The UGC has also developed the Curriculum Framework and syllabus for M.Ed programme during 1990 and 2001 which is largely followed in all universities in the country. The M.Ed (special education) curriculum is developed by Rehabilitation Council of India (RCI) and implemented in Universities.

M.Ed is generally accepted as the requirement for one to become a teacher educator. The programme as offered in most of the universities is simply an extension of the B. Ed seriously lacking in inputs focused on the preparation of teacher educators- secondary or elementary. The NCF Position Paper on Teacher Education observes: “Existing programmes of teacher education such as the M.Ed have become, in many universities, programmes of liberal studies in education and are woefully inadequate in facilitating a deeper discourse in education and an opportunity for inter-disciplinary enquiry. These offer little scope for professional development and research in key areas of school education such as curriculum enquiry and design, pedagogic studies, epistemological concerns and issues related to school and society. As a consequence, the dominant ethos of teacher education remains confined to a positivist approach drawn from classical schools of thought in educational psychology and having little contact with a large number of innovative experiments that have been carried out across India since the 1980.



M.Ed programmes are known to be generic in nature and do not prepare curriculum developers and pedagogues in areas of sciences, social sciences, languages and mathematics. The M.Ed programmes in their current form do not enable trainees to acquire specialization at different levels of school education and thus cannot meet the requirements of secondary education. Similarly, the preparation of teacher educators for the elementary stage needs the inclusion of a variety of scholars from sciences, social sciences, mathematics and the languages. The difficulty is exacerbated by the limited presence of degree and post-degree programmes in primary and elementary teacher education.

Very little of its content focuses on the special skills required for training teachers. It does not take one beyond what one has already learnt in B.Ed. Further, the intellectual and academic caliber of entrants to M.Ed is not very high. The conceptualisation of the M.Ed programme, its orientation, objectives, structure and content has been matter of contention for quite some time Khameri & Mahapatra (2013) and Srivastava & Singh (1976) also supported the above and findings in their studies. It is time now to cap the discussion and start taking action.

The need for a sound programme for the preparation of teacher educators is in focus. However, no systematic studies have been undertaken in the country to study the M.Ed curriculum and syllabi of various universities and institutions offering M.Ed programme in the country. Born out of the need for the same, an attempt has been made to study and analyse M. Ed curriculum being implemented by different universities in the country to identify the deficiencies in the preparation of quality teacher educators. It has become more important to study the existing curriculum particularly in the light of NCFTE 2009.

### **Objectives of the Study**

The objectives of the study were to:

- Study the status of M.Ed Curriculum in terms of structure, accrediting agencies, work days and hours, nomenclature courses, practicum, research component and examination and evaluation in universities.
- Find out the weightage as signed to core theory and elective/optional courses in terms by external and internal marks.
- suggest the direction for improving the M.Ed curriculum based on the findings of the study with a view to producing quality teacher educators.

### **Sampling of University with M.Ed Courses**

There are about 400 universities which offer M.Ed. course. Of these, 31 universities were selected to represent geographical areas (Northern, Eastern, Western, Southern and North East) of the country with areas of specialisation such as special education and elementary education. The sampled universities included both Central and State universities. Syllabuses prepared by the accrediting agencies were also covered. The details are given in Appendix-2. The number of sampled universities from Northern, Eastern, Western and Southern and North East are mentioned in the Table 1.2.

**Table 1.2: Number of Sampled Universities from Different Regions**

<b>S.No.</b>	<b>Region</b>	<b>No. of Universities</b>
1.	Accrediting Institutions	04
2.	Northern Region	15
3.	Eastern	03
4.	Western	07
5.	Southern	03
6.	North East	03

M.Ed Curricula and their syllabi were procured from 31 universities. These sampled universities represent both Central and State universities in all the four regions of the country. Of the sampled 31 universities, three universities – SNDT University, Mumbai, Banaras Hindu University, Banaras and Kurukshetra University, Kurukshetra are offering M.Ed (Special Education) course as well. M.Ed Elementary Education is being offered by three universities namely, Jamia Millia Islamia, Maharishi Dayanand Saraswati University, Rohtak and Utkal University, Bhubaneshwar. However M.Ed (General) is being offered by all the sampled 31 universities.

### **Methodology**

Desk analysis was used for analyzing the M.Ed curriculum procured from different universities in the light of accredited institutions. The analysis covered major components of curriculum such as year of introducing the course (General, Elementary, and Special Education), nature of examination – annual or semester system, admission procedure, teaching hours/credits earmarked for each course/paper and the medium of instruction. The

analysis also covered course structure of different M.Ed curricula with regard to aspects such as foundation/core subjects, elective subjects practicum, evaluation scheme and pedagogies used for transacting the curriculum. Analysis sheets were designed on different components of M.Ed Curriculum. Tables were constructed for organization of the analysis data from the analysis sheet. The methodology is analytic – descriptive where ever available information from the University website was also used.

Chapter one outlined the M.Ed Curriculum view based on the Curriculum Frameworks on Teacher Education from 1978 to date, presented national for understanding study, specified objectives of the study and described the methodology. Chapter two further elaborates the concerns emerging from various commissions and committees.

## **Chapter 2**

### **Policy Perspective**

The quality of teacher education programme depends on teacher educators who are largely prepared through M.Ed. programme. Many policy documents recommended improving the quality of M.Ed. programme. In this chapter, the policy perspectives and recommendations made by various commissions and committees has been discussed particularly after independence.

**The University Education Commission (1948-49)** just after independence reported that there was no difference in theory courses offered in various teacher training colleges, but there was much difference in practices. The teacher educators must look at the whole course from a different angle; theory and practice must complement each other; unintelligent following of rule-of-thumb methods should be discarded; not less than 50% of the staff should have had school teaching experience, and the theory courses must be flexible and adaptable to local circumstances. The Inter-University Board resolved that the course in Education must be organized for University teachers too. The recommendation is relevant even today.

**Secondary Education Commission (1952-53)** recommended the adoption of new techniques of evaluation and suggested that more capable and intelligent persons should be attracted to the teaching profession. It further recommended minimum three years teaching experience after graduation in education for admission to M.Ed programme.

**Review Committee on Education** was appointed by the University Grants Commission in 1960 under the Chairmanship of Prof. N.K. Sidhantawith with the following objectives to guide the M.Ed Course.

- To produce competent teachers for the training colleges;
- To train personnel for undertaking higher studies and research in problems in education;
- To train educational administrators;
- To train persons for educational and vocational guidance of youth; and
- To produce competent educational workers with a thorough understanding of the role of planning and education in national development.

The committee made the following recommendations:

- The content of the M.Ed course should lead to at least one specialisation and to a fair acquaintance with the methodology of educational research, besides promoting a desirable intellectual discipline. For admission to M.Ed course, the candidate should generally have a good second class B.A/B.Sc degree, preferably a good second class M.A/M.Sc degree and a first or second class B.Ed degree in both theory and practice. Direct admission to a two-year integrated course leading to the M.Ed degree after at least a second class Bachelor's or Master's degree would be another way of attracting better and more promising candidate for the profession.
- Prescribed as a necessary qualification for certain posts like those of headmasters, district education officers and other supervisory personnel.
- Incentives in the form of loans and scholarships should be available to meritorious students.
- Under our present set-up, it was neither possible nor feasible to have an entirely independent staff for the B.Ed and M.Ed classes in the same college or university department. It is, therefore, desirable to ensure that teachers who teach M.Ed Classes are not normally over-burdened with supervision of the practice teaching of B.Ed students.
- Teaching at the M.Ed level should be supplemented by tutorials seminars.
- In most universities the M.Ed course is at present a whole-time course of one year duration. An extension of the course would not be immediately feasible in view of financial and other difficulties. One solution of great promise is the introduction of integrated B.Ed and M.Ed courses. The details and *modus operandi* of such a course will have to be worked out.
- Dissertation as part of the M.Ed programme serves a useful purpose but at present it usually does not come up to a desirable standard. It would be worthwhile to consider the possibility of undertaking group projects in which individuals contribute their part of study and research. Another possible alternative to dissertation could be the writing of good text-books. Preparation of measuring tools and tests in school subjects would also be a good substitute.
- The practice of placing successful candidates in three classes may be abolished for the M.Ed examination. Instead, the universities may give pass and distinction marks, pass marks at 45 per cent and distinction at 65 per cent. At least 20 per cent of the total marks for M.Ed course should be earmarked for sessional work which should be

assessed by committees consisting of faculty members. It should be possible to find ways and means of checking the objectivity, reliability and validity of internal marks. The viva voce should be a necessary part of the post graduate examinations. Besides gauging the depth of knowledge and mental alertness of the candidate, the viva voce examination could also serve as a useful check on the reliability of internal assessment. The Study Group on the Training of Elementary Teachers in India (1961) stated that it is desirable that universities provide specialised courses at the M.Ed level to prepare teacher educators for training institutions. It would also be a distinct advantage if persons taking such specialised courses become familiar with methods of infant teaching.

**The Kothari Commission (1966)** highlighted the weaknesses of the existing system and laid special emphasis on the training and quality of school teachers. It recommended that quality of training institutions and of teacher education programmes should be improved. Isolation of teacher training colleges from the mainstream of national life, from the academic life of the universities, from the schools, from other teacher training colleges and from the very community which they are supposed to serve should be removed. It urged to setup the State Boards of Teacher Education (SBTEs) at the state level for the maintenance of standards in teacher education. A substantial allocation of funds should be made available to the UGC for improvement of teacher education in the universities.

The postgraduate courses of education should be flexible and be planned to promote an academic and scientific study of education and to prepare personnel for specific fields requiring special knowledge of initiation. The duration of the courses should be increased to three terms. Quality is crucial at this stage and only institutions having properly qualified staff and facilities should be allowed to conduct them. In view of the recommendations of Education Commission, certain significant steps were taken in the field of teacher education. A course leading to M.A degree in education was introduced in some universities like Aligarh, Kurukshetra, Kanpur etc. Some universities and Regional Colleges of Education started summer schools cum correspondence courses to clear the backlog of untrained teachers. The Central Institute of Education, Delhi also started a two-year part-time evening course leading to M.Ed degree. Several other Universities also started similar programmes. A number of state governments set up State Boards of Teacher Education to build a bridge between the institutions of teacher education under the State Education Departments and those under the umbrella of universities.

In the year 1973, the Government of India constituted the **National Council for Teacher Education (NCTE)** to act as a national advisory body on all matters relating to teacher education and to review the progress of the plan schemes to ensure adequate standards in teacher education. **Standing Committee of NCTE (1975-76)** recommended that a cadre of teacher educators in educational technology may be formed. One such educator may be appointed in each college of education. The teacher educators in Colleges of Education should be drawn both from disciplines of various school subjects and educational disciplines – like psychology, sociology, philosophy etc. The minimum qualification for a teacher educator should be a post-graduate degree in the subject and a B.Ed, preferably an M.Ed degree. Some lecturers in the teachers training colleges are not qualified to teach the subjects entrusted to them. To obviate this difficulty in future, it is desirable that colleges of education should offer only such subjects for specialisation for which they have the qualified staff. Also steps should be taken by the universities to ensure full staff strength keeping in view the needs of the trainees. The existing M.Ed courses should be thoroughly revamped to provide for greater specialization and must be specifically geared to the preparation of teacher educators; curriculum consultants for the SCERTs, Science Institutes and State Boards of Education, and School inspectors, supervisors and educational administrators.

**During 1976-77, The NCTE and the UGC Panel on Teacher Education** jointly drafted an approach paper on teacher education which was finalized at national conference held in 1977 and the NCTE pursued the idea further and brought out Teacher Education Curriculum- a Framework in 1978. The Framework indicated the objectives of teacher education separately for each stage of education so as to facilitate organization of curriculum transaction modes and use of appropriate techniques for evaluating student teachers' learning and other behavior outcomes. The main thrust in the Framework was on three aspects, viz. pedagogic theory, working with the community, and content cum-methodology and practice teaching including related practical work. This also included the concept of core competencies in teaching. Consequently, teacher education curricula witnessed changes in teacher preparation programmes in a few universities and boards in the country with varied success. However, the impact of NCTE was not very visible because of its being non-statutory in character. In order to get the NCTE Curriculum Framework implemented in teacher education institutions, the NCERT's Department of Teacher Education developed some prototype textual material such as The Teacher and Education in the Emerging Indian Society, Teaching of Science in Secondary Schools, and Psychology for the Elementary School

Teacher. The core training package was also developed to help teacher trainees to acquire the basic skills of teaching.

**The National Policy on Education (1986)** recognized the need for enhancing the status of teachers. It emphasized the need for substantial improvement in their working conditions and the quality of teacher education. The Policy called for overhauling the teacher education system as the first step towards educational reorganization. It stated that teacher education is a continuous process and its pre-service and in-service components are inseparable. In the light of recommendation; NCERT initiated the task of teacher education renewal by setting up two working groups – one on Revitalisation and Modernisation of Pre-service Teacher Education (1986) and the other on In-service Teacher Education (1986). Later, in 1988, an Expert Group of NCTE deliberated upon the pertinent issues relating to teacher education curriculum. Subsequently, NCTE appointed a Drafting Committee to develop the draft for the Teacher Education Curriculum Framework. The Framework provided broad directions in which the desired changes could be brought about in the content and process of pre-service and inservice teacher education programmes by the concerned agencies like State Education Departments and the Universities. Based on the Framework, guidelines and syllabi for both elementary and secondary teacher education programmes were developed and published in two volumes (NCERT, 1992). Some textual material like *Matra Bhasha Hindi Shikshan* was also brought out for the student teachers of DIETs and elementary TEIs.

In order to implement the NPE and Programme of Action(1986 updated 1992) and its programme of action for overhauling the teacher education system, the Ministry of Human Resource Development, Government of India launched a Centrally Sponsored Scheme of restructuring and reorganisation of teacher education in 1987-88 under which structural initiatives were introduced. District Institutes of Education and Training (DIETs) were opened to provide good quality pre-service and in-service education to elementary school teachers and to give resource support to elementary school system and adult education/non-formal system. Similarly, some selected secondary teacher education institutions were upgraded as Colleges of Teacher Education (CTEs) and a few were developed as Institutes of Advanced Studies in Education (IASEs) to provide training and resource support to secondary school system. Programme of Action -1986 stated that a separate cadre will be created for appointment of staff in SCERTs, secondary teacher education institutions and DIETs. Persons selected to this cadre will receive incentives such as housing and placement in a higher scale of pay. Special arrangements would be made to ensure continuing education



of these persons. An inter-change will also be organised between teaching and teacher education. Sufficient number of supernumerary/reserve positions would be created in schools to enable people from this cadre to go as teachers for 1-2 years every 4-5 years.

**Acharya Rammurtic Committee (1990)** was appointed to review the National Policy on Education-1986. It suggested that there was a need for total revamping of the existing teacher education programme because of its isolation from schools, colleges, universities and community and from its stereo-typed practice teaching programme which has no relevance to the realistic conditions of the schools. The committee suggested that the training programme should be competency-based and there should be an integration of theory and practice. The first degree in teacher education should not be given through correspondence education. Give the teacher educator a leadership role in all aspects of the educational system, including policy making, strategy formulation, implementation and monitoring. For this purpose, organise a specially designed training programmes such that all the desired attributes of a teacher educator would be inculcated in the trainee.

**National Council for Teacher Education (NCTE)** was established as a statutory body in 1993 by an Act of Parliament. Empowerment of NCTE as a statutory body is considered a significant step to achieve coordinated development of teacher education system in the country. The NCTE has laid down norms and standards for various levels of teacher education institutions. Efforts are being made to grant recognition to teacher education institutions in accordance with these norm and those which do not fulfill these norms are being de-recognized. In 1998, the NCTE brought out Curriculum Framework for Quality Teacher Education which provides guidelines for the organization of curriculum for different stages of teacher education. The curriculum reflects the realities of the national life, strives to realise the interdisciplinary goal of education, attempts to establish a viable integration of theory and practice of education and provides varied educational experiences needed by a teacher in his/her work place. It has also suggested two years duration for all levels of teacher education courses. This has given a direction for a national system of teacher education at various levels.

After the establishment of District Institutes of Education and Training (DIETs) in the country, the need was felt for the development of a cadre of professionals who can act as teacher educators, educational planners, supervisors and curriculum developers in the

elementary education sector. Hence, the NCERT developed Curriculum and Syllabi for M.Ed programme which has been introduced in its Regional Institutes of Education.

The above discussion indicates that the issue of quality pre-service teacher education has drawn the attention of the national policy makers, planners and administrators right from independence. The major emphasis of various Commissions and Committees has been on provision of high quality comprehensive pre-service education to all teachers at different levels and enhancement of teachers' status in the society.

**Justice Verma Commission (2012)** stated that the existing institutional capacity for preparing teacher educators is abysmally low. The number of institutions across the country that offer a Master's programme in education is extremely disproportionate to the needs of specific states. M.Ed programmes are also known to be generic in nature and do not prepare curriculum specialists and pedagogues in areas of sciences, social sciences, languages and mathematics. Current M.Ed programmes also do not enable specialization at different levels of school education.

The M.Ed programme in its current form cannot meet the requirements of secondary education. The preparation of teacher educators for the elementary stage needs mastery in all subject areas such as Social sciences, mathematics and the languages. The difficulty is aggregated by the absence of degree and post-degree programmes in primary and elementary teacher education.

It is, therefore, important to look at the specialization profile required for teacher educators in view of the fact that a variety of foundational and school subject disciplines need to be represented. For example, for the teaching of foundation courses, an example of such a course is in the curricular area of 'contemporary studies' suggested in the NCFTE, 2009, a strong grounding in the social sciences is essential. However, the current institutional norm for the recruitment of teacher educators as per NCTE norms stipulates a Master's Degree (M.Ed) in education as the essential qualification. This has led to the proliferation of a generic approach to the study of foundational disciplines of sociology of education, psychology of education, economic and philosophical basis of education. As a consequence, school teachers' preparation remains bereft of a deep engagement with socio- cultural, political and economic contexts of school education.

Currently, there is also a paucity of talented faculty with disciplinary specializations in social science education, science education, language education and mathematics education.

It should be made possible to ensure the entry of specialized faculty to enter into the profession as teacher educators.

Policy perspective is an evolving process successive commission has added value the prevailing programme. At present professional leadership, management education and digital technology with networking arrangements are to receive special attention to make teacher educator programmes effective.

It is important, therefore, that a more broad-based essential qualification framework be formulated for teacher educators. For instance, a post-graduate degree in social sciences/sciences/languages/mathematics along with a professional first degree in education or a doctorate degree in mathematics education, science education, language education or social science education should be considered appropriate qualification for posts of teacher educators.

Lateral entry needs to be provided for those who wish to undertake educational studies other than through the teacher education degree route. The opportunity to study elective subjects in education should be provided at the undergraduate level. Similarly, students with a post-graduate degree in sciences, mathematics, social sciences and languages need to be attracted for undertaking research (M.Phil./Ph.D) in education. They should be encouraged to pursue education as a research endeavor without necessarily requiring a degree in teacher education as an entry qualification. This will ensure a wider pool of talent towards posts of teacher educators.

The above policy perspectives and recommendations of different committees and commissions have emphasized the need to improve the quality of M.Ed Course so that quality teacher educators can be prepared who can improve the quality of both school and teacher education. Chapter-3 presents curriculum, structure and practice of M Ed programme run by different universities in the country.

## **Chapter 3**

### **Curriculum, Structure and Practice**

This chapter provides an analysis of M.Ed curriculum in the sampled universities. The analysis is based on comparison of these curricula against the sample provided by the accrediting organizations such as University Grants Commission, National Council for Teacher Education, Rehabilitation Council of India and National Council of Educational Research & Training (Regional Institutes of Education developed courses are also accredited by the concerned universities). It examines the extent to which the curriculum structure of different universities is aligned to the structure provided by the accrediting agency.

The analysis revolves around the age of the curriculum, the target group served (General Education, Special Education, Elementary Education), type of course (semester system/annual), admission procedure, weightage to each course in terms of teaching time and credits/marks, medium of instruction and expected attendance. Further analysis includes theory and practical courses and evaluation scheme.

The chapter is divided into four sections. The first section provides macro-view of the curriculum study, section two covers analysis of curriculum review of M.Ed (General), section three covers M.Ed Special Education and section four relates to M.Ed Elementary Education.

#### **Section I: Macro-view**

Table 3.1 provides basic information i.e. Year of launching the M.Ed programme, type of the course – annual or semester, eligibility criteria and admission procedure, teaching hours earmarked for different courses, medium of instruction and the mandatory attendance for appearing in the examination.

The table reveals that the curricula in several universities are stale. This is because the curriculums was prepared several years back and were not revised suitings to the emerging needs of teacher educators in the light of socio cultural and educational changes taking place in the Indian society. Only about one fourth universities have revised the M.Ed Curriculum after NCFTE 2009 but curriculum and syllabus have not revised as suggested in this

framework. These are – Universities of Jammu and Shivaji University in 2009; Jamia Millia Islamia, Sikkim University, University of Mysore (RIE Mysore); University of Pune, MDSU,

Ajmer in 2010; Gujarat University Navrangpur, Kurukshetra University, Guru Govind Singh, Indraprasthan University, University of Mumbai, Devi Ahliya Vishwavidyalaya in 2011-12 and Maharishi Dayanand University, Rohtak in 2012-13. But the curriculum, structure and content of M.Ed Course is not in time with NCFTE-2009.

**Table 3.1: Basic Information about M.Ed Course**

S. No	Name of the University	Year	Type of Course A/S*	Eligibility Criteria/Admission Procedure	Teaching Hours	Medium of Instruction Yes/No	Attendance
1	2	3	4	5	6	7	8
1	CIE, DU, New Delhi		A	Entrance	NA	English	75%
2	Jamia Millia Islamia,, New Delhi	2010	S	B.Ed or equivalent exam	NA	NA	75%
3	IGNOU Two Year ODL		2 years	B.Ed 50% 2 year teaching experience	NA	English	NA
4	Aligarh Muslim University, Aligarh		S	B.Ed or equivalent with 50% marks in theory papers	NA	NA	NA
5	Sikkim University, Gangtok	2010	S	NA	80 hrs per paper	NA	NA
6	Banaras Hindu University, Banaras	2013	S	NA	NA	NA	NA
7	University of Jammu, Jammu	2009	S	#Entrance 30% obtained in the qualifying exam	NA	NA	NA

8	Guru Ghashidas Vishwavidyalaya, Bilaspur		S	NA	NA	NA	NA
9	Kurukshetra University, Kurukshetra	2011-12	A	B.Ed or B.A.B.Ed Or B.Sc.B.Ed with 45% entrance	NA	NA	NA
10	Guru Gobind Singh Indraprastha University, New Delhi	2012	S	NA	NA	NA	NA
11	University of Mumbai, Mumbai	2012	S	B.Ed 55%	15 weeks in each semester	NA	75%
12	University of Mysore, Mysore (RIE Syllabus)	2010	S	One yr. B.Ed/2 Yrs B.Ed/4 Yrs. Integrated B.A.B.Ed/B.Sc. B.Ed 50%	18 weeks in each semester	English	75% of the number of working periods in each semester
13	Mahatma Gandhi Kashi Vidyapeeth, Varanasi	NA	A	Entrance	NA	NA	75%
14	Osmania University, Hyderabad	2003	S	Entrance	15 weeks in each semester	English	75%
15	Shivaji University, Kolhapur	2009	A	B.Ed 50% Entrance	NA	NA	75%

16	Devi Ahilya Vishwavidyalaya Indore	2012	S	55% marks in B.Ed	NA	NA	NA
17	Mahrshi Dayanand University, Rohtak	2012-13	S	B.Ed with 50% Entrance	NA	NA	NA
18	Himachal Pradesh University, Himachal Pradesh	2004	S	NA	NA	NA	NA
19	Sant Gadge Baba Amravati University, Amravati	2006	A	B.Ed	NA	English/ Marathi or Hindi	NA
20	V.B.S. Purvanchal University, Jaunpur, (U. P.)	NA	A	Graduation L.I. Ed. or B.T. or equivalent of B.Ed	NA		NA
21	University of Calicut, Calicut	NA	2 semesters of 105 days each	Entrance test weightage 50% - B.Ed 55%	NA	English	84 days of attendance
22	University of Pune, Pune	2010	S	B.Ed & Bachelor of teaching B.Ed (Phy.Edn/Special Education) Entrance	NA	English or Marathi	NA
23	Maharshi Dayanand Saraswati University, Ajmer	2010	A	B.Ed Shiksha Shastri, B.T., L.T. or 2 yrs B.Ed or BSc. B.Ed (4 yr)	NA	NA	NA
24	Gujrat University, Navrangpura,	2011	S	B.Ed – 50% or B.Ed Basic/B.Ed Special	90 working 90	NA	90 working 75%

	Ahmadabad,				working days 450 teaching/working hours for each semester		attendance
25	Guwahati University, Guwahati	2002	A	B.Ed 45% or B.T.	NA	NA	75%
26	Barkatullah University, Bhopal	2008	S	B.Ed-50%, 50% in PG in Sc/Humanities/ Social Science	NA	NA	75%
27	Lovely Professional University, Jalandhar, Punjab	NA	NA	NA	NA	NA	NA
28	Amity University Uttar Pradesh, Noida, U. P.	NA	S	B.El.B.Ed/B.Ed-55%	NA	NA	NA

\*A - Annual Examinations

\*\*S - Semester System

NA - Not Available

# B.Ed

### ***Type of Course***

Central Institute of Education, Kurukshetra University, Mahatma Gandhi Kashi Vidyapeeth Varanasi, V.B.S.Purvanchal University, SGB Amravati University, MDSU Ajmer, Guwahati University and Kurukshetra University (Special Education) and Shivaji University Kolhapur are the universities which follow the annual system of examination. Other universities follow



semester system which consists of two semesters in one academic year. Both the semesters could be of 15 to 18 weeks each. University of Calicut specifies that the two semesters should be of 105 days each. University of Gujarat mentions that the working days should not be less than 90 days comprising 450 teaching hours for each semester. IGNOU in its ODL system has duration of two years for M.Ed programme. There is a trend to adopt the semester system. Only a quarter of the universities still follow the annual course modality. It will be in the interest of the students as well, as teachers to adopt the semester system.

### ***Eligibility Criteria/Admission Procedure***

The NCFTE Syllabi have left the criteria for admission to M.Ed for universities to decide. Information about the percentage marks in B.Ed is not available in most of this university Curricula. The entry requirement for being eligible for admission into M.Ed programme is B.Ed degree with 50% marks in most of the universities. However, the university of Mumbai and Devi Ahilya Vishvidaylaya, Indore, University of Calicut, University of Amity of Mumbai require 55% marks in B.Ed as an eligibility criterion for admission into M.Ed programme.

MDSU Ajmer, Utkal University, Bhubneswar, Kurukshetra, Kurukshetra and RIE Bhopal & Mysore consider four year integrated course, namely, B.A./B.Sc./ B.Ed for admission to this course. V.B.S.Purvanchal University Jaunpur (UP) also considers graduation L1Ed. Or B.T. or equivalent of B.Fd. Apart from B.Ed , Maharshi Dayanand Saraswati University Ajmer specifies that Shiksha Shastri, B.T.,LT or 2year B.Ed or B.Sc. B.Ed could also apply for this course. Eligibility and admission procedure needs intensive study to find their relevance to the quality of entrants to M.Ed course and performance as a teacher educator.

### ***Medium of Instruction***

Medium of instruction is generally English. In Pune University the medium of instruction is English or Marathi whereas in Amravati University it is English or Hindi or Marathi. A few universities have specifically mentioned it the curriculum document. More information needs to be collected in four follow up study that can be undertaken.

Mandatory Attendance is 75% in most the University of Calicut requires 84 days of attendance out of the days out of 105 days in each semester.

## **Section II: Analysis of Curriculum of M.Ed (General)**

For a Post Graduate professional degree in education, universities have prescribed theory papers which are divided into parts. The first part covers core or foundation courses. Second part comprises optional or elective subjects. The number of core subjects is limited and every student has to opt as compulsory subjects whereas in optional /elective subjects, the number of subjects is more and varies from university to university. In the present sample, the maximum number of core papers was 14 and optional subjects 27. The status of core/foundation courses prescribed by various universities or institutions is reflected in Table 3.2.

### ***Foundation/Core subjects***

Table 3.2 highlights foundation/core subjects being offered by different universities.

**Table 3.2: Foundation/Core Subjects of M.Ed Course**

S. No	Name of the University	Philosophical & Social foundations of education	Psychological Foundation of Education	Methodology of Educational Research	Educational Technology	Comparative Education	Quantitative Methods	Qualitative Methods	Compulsory Subjects	Educational Management, Planning and Finance	Issues and problems of Indian Education	Environmental Education	Curriculum Evaluation	Curriculum Development	Economics of Education
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	UGC	√	√	√	-	-	-	-	-	-	-	-	-	-	-
2	CIE,DU, New Delhi	√	√	√	-	-	-	-	-	-	-	-	-	-	-
3	IGNOU Two Year ODL	√	√	√	-	-	-	-	-	-	-	-	-	-	-
4	Aligarh Muslim University, Aligarh	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	Sikkim University,	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	Gangtok														
6	Banaras Hindu University, Banaras	√	√	√	-	-	-	-	-	-	-	-	-	-	-
7	University of Jammu, Jammu	√	√	√	√	-	-	√	√	-	-	-	-	√	
8	Guru Ghashidas Vishwavidyalaya, Bilaspur	√	√	√	-	-	-	-	-	-	-	-	-	-	-
9	Kurukshetra University, Kurukshetra	√	√	√	-	-	-	-	√	-	-	-	-	√	-
10	Guru Gobind Singh Indraprastha University, New Delhi	√	√	√	-	-	-	-	-	-	-	-	√	-	-
11	University of Mumbai, Mumbai	√	√	√	-	-	-	√	-	-	-	-	-	-	-
12	University of Mysore, Mysore (RIE Syllabus)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	Mahatma Gandhi Kashi Vidyapeeth, Varanasi	√	√	√	-	-	-	-	-	-	-	-	-	-	-
14	Osmania University, Hyderabad	√	√	√	√	-	-	-	-		-	-	-	√	√
15	Shivaji University, Kolhapur	√	√	√	√	-	-	√	-	-	-	-	-	-	-
16	Devi Ahilya Vishwavidyalaya, Indore	√	√	√	-	-	-	-	-	-	-	-	-	-	-
17	Mahrshi Dayanand University,	√	√	√	-	-	-	-	-	-	-	-	-	-	-

	Rohtak														
18	Himachal Pradesh University, Himachal Pradesh	√	√	√	√	-	-	-	-	-	-	-	-	-	-
19	Sant Gadge Baba Amravati University, Amravati	√	√	√	-	-	-	-	-	-	-	-	-	-	-
20	V.B.S. Purvanchal University, Jaunpur, (U. P.)	√	√	√	-	-	-	-	-	-	-	-	-	-	-
21	University of Calicut, Calicut	√	√	√	-	-	-	-	-	-	-	-	-	-	-
22	University of Pune, Pune	√	√	√	√	-	-	-	-	-	-	-	-	-	-
23	Maharshi Dayanand Saraswati University, Ajmer	√	√	√	-	-	-	-	-	-	-	-	-	-	-
24	Gujrat University, Ahmadabad	√	√	√	-	-	-	-	-	-	-	-	-	-	-
25	Guwahati University, Guwahati	√	√	√	√	-	-	-	-	-			-	-	-
26	Barkatullah University, Bhopal	-	-	-	-	-	-	-	-	-	-	-	-	-	-
27	Lovely Professional University, Jalandhar, Punjab	-	-	-	-	-	-	-	-	-	-	-	-	-	-
28	Amity University Uttar Pradesh, Noida, U. P.	√	√	√	-	√	√	-	-	-	-	-	-	-	-

Table 3.2 highlights that majority of the universities have prescribed three core subjects - viz: (i) Philosophical & Sociological Foundations of Education (ii) Psychological Foundations of Education and (iii) Methodology of Educational Research.

- 1) S. No.
- 2) Name of the University
- 3) Philosophical & Social foundations of education
- 4) Psychological Foundation of Education
- 5) Methodology of Educational Research
- 6) Educational Technology
- 7) Communication Skill
- 8) Quality of Education
- 9) Teacher Education
- 10) Comparative Education
- 11) Educational management, planning and Finance
- 12) Issues and problems of Indian Education
- 13) Environmental Education
- 14) Curriculum Evaluation
- 15) Curriculum Development
- 16) Economics of Education

**Table 3.3: Foundation/Core Subjects of M.Ed Course (NCTE Pattern)**

S. No	Name of the University	Education as a Field of Study	Learner and Learning process	Methodology of Educational Research	Process of Education	Psychology for individuals & Social Developments	Statistical methods for Data Analysis	Teacher Education
1	2	3	4	5	6	7	8	9
1	NCTE based on NCFTE-2009	√	√	√	√	√	√	-
2	UGC	-	-	-	-	-	-	-
3	CIE, DU, New Delhi	-	-	-	-	-	-	-
4	Jamia Millia Islamia, New Delhi	-	-	-	-	-	-	-
5	IGNOU Two Year OD	-	-	-	-	-	-	-
6	Aligarh Muslim University, Aligarh	-	-	-	-	-	-	-
7	Sikkim University, Gangtok	√	√	√	-	-	-	-
8	Banaras Hindu University, Banaras	-	-	-	-	-	-	-
9	University of Jammu, Jammu	-	-	-	-	-	-	-
10	Guru Ghashidas Vishwavidyalaya, Bilaspur	-	-	-	-	-	-	-
11	Kurukshetra University, Kurukshetra	-	-	-	-	-	-	-
12	Guru Gobind Singh Indraprastha University, New Delhi	-	-	-	-	-	-	-
13	University of Mumbai, Mumbai	-	-	-	-	-	-	-
14	University of Mysore, Mysore (RIE Syllabus)	√	√	√	√	√	√	-
15	Mahatma Gandhi Kashi Vidyapeeth, Varanasi	-	-	-	-	-	-	-
16	Osmania University, Hyderabad	-	-	-	-	-	-	-

17	Shivaji University, Kolhapur	-	-	-	-	-	-	-
18	Devi Ahilya Vishwavidyalaya, Indore	-	-	-	-	-	-	-
19	Mahrshi Dayanand University, Rohtak	-	-	-	-	-	-	-
20	Himachal Pradesh University, Himachal Pradesh	-	-	-	-	-	-	-
21	Sant Gadge Baba Amravati University, Amravati	-	-	-	-	-	-	-
22	V.B.S. Purvanchal University, Jaunpur, (U. P.)	-	-	-	-	-	-	-
23	University of Calicut, Calicut	-	-	-	-	-	-	-
24	University of Pune, Pune	-	-	-	-	-	-	-
25	Maharshi Dayanand Saraswati University, Ajmer	-	-	-	-	-	-	-
26	Gujrat University, Ahmadabad	-	-	-	-	-	-	-
27	Guwahati University, Guwahati	-	-	-	-	-	-	-
28	Barkatullah University, Bhopal, RIE	√	√	√		√	√	√
29	Lovely Professional University, Jalandhar, Punjab	-	-	-	-	-	-	-
30	Amity University Uttar Pradesh, Noida, U. P.	-	-	-	-	-	-	-

Table 3.3 reflects foundation /core subjects of M.Ed Course (NCTE pattern), which are followed by RIEs of Mysore and Bhubaneshwar universities as recommended in NCFTE-2009.

After going through the curricula of different universities, it was found that almost all the universities except NCERT/RIEs and Sikkim University, Aligarh Muslim University and Lovely Professional University are following the UGC pattern of 2001, wherein (i) Philosophical & Sociological Foundations of Education; (ii) Psychological Foundations of Education and (iii) Methodology of Educational Research have been prescribed as core

subjects. Majority of the universities have only prescribed three core subjects. Some of the universities other than these universities have prescribed core subjects more than three.

Regional Institutes of Education offer (i) Education as a Field of Study, (ii) Learner and the Learning Process; (iii) Methodology of Educational Research; (iv) Process of Education; (v) Psychology for Individual and Social Development; and (vi) Statistical Methods for Data Analysis as the core subjects in the two semesters as prescribed by NCERT in 2008-09 and NCFTE in 2009.

### ***Elective Courses***

Over the years, a few areas/concerns have emerged. Knowledge and practices in these areas is considered essential by teacher-educators/educational administrators/educational planners. Obviously, these new areas/concerns have been added to the M.Ed curriculum by UGC, NCTE and NCERT. Table 3.4 reflects the number of these specialized papers as elective/optional for M.Ed students. A brief description of area of the specialization/optional papers being followed by various universities follows in Table 3.4:

**Table 3.4: Area of Specialization/Optional Papers/ Elective Subjects of M.Ed Course**

S. No	Name of the University	Guidance & Counselling	Distance Education	Vocational Education	Language Education	Comparative Education	Teacher Education	Special Education	Educational Technology	Educational Measurement & Evaluation	Curriculum Development	Management, Planning & Finance of Education	Environmental Education	Science Education	Yoga Education	Elementary Education	Secondary Education	Inclusive Education	Economics	Future Studies	Educational Administration	Mathematics Education	Education for All	Expenditure	History & Pre-Modern India	Social Science Education	Art Education	Physical Education	Biology	Computer Science	Vocational Education
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
1	NCTE based on NCFTE -2009	√	√	-	-		√	-	√	-	√	√	-	-	-	√	√	√	-	-	-	-	-	-	-	-	-	-	-	-	-



2	UGC	√	√	√	√	√	√	√	√	√	√	√	√	√	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	CIE, DU, New Delhi	√	-	-	√	√	√	-	√	-	√	√	√	√	-	√	<b>x</b>	√	-	-	√	-	√	√	√	√	√	√	√	√	√	-
4	Jamia Millia Islamia,  New Delhi	√	-	-	-	-	√	√	√	√	√	-	-	-	-	-	-	-	-	-	√	-	-	-	-	-	-	-	-	-	-	-
5	IGNOU Two Year ODL	√	√	-	-	-	√	√	√	√	√	-	-	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	√
6	Aligarh Muslim Univers ity, Aligarh		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7	Sikkim Univers ity,Gan gtok	√	-	√	-	-	√	-	√	√	√	-	√	-	-	√	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8	Banaras Hindu Univers ity, Banaras	√	√	√	√	√	√	√	√	√	√	-	√	√	√	-	-	-	√	-	√	-	-	√	-	-	-	-	-	-	-	-
9	Univers ity of Jammu,  Jammu	√	-	-	-	-	-	√	√	√	-	-	-	-	-	-	-	-	-	-	√	-	-	√	-	-	-	-	-	-	-	-
10	Guru Ghashi das Vishwa vidyala ya, Bilasp ur	√	-	-	-	-	-	√	√	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	Kuruks hetra Univers ity, Kuruks hetra	-	√	√	-	-	√	√	√	√	-	-	√	-	√	-	-	-	√	-	√	-	√	-	√	-	-	-	-	-	-	-
12	Guru Gobind Singh Indrapr astha Univers ity, New Delhi	√	-	-	-	-	√	-	√	√	-	-	√	-	-	-	-	-	-	-	√	-	-	-	-	-	-	-	-	-	-	-
13	Univers ity of Mumba i,  Mumba i	√	-	-	-	-	-	-	√	√	√	-	-	-	√	-	-	√	-	-	√	-	-	-	-	-	-	-	-	-	-	-





- 6) Language Edu.
- 7) Comparative Edu.
- 8) Teacher Edu.
- 9) Special Edu.
- 10) Educational Technology
- 11) Educational Measurement & Evaluation
- 12) Curriculum development
- 13) Manag., Planning & Finance of Edu.
- 14) Environmental Edu.
- 15) Science Edu.
- 16) Yoga Edu.
- 17) Elementary Edu.
- 18) Secondary & Higher Seco. Edu.
- 19) Inclusive Edu.
- 20) Economics of Edu.
- 21) Futuristic Edu./Foun. of Futures Studies
- 22) Educational Administration
- 23) Mathematics Edu.
- 24) Education for Mental Health
- 25) Experimental Edu.
- 26) History & Problems of Indian Edu.
- 27) Social Science Edu.
- 28) Art Edu.
- 29) Equality & Edu.
- 30) Business Edu.
- 31) Cognitive, Culture & Edu.
- 32) Vocational Education

NB : 1) Educational Technology includes Computer Education

2) Some additional options offered by only one of the Universities have been indicated  
in this table

UGC in 2001 prescribed 3 core subjects and any two of the 14 specified optional subjects to be offered by M.Ed students. In 2008-09, NCERT suggested 8 areas for specialization. Of these, 2 papers are to be opted in any one of these areas in Semester-I. In Semester-II, 7 areas listed are the same and Educational Technology and ICT was added as the eighth area. The student has to offer 2 papers from these areas. The suggested areas are: (i) Elementary Education; (ii) Teacher Education, (iii) Curriculum Studies; (iv) Guidance and Counseling; (v) Planning, Management and Financing of Education; (vi) Distance Education and Open Learning; (vii) Inclusive Education; and (viii) Educational Technology and ICT. NCFTE-2009 prescribes 3 core papers in Semester I, along with 2 papers in any one area of specialization, namely, (i) Elementary Education; (ii) Secondary and Higher Education (iii) Teacher Education, and (iv) Distance Education and Open Learning. In semester-II NCFTE-2009 suggests 3 core papers and 2 papers in any one area of specialization out of (i) Curriculum Studies; (ii) Guidance and Counseling; (iii) Policy Planning, Management and Financing of Education; (iv) Inclusive Education; and (v) Educational Technology and ICT. There is an option Secondary and Higher Secondary Education, which is not an option in the NCERT Curriculum. Remaining alternatives are the same as suggested by the NCERT. However, as per NCFTE-2009, M.Ed students will have to specialize in 2 areas, out of Group 1 and Group 2. Not any two areas of their choice from the same Group, which is the possibility in NCERT curriculum, as there is no grouping of optional.

Based on the above discussion, universities have followed different patterns of offering the optional papers. Some of the universities, namely, Himachal Pradesh University (3 of the 7 options), Sant Gadge Baba Amravati University (2 of the 10 options), Central Institute of Education (2 of the 23 options), Guwahati University (2 of the 7 options), University of Calicut (2 of the 10 options), MDS University, Ajmer (2 of the 6 options), Mahatma Gandhi Kashi Vidyapeeth, Varanasi (2 of the 8 options), Jammu University (2 of the 7 options), Pune University (3 of the 11 options) in Semester II have followed UGC and NCERT pattern, without grouping the different options. Rests of the universities have grouped the options and the paper is to be offered from different groups. As suggested by NCERT and NCTE, some of the universities have listed the areas and the student has to offer papers from the same area. These universities are Amity International, NOIDA (U.P) and University of Mysore.

Out of the different options, most of the universities offer Guidance and Counseling; Educational Technology; Teacher Education; and Educational Measurement and Evaluation as optional papers. Curriculum Development; Special Education; Educational

Administration; Value Education & Human Rights; Management, Planning and Finance of Education; Environmental Education; Comparative Education; and Distance Education are being offered by a sizeable number of universities. Other options offered by a limited number of universities are - Language Education. Science Education; Inclusive Education, Elementary Education; Yoga Education; History and Problems of Education, Economics of Education and Social Science Education. It will be interesting to study the number of students opting for elective/optional courses, the reasons for opting a particular course and follow up in their work situation as to what extent they use and the cost effectiveness of the least opted papers.

### ***Practicum of M. Ed Course***

The components of practicum include supervision and evaluation of practice-teaching and other aspects of school experience of B.Ed/D.Ed students, reflection and maintenance of journal, presentation/Panel Discussion in seminar, working with community/visit to an Institute, project work/action research and paper-wise sessional work.

**Table 3.5: Practicum of M.Ed Course**

S. No.	Name of the University	Supervision and Evaluation of Practice-teaching and other aspects of school experience of B.Ed/D.Ed Students	Reflection and Maintenance of Reflective Journal	Presentation/ Panel Discussion in Seminar	Working with Community/ Visit to an Institute	Project Work /Action Research	Paper-wise Sessional Work
1	2	3	4	5	6	7	8
1	NCTE based on NCFTE-2009	√	-	√	√	√	√
2	UGC	√	-	√	√	√	√
3	CIE, DU, New Delhi	-	-	√	-	√	√

4	Jamia Millia Islamia, New Delhi	-	-	-	-	-	√
5	IGNOU Two Year ODL	-	-	-	-	√	√
6	Aligarh Muslim University, Aligarh	-	-	-	-	-	
7	Sikkim University, Gangtok	√	√	-	-	√	√
8	Banaras Hindu University, Banaras	√	-	√	-	-	√
9	University of Jammu, Jammu	√	-	√	-	√	√
10	Guru Ghashidas Vishwavidyalaya, Bilaspur	-	-	-	-	√	√
11	Kurukshetra University, Kurukshetra	-	-	-	√	√	√
12	Guru Gobind Singh Indraprastha University, New Delhi	√	-	√	√	√	√
13	University of Mumbai, Mumbai	√	-	-	√	√	√
14	University of Mysore, Mysore (RIE Syllabus)	√	√	√	√	√	√
15	Mahatma Gandhi Kashi Vidyapeeth, Varanasi	√	-	-	-	√	√
16	Osmania University, Hyderabad	-	-	√	-	-	√
17	Shivaji University, Kolhapur	√	-	√	√	√	√
18	Devi Ahilya Vishwavidyalaya, Indore	-	-	-	-	√	√
19	Mahrshi Dayanand University, Rohtak	√	-	-	√	√	√
20	Himachal Pradesh University, Himachal Pradesh	√	-	-	-	√	√
21	Sant Gadge Baba Amravati University, Amravati	-	-	√	-	-	√
22	V.B.S. Purvanchal University, Jaunpur, (U. P.)	-	-	-	√	√	√
23	University of Calicut, Calicut	-	-	-	-	√	√
24	University of Pune, Pune	√	√	√	√	√	√

25	Maharshi Dayanand Saraswati University, Ajmer	-	-	-	-	√	√
26	Gujrat University, Ahmadabad	√		√	√	√	√
27	Guwahati University, Guwahati	-	-	-	-	-	√
28	Barkatullah University, Bhopal	√		√	√	√	√
29	Lovely Professional University, Jalandhar, Punjab	-	-	-	-	-	-
30	Amity University Uttar Pradesh, Noida, U. P.	-	-	-	-	-	-
31	RIEs, NCERT	√	√	√	√	√	√

Almost all the universities except NCERT/RIEs and Sikkim University, Aligarh Muslim University and Lovely Professional University are following the UGC pattern of 2001, wherein (i) Philosophical & Sociological Foundations of Education; (ii) Psychological Foundations of Education and (iii) Methodology of Educational Research have been prescribed as core subjects. Majority of the universities have only prescribed three core subjects. Some of the universities other than these universities have prescribed core subjects more than three.

Table 3.5 highlights components of practicum in the syllabi of different universities. Practicum has been given a substantial weightage along with theory. The components of practicum are supervision and evaluation of practice-teaching and other aspects of school experience of B.Ed/D.Ed students, reflection and maintenance of journal, presentation/Panel Discussion in seminar, working with community/visit to an Institute, project work/action research and paper-wise sessional work .

#### *Working with Community/Visit to an Institute*

Then Universities have included “working with community/visit to an Institute” in the ‘Practicum’ component. These universities are :Kurukshetra University, Kurukshetra; GGSIP University, Delhi; University of Mumbai; RIE, Mysore, Mysore University; Shivaji University, Kolhapur; Maharshi Dayanand Saraswati University, Rohtak; V.B.S Purvanchal



University, Jaunpur, U.P.; University of Pune, Pune; Gujarat University, Ahmedabad and Barkatullah University, Bhopal.

### *Project work/Action Research*

Project work/Action research has been included in the revised curriculum of NCTE/UGC/NCERT (For all Regional Institutes of Education) under its jurisdiction. It is a positive step for providing research orientation to the teacher education course.

It may be observed that barring a few universities mentioned below, all other sampled universities have made project work/action research as an integral component of .Ed. curriculum: Jamia Millia Islamia, New Delhi; Aligarh Muslim University, Aligarh; Banaras Hindu University, Banaras; Osmania University, Hyderabad; Sant Gadge Baba Amravati University, Amravati and Guwahati University, Guwahati.

### *Paper-wise sessional work*

Sessional work for each theory paper is a compulsory component. This is being followed by almost all the universities. The sessional work is assessed internally by the subject teacher or a committee constituted by the Department/ Head of the institution. Table 3.6 provides the number of universities with this provision.

### *Supervision and Evaluation of Practice-Teaching of School Experience*

#### *of B.Ed/D.Ed Students*

The following universities have included this component in their M.Ed syllabi:

1. NCTE based on NCFTE-2009 (Framework)
2. University Grants Commission (Framework)
3. Sikkim University, Sikkim
4. Banaras Hindu University, Banaras
5. University of Jammu, Jammu
6. Guru Gobind Singh Indraprastha University, New Delhi
7. University of Mumbai, Mumbai
8. University of Mysore, Mysore (RIE Syllabus, 2008-09)
9. Mahatma Gandhi Kashi Vidyapeeth, Varanasi
10. Shivaji University Kolhapur

11. Maharishi Dayanand University, Rohtak
12. Himachal Pradesh University, Shimla
13. RIE, Mysore(201-11)
14. University of Pune, Pune
15. Gujarat University, Ahmedabad
16. Barkatullah University, Bhopal and
17. NCERT, Regional Institutes of Education at Ajmer, Bhubaneswar, Bhopal, Mysore and Shillong.

So it may be mentioned Almost one-half of the 36 universities have included supervision and evaluation of practice-teaching and other aspects of school experience of B.Ed/D.Ed students in their curriculum. Further, supervision of teaching learning practice of B.Ed Internship programme of B,Ed Students and observation of their lessons in the ‘real classroom practice and observation on Flanders’ Interaction Analysis System (FIAS) has been analyzed in this document. But the specific number of ‘supervision’ and observation of such practices have been adopted by a few universities only. It seems that an observation system (FIAS) developed in fifties is still having used. The paradigm shift in school curriculum post NCF-2009 demands and updated or even freshly prepared classroom observation system.

#### *Reflection and Maintenance of Reflective Journal*

Reflection and maintenance of reflective journal is a feature in some universities (Sikkim University; Mysore University, RIE and University of

This important component has been provided in a few universities. These universities are:

1. Sikkim University, Gangtok;
2. University of Mysore(RIE Mysore) (2008-09)and again in their revised syllabi in 2010-11);
3. University of Pune, Pune
4. RIEs, NCERT

A study of Reflection Journals made by students needs to be studied in terms of the pedagogical issues, content issues. Learning and social theory/issues etc. The Study may also include the extent to which these impacted change in their thinking and practices in Learning.

### *Presentation/Panel Discussion in Seminar*

Fourteen universities have included this component as part of practicum. There is no mention of this component in rest of the seventeen universities. These are: Ghasidas Viswavidyalaya, Bilaspur; Kurukshetra University, Kurukshetra; University of Mumbai ; Mahatma Gandhi Kashi Vidyapeeth, Varanasi; Devi Ahilya Vishwavidyalaya, Indore; Maharshi Dayanand University, Rohtak; Himachal Pradesh University, Shimla; V.B.S. Purvanchal University, Jaunpur (U.P.); University of Calicut; Maharshi Dayanand Saraswati University, Ajmer; Guwahati University, Guwahati; Lovely Professional University, Jalandhar, Punjab; and Amity University, Uttar Pradesh.

### **Classroom Observation and Supervision**

Classroom observation of B.Ed trainees and supervision of their internship programme has been made as part of practical assignments. Table 3.6 summarizes lessons observed and supervised using Flanders Interaction Analysis System (FIAS). This is a very preliminary observation tool mostly highlighting socio-emotional classroom climate.

**Table 3.6: Minimum Number of Lessons observed by the students of M.Ed Course**

S. No	Name of the University	Supervision (Nos. of lessons supervised)	Observation by using FIAS (Nos. of observations)
1	2	3	4
1	NCTE based on NCFTE-2009	-	-
2	UGC	-	-
3	CIE, DU, New Delhi	-	-
4	Jamia Millia Islamia, New Delhi	-	-
5	IGNOU Two Year ODL	-	-
6	Aligarh Muslim University, Aligarh	-	-

7	Sikkim University, Gangtok	-	-
8	Banaras Hindu University, Banaras	10	-
9	University of Jammu, Jammu	8	-
10	Guru Ghashidas Vishwavidyalaya, Bilaspur	-	-
11	Kurukshetra University, Kurukshetra	-	-
12	Guru Gobind Singh Indraprastha University, New Delhi	-	-
13	University of Mumbai, Mumbai	5	-
14	University of Mysore, Mysore (RIE Syllabus)	-	-
15	Mahatma Gandhi Kashi Vidyapeeth, Varanasi	-	-
16	Osmania University, Hyderabad	-	-
17	Shivaji University, Kolhapur	4	4
18	Devi Ahilya Vishwavidyalaya, Indore		
19	Mahrshi Dayanand University, Rohtak	-	4
20	Himachal Pradesh University, Himachal Pradesh	20	10
21	Sant Gadge Baba Amravati University, Amravati	-	-
22	V.B.S. Purvanchal University, Jaunpur, (U. P.)	-	-
23	University of Calicut, Calicut	-	-
24	University of Pune, Pune	-	-
25	Maharshi Dayanand Saraswati University, Ajmer	-	-
26	Gujrat University, Ahmadabad	-	-

27	Guwahati University, Guwahati	-	-
28	Barkatullah University, Bhopal	-	-
29	Lovely Professional University, Jalandhar, Punjab	-	-
30	Amity University Uttar Pradesh, Noida, U. P.	-	-

#### FIAS: Flanders' Interaction Analysis System

#### Supervision

- M.Ed students are expected to supervise classroom teaching as well as observe classroom teaching and learning process in order to get a feedback of good teaching classroom- Learning process as a professional supervisor. A brief analysis of supervision and observation on these two vital components of practicum of M.Ed (General Programme) of universities under this analysis is given below :
- Out of 31 universities /nodal organizations only five universities have mentioned supervision of B.Ed students' internship programme. These universities are: Banaras Hindu University, Banaras (10 Lessons); University of Jammu, Jammu (8 Lessons); University of Mumbai, Mumbai (5 Lessons); Shivaji University, Kolhapur (4 Lessons) and Himachal Pradesh University, Shimla (20 Lessons). Some University have mentioned supervision of B.Ed. lessons without specifying the number of lessons to be observed.
- Some other universities have included 'supervision' as a component of M.Ed Curriculum but specific numbers of such lessons are not indicated in their syllabi. These universities /organizations are NCTE based on NCFTE-2009- Nodal agency for prescribing M.Ed curriculum,UGC,Sikkim University, Gangtok,Guru Gobind Singh Indraprastha University, New Delhi ,University of Mysore(2008-09),Mahatma Gandhi Kashi Vidyapeeth, Varanasi,Regional Institute of Education, Mysore (2010-11),University of Pune, Pune,Gujarat University, Ahmedabad,Barkatullah University, Bhopal and Regional Institutes of Education,(All ),NCERT.

### *Observation of B.Ed Student's Teaching in Real Classroom Situation*

M.Ed students are also expected to observe teaching in real classroom-situation when they undergo internship programme. This observation is based on Flanders' Interaction Analysis System (FIAS) which provide a systematic approach of interaction of student-trainees with their students while delivering their lessons in the class.

The following universities have included in their M.Ed syllabi of this important component: Shivaji University Kolhapur (4); Maharshi Dayanand University, Rohtak (4); Himachal Pradesh University, Shimla (10).

### **Evaluation Scheme of M.Ed Course**

Two patterns are adopted by the universities for evaluating M.Ed course - (1) Marks (2) Credit/Grade. Marks in some universities are also converted into grade system. Further, for each course/paper, 'credit system' is defined by specifying teaching hours for a unit. Table 3.7 indicates the pattern of evaluation scheme of M.Ed Course (General).

**Table 3.7: Evaluation Scheme of M.Ed Course**

S. No.	Name of the University	Examination Pattern		Theory		Dissertation		Practical		Viva-voce	
		Marks	Credit / Grade	External	Internal	External	Internal	External	Internal	External	Internal
1	2	3	4	5	6	7	8	9	10	11	12
1	NCTE based on NCFTE-2009	√	-	70	30	100	100	-	50	25	25
2	UGC	-	-	-	-	-	-	-	-	-	-
3	CIE, DU, New Delhi	√	-	35	15	40	30	-	-	30	-
4	Jamia Millia Islamia, New Delhi	√	-	45	15	60	60	-	-	40	40
5	IGNOU Two Year ODL	-	√	Details	not	given	-	-	-	-	-
6	Aligarh Muslim University, Aligarh	-	-	-	-	-	-	-	-	-	-

7	Sikkim University, Gangtok	√	√	-	-	75	75	-	-	-	-
8	Banaras Hindu University, Banaras	√	√	70	30	Other Detail s not given	-	-	-	-	-
9	University of Jammu, Jammu	√	√	80	20	75	-	-	-	25	-
10	Guru Ghashidas Vishwavidyalaya, Bilaspur	√	-	70	30	Other Detail s not given	-	-	-	-	-
11	Kurukshetra University, Kurukshetra	√	-	80	20	50	50	25	25	√	√
12	Guru Gobind Singh Indraprastha University, New Delhi	√	√	60	40	60	40	60	40	-	-
13	University of Mumbai, Mumbai	√	√	60	40	100	100	2 Credit		√	√
14	University of Mysore, Mysore (RIE Syllabus)	√	√	50	50	150	-	-	-	√	√
15	Mahatma Gandhi Kashi Vidyapeeth, Varanasi	√	-	100	20	75*		-	-	25*	
16	Osmania University, Hyderabad	√	-	60	40	100	-	-	-	-	40
17	Shivaji University, Kolhapur	√	√	100	-	100	-	-	300	50	-
18	Devi Ahilya Vishwavidyalaya, Indore	-	√	Det ails not give n	-	-	-	-	-	-	-
19	Mahrshi Dayanand University, Rohtak	√	-	80	20	75*		100*		25*	-
20	Himachal Pradesh University, Himachal Pradesh	√	-	80	20	75*	-	-	√	25*	-
21	Sant Gadge Baba Amravati University, Amravati	√	-	75	25	100	-	-	50	50	-

22	V.B.S. Purvanchal University, Jaunpur, (U. P.)	√	-	100	-	50	50	-	50	25	25
23	University of Calicut, Calicut	√	-	100	20	150	-	-	25	25	-
24	University of Pune, Pune	√	√	50	50	Details not given	-	-	-	-	-
25	Maharshi Dayanand Saraswati University, Ajmer	√	-	75	25	50	50	-	-	-	-
26	Gujrat University, Ahmadabad	√	√	70	30	150	-	-	50	50	-
27	Guwahati University, Guwahati	√	-	100	-	75	-	-	-	25	-
28	Barkatullah University, Bhopal	√	-	60	40	100	50	-	100	-	-
29	Lovely Professional University, Jalandhar, Punjab	-	-	-	-	-	-	-	-	-	-
30	Amity University Uttar Pradesh, Noida, U. P.	-	-	-	-	-	-	-	-	-	-
31	RIEs, NCERT	√	-	60	40	100	-	-	100	50	-

**Marking System** is adopted in the following 23 universities:

- 1) CIE, D.U., New Delhi
- 2) Jamia Millia Islamia, New Delhi
- 3) Sikkim University, Gangtok
- 4) Banaras Hindu University, Banaras
- 5) University of Jammu, Jammu
- 6) Guru Ghashidas Vidhwavidyalaya, Bilaspur
- 7) Kurukshetra University, Kurukshetra
- 8) GGSIP University, New Delhi
- 9) University of Mumbai, Mumbai
- 10) RIE, Mysore, University of Mysore
- 11) Mahatma Gandhi Kashi Vidyapeeth, Varanasi
- 12) Osmania University, Hyderabad
- 13) Shivaji University, Kohlapur



- 14) Maharshi Dayanand University, Rohtak
- 15) Himachal Pradesh University, Shimla
- 16) Sant Gadge Baba Amravati University, Amravati
- 17) V.B.S. Purvanchal University, Jaunpur (U.P)
- 18) University of Calicut, Calicut
- 19) University of Pune, Pune
- 20) Maharshi Dayanand Saraswati University, Ajmer
- 21) Gujarat University, Ahmedabad
- 22) Guwahati University, Guwahati
- 23) RIE, Bhopal, Barkatullah University, Bhopal

Some universities follow both systems (Marks and Grade/Credit). These universities are:

- 1) Sikkim University, Gangtok
- 2) Banaras Hindu University, Banaras
- 3) University of Jammu, Jammu
- 4) GGSIPU, New Delhi
- 5) University of Mumbai, Mumbai
- 6) RIE, Mysore, Mysore University
- 7) Shivaji University, Kolhapur
- 8) University of Pune, Pune
- 9) Gujarat University, Ahmedabad

Predominant mode of evaluation system is scoring. The grading system has just started commence into the evaluation system for M.Ed Course hopefully, the trend to change needs to be accelerated.

#### *Grading/Credit System*

IGNOU (ODL) and Devi Ahilya Vishwavidyalaya, Indore exclusively follow grading system in evaluation scheme. There is no information available for evaluation system in Aligarh Muslim University.

#### *Evaluation Scheme of Theory Papers*

At the outset, it may be mentioned that no information in the M.Ed Curriculum in respect of evaluation scheme of theory papers could be ascertained by the investigators in IGNOU (ODL) , Aligarh Muslim University, Sikkim University, Gangtok and Devi Ahilya Vishwavidyalaya, Indore. University Grants Commission in its M.Ed Curriculum has also not mentioned any marking/grading/credit system for theory papers.

Each university has assigned weightage for external and internal marks for theory papers.

However, the CIE assigns 50 marks (35 marks for external and 15 marks for internal); and Jamia Millia provides 45 marks for external and 15 marks for internal assessment. University of Shivaji, Kohlapur assigns 100 marks for external assessment. Most of the universities assign 100 marks both for external and internal assessment for theory paper (70/80 for external and 30/20 for internal).

#### *Evaluation of Dissertation*

In evaluation of dissertation as part of M.Ed Programme, majority of universities follow allocation of marks for dissertation between external and internal assessment. Internal assessment is made by the supervisor of the candidate. NCFTE 2009 suggests 200 marks (100 marks for external and 100 marks for internal assessment). However, universities have allotted maximum ranging marks from 200 to 70. In case of CIE, DU the allocation is 40 marks for external and 30 marks for internal evaluation. In respect of viva voce in dissertation, some universities have clearly specified marks exclusively for it whereas others have mixed up with sessional and practical work.

#### *Practical*

For evaluation of practical, universities follow different pattern. However, much of practical work is evaluated internally. But some universities like allot marks for external evaluation too.

#### *Viva Voce*

There is a provision for both external and internal evaluation for viva voce. Generally, in viva-voce examination for dissertation, some weightage has been given for external assessment too.

## Pedagogies used during Teaching-Learning Process

The parameters taken into consideration for curriculum transaction are: classroom observation, reflections, seminar, library, lecture cum discussion, self-study, project/research, ICT, field visit, interview, demonstration and formal discussion. The details are given in the following table 3.8:

**Table 3.8: Pedagogies Used During Teaching Learning Process of M.Ed Course**

S. No.	Name of the University	Classroom Observation	Reflection	Seminar	Library work	Lecture cum Discussion	Self study	Project / Research	ICT	Field visit	Interview	Demonstration	Panel Discussion
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	NCTE based on NCFTE-2009	√	√	√	√	√	√	√	√	√	√	√	√
2	UGC	√											
3	CIE, DU, New Delhi	√		√	-	√		√	-	-	-	-	-
4	Jamia Millia Islamia, New Delhi	No mention about Transaction Methods											
5	IGNOU Two Year ODL	-	-	-	-	-	√	-	√	-	-	-	-
6	Aligarh Muslim University, Aligarh	No mention about Transaction Methods											
7	Sikkim University, Gangtok	No mention about Transaction Methods											
8	Banaras Hindu University, Banaras	No mention about Transaction Methods											
9	University of Jammu, Jammu	No mention about Transaction Methods only Practicum work											
10	Guru Ghashidas Vishwavidyalaya, Bilaspur	No mention about Transaction Methods. Only some suggestions regarding assessment											
11	Kurukshetra University, Kurukshetra	No mention about Transaction Methods											
12	Guru Gobind Singh Indraprastha University, New Delhi	No mention about Transaction Methods only Practicum work											

13	University of Mumbai, Mumbai	√	No mention about Transaction Methods. but some suggestions internal assessment strategies										
14	University of Mysore, Mysore (RIE Syllabus)	√	√	√	√	√	√	√	√	√	√	√	√
15	Mahatma Gandhi Kashi Vidyapeeth, Varanasi	No mention about Transaction Methods only Practical works											
16	Osmania University, Hyderabad	No mention about Transaction Methods											
17	Shivaji University, Kolhapur	No mention about Transaction Methods only Practical works											
18	Devi Ahilya Vishwavidyalaya, Indore	No mention about Transaction Methods											
19	Mahrshi Dayanand University, Rohtak	No mention about Transaction Methods											
20	Himachal Pradesh University, Himachal Pradesh	No mention about Transaction Methods											
21	Sant Gadge Baba Amravati University, Amravati	-	-	√	-	-	√	-	-	-	-	-	-
22	V.B.S. Purvanchal University, Jaunpur, (U. P.)	No mention about Transaction Methods											
23	University of Calicut, Calicut	No mention about Transaction Methods											
24	University of Pune, Pune	No mention about Transaction Methods											
25	Maharshi Dayanand Saraswati University, Ajmer	No mention about Transaction Methods											
26	Gujrat University, Ahmadabad	No mention about Transaction Methods											
27	Guwahati University, Guwahati	No mention about Transaction Methods											
28	Barkatullah University, Bhopal RIE Bhopal	No mention about Transaction Methods											
29	Lovely Professional University, Jalandhar, Punjab	No mention about Transaction Methods											
30	Amity University Uttar Pradesh, Noida, U. P.	No mention about Transaction Methods											

NCTE based NCFTE-2009 and RIE Mysore curriculum for Master of Education also include the above parameters. Central Institute of Education, Delhi specifies only four parameters in the curriculum namely classroom observation, seminar, lecture cum discussion, project/research. IGNOU has specified two parameters, self- study and ICT.

Majority of universities have not mentioned separately curriculum transactional methodology in their curriculum. However, some universities have included these parameters in the practicum and also in sessional assignments.

#### *Introduction of Technology as a Major Trust Area*

The analysis of syllabi gives a clear picture of how different universities have highlighted the importance of ICT in their M.Ed Curriculum. Excepting a few, universities have placed ICT under the umbrella of Educational Technology. Some Universities have suggested the use of ICT in their teaching component. Rest have introduced them as a separate paper. The NCFTE has considered it and educational technology as two separate papers realising the importance of each paper in their own right. University of Jammu, on the other hand, has considered Applications of Educational Technology as compulsory paper as ICTE(Information and Communication Technology in Education ) as an optional one in the curriculum of M.Ed programme. On similar lines, University of Pune has introduced the paper Advanced Technology in Education as a compulsory paper and ET and E-learning as an optional paper. In this University, E- learning has been given due importance.

Elementary Education Programme of Utkal University( Bhubneshwar) also has not included ICT as a part of its Programme,

In addition to the above, Himachal University has introduced Educational Technology as a compulsory paper. In the rest, the paper concerned of Educational Technology or ICT has been introduced it as an optional one.

ICT has been introduced in all universities with focus on technologies and its prospects. The concept of ICT which is discussed under Educational Technology has limited the description of the concept. All the universities under consideration have introduced ICT- in their prospectus .

Internet usage and its applications have been discussed by several universities. This includes multimedia content, online research , world wide web etc. The

universities/organizations which have discussed this component are: NCTE,UGC, IGNOU (ODL), Sikkim University, University of Mysore, Jammu, Pune, Mahatma Kashi Vidyapeeth, Varansi ,Barkatullah University, Shivaji university, Kohlapur. In addition to the above, multimedia content has been covered by Jamia Millia Islamia, Guru Ghasida Vishwavidyalya, MDU(Rohtak), Himachal University, Lovely University,Professional University Jalandhar, SNDT and Kurukshetra University.

Some of the universities also incorporate the emerging technologies in the area of ICT. These innovations include areas like mobile computing, augmented reality, artificial intelligence etc. Barkatullah University has specifically discussed management of ICT at length.

NCTE, Himachal University, University of Mysore, Shivaji University, Barkatullah University have specifically stressed on the importance and use of ICT in research in this regard. This included SPPS, searching online journals etc. This component must be stressed upon and given due importance.

In conclusion, technology in education has made inroad into teacher education. Under SSA and RMSA schools have also been provided technologies. Curriculum of teacher education needs to prepare teachers of integration of technologies into the learning process of children.

### **Section III: M.Ed (Special Education)**

Special Education courses at graduation and post-graduation levels are accredited by the Rehabilitation Council of India (RCI). RCI has provided guidelines for M.Ed Special Education. The structure of the course suggested by the RCI covers three theory courses, two specializations and optional/elective courses. Courses in theory carry 24 credits followed by 12 credits for practicum and 12 credits for dissertation. SNDT Women University, Mumbai has followed the RCI course structure. Banaras Hindu University and Kurkshetra University have made modifications but, by and large, follow the RCI guidelines. Specific information on different aspects of the M.Ed courses in three universities are summarized in tables from 3.9 to 3.14

**Table 3.9: Foundation/Core Subjects of M.Ed Course (Special Education)**

S. No.	Name of the University	Philosophical & Social Foundations of Special Education	Psychological Foundation of Special Education	Methodology of Educational Research	Specialization			
					i	ii	iii	iv
1	SNDT Women University, Mumbai	√	√	√	LD: Identification & Assessment	LD: Curriculum & Intervention	MR: Assessment Need & Issues	MR: Curriculum & Instructional Strategy
2	Banaras Hindu University, Banaras	√	√	√	Identification & Assessment of CWVI	Curriculum and teaching strategies for CWVI	X	X
3	Kurukshetra University	Development in special education	√	√	Psychosocial & Educational Implications for CWVI	Curriculum and teaching strategies for CWVI	X	X
4	Rehabilitation Council of India (RCI)	Theory	Theory	Theory	-	-	-	-

- LD - Learning Disability
- CWVI - Children With Visual Impairment
- MR - Mental Retardation

The three core theory courses include Foundations of Special Education, Psychological Foundations of Special Education and Methodology of Educational Research. The course title in the three universities may have small variations but the content is almost the same. In the case of Kurukshetra University it gives significant milestones in the course on “Developments in Special Education”. The core courses are followed by specialization courses. These courses cover identification and assessment; and curriculum and intervention in Learning Disability (LD) in the SNDT University for Women, Mumbai. The same type of courses is available for specialization in Mental Retardation (MR). A student can offer one out of the two specializations - LD or MR. In Banaras Hindu University specialization is only in the education of Children with Visual Impairment. In Kurkshetra University the first course on specialization is on Psycho-social and educational implications for children with Visual impairment (CWVI). Considering the RTE Act 2009 and policy perspective reflected in SSA Framework, inclusive education deserves to be treated as a course in itself. This becomes all the encompassing all children such as gender, SC, ST, BC migrants, minorities including linguistic minorities. Such a course needs to be designed with a sense of urgency.

3.10 provide information about the status of optimal/elective courses in M. Ed special education.

**Table 3.10: Optional/Elective Courses in M.Ed (Special Education)**

S.No.	University	1	2	3
1	SNDT Women University, Mumbai	Management in Special Education	Educational Technology	Curriculum Development
2	Banaras Hindu University, Banaras	Management in Special Education	X	Curriculum Development
3	Kurukshetra University	X	X	X
4	Rehabilitation Council of India (RCI)	X	X	X

Elective courses are a maximum of three in the SNDT University for Women, Mumabi. These are - Management of Special Education, Educational Technology and Curriculum Development. Out of these, one elective course is to be selected by the M.Ed (Special Education) students. The Banaras Hindu University offers two elective courses. While Kurkshetra University does not offer any elective course. RCI does mention elective courses in the suggested course structure but



does not specify the course. This is for the simple reason that specific courses are to be based on specific needs in the area served by the university.

The requirement of thesis/dissertation in M.Ed reduction course is re summarized in Table 3.11.

**Table 3.11: Theses/Dissertation for M.Ed Course (Special Education)**

S. No.	Name of the University	Thesis/ Dissertation	Viva-Voce	Seminar
1	2	3	4	5
1	SNDT Women University, Mumbai	√ (T)	√	X
2	Banaras Hindu University, Banaras	√	√	√
3	Kurukshetra University	√	√	X
4	Rehabilitation Council of India (RCI)	√	√	X

All the three universities include Thesis/Dissertation in M.Ed Special Education to be completed by every candidate. It is labeled as ‘Thesis’ in SNDT University, Bombay while in the other two universities it is termed as dissertation. In all the three universities, it requires both a written document and a viva- voce. In Banaras Hindu University a candidate is also required to give a seminar based on the first three chapters. It will be good if seminar is a requirement for the candidates at least at two stages -- one at the preparatory stage before data collection and the other at the stage of presenting analysis and findings. This seems to be good practice that needs to adopted by other universities too.

The nature and types of activities under practicum have been presented in Table 3.12.

**Table 3.12: Practicum of M.Ed Course ( Special Education)**

S. No.	Name of the University	Psychological Practical	Seminar	Observation	Action Research	Debate	Assignment	Project	Group Work
1	2	3	4	5	6	7	8	9	10

1	SNDT Women University, Mumbai	√	X	√	X	X	√	√	√
2	Banaras Hindu University, Banaras	√	√	X	X	X	√	X	X
3	Kurukshetra University	√	X	√	X	X	√	X	X
4	Rehabilitation Council of India (RCI)	X	X	X	X	X	X	X	X

Action Research and debate are two areas which are conspicuous by their absence in all the universities as well as in RCI programme. Seminar is provided in Banaras Hindu University and systematic observation in SNDT University for Women and Kurukshetra University. Assignment is included in all courses. Group and project work are provided in SNDT University. Practical work in psychology is provided in all the three universities. The practicum for M.Ed special education courses need to be reviewed and its range should be widened to include component on working with student teachers in B.Ed and Diploma in Special Education courses. Table 3.13 summarised practical activities undertaken during the M.Ed course.

**Table 3.13: Practical Activities Undertaken During M.Ed Course (Special Education)**

S. No.	Name of the University	Case Study	Systematic Observation	Teaching in pre & In-service Education	Conducting Parent Teacher Meeting	Community Participation Activities	Guidance & Supervision of lesson	Development of Resource Material	Tutorials
1	2	3	4	5	6	7	8	9	10
1.	SNDT Women University, Mumbai	√	√	√	√	√	√	√	√
2	Banaras Hindu University, Banaras	X	X	X	X	X	X	X	X
3	Kurukshetra University	√	√	X	X√	X	X	X	X
4	Rehabilitation Council of India (RCI)	X	X	X	X	X	X	X	X

The table indicates very few activities mentioned in M.Ed Special Education Courses in Banaras Hindu University and Kurukshetra University. Only SNDT University course mentions course study, systematic observation, teaching in pre-service teacher. Training classes, conducting parent-teacher meetings, participation in community activities, guidance and supervision of lessons of teachers during internship/practice teaching and development of resource material. Banaras Hindu University Course also mention case study , systematic observation and conducting parent, teacher meetings. There is a clear case of including a range of practical activities and field work.

**Table 3.14: Evaluation Scheme of M.Ed Course (Special Education)**

S. No.	Name of the University	Examination Pattern		Theory		Dissertation		Practical	
		Marks	Credit/Grade	External	Internal	External	Internal	External	Internal
1	2	3	4	5	6	7	8	9	10
1	SNDT Women University, Mumbai	√	√	√	√	√	√	√	√
2	Banaras Hindu University, Banaras	√	√	√	√	√	√	√	√
3	Kurukshetra University	√	X	√	√	√	√	√	√
4	Rehabilitation Council of India (RCI)	√	√	Not explicitly mentioned	√	√	X	√	Not explicitly mentioned

Credit/Grades are used in the evaluation of M.Ed Special Education in SNDT University, Mumbai and Banaras Hindu University, Banaras. There is provision of both external and internal assessment in respect of theory papers, dissertation and practical work in all the three universities.

All universities have a provision for external and internal assessment in all curriculum areas in M.Ed Special Education.

The M.Ed Special Education needs to review the courses in the light of RTE Act 2009, NCF 2005, especially keeping in view the emerging broader concept of inclusive education.

#### Section IV: M.Ed (Elementary Education)

The report is based on the syllabi of Jamia Millia Islamia (2010), Utkal University, Regional Institute of Education, Bhubaneswar (2005-06) and Maharshi Dayanand Saraswati University, Regional Institute of Education, Ajmer (2007-08).

#### Basic Information about M.Ed (Elementary Education)

Table 3.15 provides some basic information about the M.Ed (Elementary Education).

**Table 3.15: Basic Information about M.Ed (Elementary Education)**

S. No.	Name of the University	Year	Type of Course Annual/Semester	Admission Procedure	Teaching Hours	Medium of Instruction	Attendance
1	2	3	4	5	6	7	8
1	Jamia Millia Islamia, New Delhi	Not Mentioned Reference included for 2013 also	Semester	–	03 Credits to each of the subject	–	75%
2	Maharshi Dayanand Saraswati University, Ajmer	2005-06	Semester	–	04 hours/week of core subjects and 05 hours/week specialized subjects	English	75%
3	Utkal University, Bhubneswar	2007-08	Annual	Merit Based	15% Time allocation per paper	–	75%

All the three universities have regular course of study for one academic year. Jamia Millia Islamia and Utkal University (RIE), Bhubaneswar have semester system and Maharshi Dayanand Saraswati University, Ajmer follow annual system. Teaching hours allotted by Maharshi Dayanand Saraswati University, Ajmer has allocated 15% time per paper for 5 papers and dissertation, and 10% for Computer Education. Jamia Millia Islamia has given time as per credit system. It has allocated time to all the core subjects and specialized subjects on credit basis and

each subject has been allotted 03 credits. Utkal University , Bhubaneswar has allocated four hours per week to core foundation subjects and 05 hours per week to specialized subjects. Utkal University , Bhubaneswar has English as medium of Instruction while other universities have not given information about medium of instruction. Required attendance is 75% for appearing for the final semester or annual examination in all the three universities.

### **Practicum of M.Ed (Elementary Education)**

Practicum has been given a substantial weightage alongwith theory. Jamia Millia Islamia has field work related to Supervision and Evaluation of practice teaching at elementary level and other aspects of school experience of B.Ed students. Paper wise sessional work or practicum has been given by Utkal University, Bhubaneswar and Maharshi Dayanand Saraswati University , Ajmer.

### **Pedagogies to be in the transaction of M.Ed (Elementary Education)**

M.Ed (Elementary Education) syllabi have not mentioned pedagogies of teaching-learning process. However, Jamia Millia Islamia, Utkal University, Bhubaneswar and Maharshi Dayanand Saraswati University, Ajmer have included classroom observation, reflection, seminar, library, self–study, Project/Research, ICT, Field Visit, interview, demonstration and formal discussion as parameters in the paper-wise sessional work and practicum.

### **Foundations/Core Subjects of M.Ed (Elementary Education)**

Table 3.16 provides information about the foundation/core subjects being offered by these 3 universities in the M.Ed (Elementary Education).

**Table 3.16: Core Subjects of M.Ed (Elementary Education)**

S. No.	Name of the University	Philosophical/Sociological Perspectives of Education	Psychology of Learners, Learning and Teachers	Method of Educational Research and Statistics	Elementary Education in India	Pedagogy of languages/ Mathematics/ Science/EVS Social Studies	Elementary Education: Students, Problems and Strategies	Planning and management in Elementary Education	Curriculum and Evaluation in Elementary Education	Elementary Teacher Education	Computer Education

1	2	3	4	5	6	7	8	9	10	11	12
1	Jamia Millia Islamia,  New Delhi	✓	✓	✓	✓	✓	X	X	X	X	X
2	Maharshi Dayanand Saraswati University, Ajmer	✓	✓	✓	X	X	X	X	X	X	✓
3	Utkal University, Bhubneswar	✓	✓	✓	X	X	✓	✓	✓	✓	X

After going through the curriculum of different universities, it has been found that all the universities are following the UGC pattern of 2001, wherein (i) Philosophical & Sociological Foundation of Education; (ii) Psychological Foundation of Education; and (iii) Methodology of Educational Research & Statistics have been prescribed as core subjects. However, Jamia Millia Islamia offers two additional subjects namely, (i) Elementary Education in India and (ii) Pedagogy of Languages/ Mathematics/ Science/ EVS (Social Studies) as core subjects. Utkal University (Regional Institute of Education), Bhubaneswar is offering four additional specialization subjects namely, (i) Elementary Education: Studies, Problems and Strategies; (ii) Planning and Management in Elementary Education; (iii) Curriculum and Evaluation in Elementary Education; and (iv) Elementary Teacher Education as compulsory subjects. Maharishi Dayanand Saraswati University (Regional Institute of Education), Ajmer offers one additional subject namely, Computer Education as qualifying paper.

#### **Area of Specialization/Optional Papers/Elective Subjects of M.Ed (Elementary Education)**

Table 3.17 provides information about the Specialization/Optional papers being offered by these three universities in the M.Ed (Elementary Education).

**Table 3.17: Optional Paper of M.Ed (Elementary Education)**

S. No.	Optional Paper	Jamia Millia Islamia, New Delhi	Utkal University, Bhubneswar	Maharshi Dayanand Saraswati University, Ajmer
1	2	3	4	5
1	Peace Education	-	✓	-
2	Educational Technology and Instruction	✓	✓	-
3	Teacher Education and Development	-	✓	-
4	Value Education and Indian Society	-	✓	-
5	Curriculum, Instruction and Evaluation	✓	✓	-
6	Planning and Management of Education	✓	✓	-
7	Education of Groups with Special Needs	-	✓	-
8	Alternative Schooling and Innovative Practices	-	✓	-
9	Early Childhood Education (ECCE)	✓	✓	-
10	Teaching of Languages- Hindi	-	✓	-
11	Teaching of Languages- English	-	✓	-
12	Teaching of Mathematics	-	✓	-
13	Teaching of EVS- Science	-	✓	-
14	Teaching of EVS- Social Science	-	✓	-

UGC in 2001 prescribed 3 core subjects and any two of the 14 specified optional subjects to be offered by M.Ed students. There is no curriculum framework for M.Ed (Elementary Education). The three universities have followed different pattern of offering optional papers. Jamia Millia Islamia offers any one specialization out of the four specialization subjects namely, (i) Educational Technology and Instruction; (ii) Curriculum, Instruction and Evaluation; (iii) Planning and Management of education; and (iv) Early Childhood care and Education (ECCE) within two semester. Maharshi Dayanand Saraswati University (Regional Institute of Education), Ajmer offers any two specialization out of the different specialization namely, (i)

Peace Education; (ii) Educational Technology and Instruction; (iii) Teacher Education and Development; (iv) Value Education and Indian Society; (v) Curriculum, Instruction and Evaluation; (vi) Planning and Management of Education; (vii) Education of Groups with Special Needs; (viii) Alternative Schooling and Innovative Practices; (ix) Early Childhood Care and Education-ECCE; (x) Teaching of Languages- Hindi; (xi) Teaching of Languages-English; (xii) Teaching of Mathematics; (xiii) Teaching of EVS-Science; and (xiv) Teaching of EVS-Social Studies. Utkal University, (RIE Bhubneswar) is not offering any Optional/ Elective subjects as all the four specialization subjects are compulsory.

Course structure of the M.Ed (Elementary) is different from one another in these three universities under reference. In Maharshi Dayanand Saraswati University, Ajmer, there are 3 core foundation courses and 2 optional papers in M.Ed (Elementary) in one year regular M.Ed courses. There is no focus on Elementary Education in the course. Out of the 14 optional papers, only one paper “Early Childhood Care and Education (ECCE)” is related to Elementary Education. In three Foundation Courses also, there is mention of Elementary Education only in the paper “Philosophical and Sociological Bases of Education”.

The course structure of M.Ed (Elementary) in Jamia Millia Islamia seems to have been revised as per the need. The paper “Child Development and Cognition” includes concepts of Infancy, Early Childhood, Middle Childhood as well as Adolescence. Studying the pedagogy of one of the four subjects at Elementary Stage is also compulsory. There is one optional paper to be selected out of the 3 options related to Elementary Education and fourth one is Educational Technology. This structure of the course appears to be good except that there is specialization in pedagogy of only one of the four subjects of elementary education. Perhaps, there is an assumption that the students after M.Ed (Elementary Education) will be working as teacher educators in teacher training institutions, where only one of the subjects will have to be handled.

The course structure of M.Ed (Elementary), Utkal University for RIE, Bhubaneswar also seems to have been finalized in the light of the teacher requirements at the elementary stage of school education. Here, without disturbing the core foundation courses, there is a provision of four specialization courses, namely; (i) Elementary Education: Status, Problems and Strategies; (ii) Planning and Management in Elementary Education; (iii) Curriculum and Evaluation in Elementary Education; and (iv) Elementary Teacher Education. Here, the specialization “Curriculum and Evaluation in Elementary Education” covers details about the pedagogy of Language(s), Mathematics and Environmental Studies/Social Sciences and Natural Sciences. The focus is on Mastery of the pedagogy of all the subject areas needed for elementary education.



There is no optional paper. Here the student will have to focus on all the components of elementary education.

### Evaluation Scheme of M.Ed (Elementary Education)

The following table provides information about the evaluation scheme of M.Ed (Elementary Education).

**Table 3.18: Evaluation Scheme of M.Ed (Elementary Education)**

S. No.	Name of the University	Examination Pattern		Theory		Viva-voce		Field work		Practice Teaching	
		Marks	Credit/Grade	External	Internal	External	Internal	External	Internal	External	Internal
1	2	3	4	5	6	7	8	9	10	11	12
1.	Jamia Millia Islamia, New Delhi	√	–	45	15	60	60	80	–	20	80
2	Utkal University, Bhubneswar	√	–	60/75*	15/25*	–	50**	100	–	–	–
3	Maharshi Dayanand Saraswati University, Ajmer	√	–	75	25	150	–	–	–	–	–

\* Specialization

\*\* Dissertation in the area of Elementary Education only

All the three universities follow different scheme for external and internal evaluation. Jamia Millia Islamia allocates 60 marks (45 external and 15 internal) to each of the theory papers. Utkal University, Bhubaneswar allocates 75 marks (60 for external and 15 for internal) to each of the core foundation course and 100 marks (75 marks for external and 25 marks for internal) for dissertation. Maharshi Dayanand Saraswati University, Ajmer, allocates 120 marks to dissertation, Jamia Millia Islamia 120 marks and Utkal University, Bhubaneswar 150 marks for dissertation. Viva-voce is conducted by a committee. Jamia Millia Islamia gives a weightage of 80 marks separately for the viva-voce. There is no reference of marks to field work in Maharshi Dayanand Saraswati University, Ajmer, and Utkal University, Bhubaneswar. However, Jamia Millia Islamia gives a weightage of 20 marks to the Field Work, which includes visit to any one institute doing innovative work and 80 marks for supervision of practice teaching.

The trends seem to indicate that the M.Ed course in the universities covered by the study is evolving to meet the needs of the emerging policy perspective. The pace however is slow. Curriculum reform process for M.Ed needs to be accelerated. The challenge of quality education can not be met with preparation of quality teacher who in turn depends on the availability of quality teacher educators. The work is cut out for the universities and the accrediting agencies. The M.Ed needs to be revised and updated as per NCF 2005 and RTE Act 2009 through convergence the regulatory bodies.

## **Chapter 4**

### **Findings & Recommendations**

The preceding chapter on Curriculum, structure and practice of M.Ed programme run in different universities has been discussed. The major findings and recommendations emerged from the findings have been focused in this chapter in the following three sections:

#### **M.Ed (General):**

- The existing curricula and syllabus of M.Ed Course in several universities are stale. This is because the curriculums was prepared several years back and were not revised suitings to the emerging needs of teacher educators in the light of socio cultural and educational changes taking place in the Indian society. Only about one fourth universities namely Universities of Jammu and Shivaji University in 2009, Jamia Millia Islamia, Sikkim Univesity, Univesity of Mysore (RIE Mysore) and University of Pune, MDSU, Ajmer in 2010. Gujarat University Navrangpur, Kurukshetra University, Guru Govind Singh, Indraprasthan University, University of Mumbai, Devi Ahliya Vishwavidyalaya in 2011-12 and Maharishi Dayanand University, Rohtak in 2012-13. But the curriculum, structure and content of M.Ed course is not in tune with NCFTE-2009. Thee is need to have revision of M.Ed curriculum by different universities in the light of NCFE-2009. All the universities are following the M.Ed Curriculum recommended by UGC framework 2001. No university has revised the M.Ed curriculum in the light of NCFTE-2009.
- The duration of M Ed curriculum is one year in all the Universities except two year through distance mode by IGNOU. Many committees/commissions recommended to enhance duration of this programme. It needs to have research evidence in depth.
- The suggested reference books in curriculum and syllabus of M.Ed programme of different universities are old and outdated latest books to be suggested as reference books.
- There is no coordination between the regulatory bodies like UGC, NCTE and RCI who are responsible for the development of the curriculum and syllabi of M.Ed programme. There is need to have close collaboration and linkages between these bodies for development of quality curriculum and its implementation.

### *Type of Course*

Central Institute of Education, Kurukshetra University, Mahatma Gandhi Kashi Vidyapeeth Varanasi, V.B.S.Purvanchal University, SGB Amravati University, MDSU Ajmer, Guwahati University and Kurukshetra University (Special Education) and Shivaji University Kolhapur are the universities which follow the annual system of examination. Other universities follow semester system which consists of two semesters in one academic year. Both the semesters could be of 15 to 18 weeks each. University of Calicut specifies that the two semesters should be of 105 days each. University of Gujarat mentions that the working days should not be less than 90 days comprising 450 teaching hours for each semester. IGNOU in its ODL system has duration of two years for M.Ed programme. There is a trend to adopt the semester system. Only a quarter of the universities still follow the annual course modality. It will be in the interest of the students as well, as teachers to adopt the semester system.

### *Eligibility Criteria/Admission Procedure*

The NCFTE Syllabi have left the criteria for admission to M.Ed for universities to decide. Information about the percentage marks in B.Ed is not available in most of this university Curricula. The entry requirement for being eligible for admission into M.Ed programme is B.Ed degree with 50% marks in most of the universities. However, the university of Mumbai and Devi Ahilya Vishvidaylaya, Indore, University of Calicut, University of Amity of Mumbai require 55% marks in B.Ed as an eligibility criterion for admission into M.Ed programme.

MDSU Ajmer, Utkal University, Bhubneswar, Kurukshetra, Kurukshetra and RIE Bhopal & Mysore consider four year integrated course, namely, B.A./B.Sc./ B.Ed for admission to this course. V.B.S.Purvanchal University Jaunpur (UP) also considers graduation L1Ed. Or B.T. or equivalent of B.Ed Apart from B.Ed , Maharshi Dayanand Saraswati University Ajmer specifies that Shiksha Shastri, B.T.,LT or 2year B.Ed or B.Sc. B.Ed could also apply for this course. Eligibility and admission procedure needs intensive study to find their relevance to the quality of entrants to M.Ed course and performance as a teacher educator.

### *Medium of Instruction*

Medium of instruction is generally English. In Pune University the medium of instruction is English or Marathi whereas in Amravati University it is English or Hindi or Marathi. A few universities have specifically mentioned it the curriculum document. More information needs to be collected in four follow up study that can be undertaken.

### *Foundation Courses*

For a Post Graduate professional degree in education, universities have prescribed theory papers which are divided into parts. The first part covers core or foundation courses. Second part comprises optional or elective subjects. The number of core subjects is limited and every student has to opt as compulsory subjects whereas in optional /elective subjects, the number of subjects is more and varies from university to university. In the present sample, the maximum number of core papers was 14 and optional subjects 27.

Almost all the universities except NCERT/RIEs and Sikkim University, Aligarh Muslim University and Lovely Professional University are following the UGC pattern of 2001, wherein (i) Philosophical & Sociological Foundations of Education; (ii) Psychological Foundations of Education and (iii) Methodology of Educational Research have been prescribed as core subjects. Majority of the universities have only prescribed three core subjects. Some of the universities other than these universities have prescribed core subjects more than three.

Regional Institutes of Education offer (i) Education as a Field of Study, (ii) Learner and the Learning Process; (iii) Methodology of Educational Research; (iv) Process of Education; (v) Psychology for Individual and Social Development; and (vi) Statistical Methods for Data Analysis as the core subjects in the two semesters as prescribed by NCERT in 2008-09 and NCFTE in 2009.

### *Elective/optional Courses*

Universities have followed different patterns of offering the optional papers. Some of the universities, namely, Himachal Pradesh University (3 of the 7 options), Sant Gadge Baba Amravati University (2 of the 10 options), Central Institute of Education (2 of the 23 options), Guwahati University (2 of the 7 options), University of Calicut (2 of the 10 options), MDS University, Ajmer (2 of the 6 options), Mahatma Gandhi Kashi Vidyapeeth, Varanasi (2 of the 8 options), Jammu University (2 of the 7 options), Pune University (3 of the 11 options) in Semester II have followed UGC and NCERT pattern, without grouping the different options. Rests of the universities have grouped the options and the paper is to be offered from different groups. As suggested by NCERT and NCTE, some of the universities have listed the areas and the student has to offer papers from the same area. These universities are Amity International, NOIDA (U.P) and University of Mysore. It will be interesting to study the number of students opting for elective/optional courses, the reasons for opting a particular course and follow up in their work situation as to what extent they use and the cost effectiveness of the least opted papers.

### *Practicum of M. Ed Course*

Practicum has been given a substantial weight age along with theory. The Universities have included “working with community/visit to an Institute” in the ‘Practicum’ component. Working with community/visit to an Institute has been included in :Kurukshetra University, Kurukshetra; GGSIP University, Delhi; University of Mumbai; RIE, Mysore, Mysore University; Shivaji University, Kolhapur; Maharshi Dayanand Saraswati University, Rohtak; V.B.S Purvanchal University, Jaunpur, U.P.; University of Pune, Pune; Gujarat University, Ahmedabad and Barkatullah University, Bhopal.

Work/action research as an integral component of M.Ed. curriculum has been included in Jamia Millia Islamia, New Delhi; Aligarh Muslim University, Aligarh; Banaras Hindu University, Banaras; Osmania University, Hyderabad; Sant Gadge Baba Amravati University, Amravati and Guwahati University, Guwahati.

Sessional work for each theory paper is a compulsory component. This is being followed by almost all the universities. The sessional work is assessed internally by the subject teacher or a committee constituted by the Department/ Head of the institution. Table 3.6 provides the number of universities with this provision.

Almost one-half of the 31 universities have included supervision and evaluation of practice-teaching and other aspects of school experience of B.Ed/D.Ed students in their curriculum. But the specific number of ‘supervision’ and observation of such practices have been adopted by a few universities only. It seems that an observation system (FIAS) developed in fifties is still having used. The paradigm shift in school curriculum post NCF-2009 demands and updated or even freshly prepared classroom observation system. Presentation/Panel Discussion in Seminar have been included in fourteen universities as part of practicum.

Reflection and maintenance of reflective journal is a feature in some universities (Sikkim University; Mysore University (RIE). A study of Reflection Journals made by students needs to be studied in terms of the pedagogical issues, content issues. Learning and social theory /issues etc. The study may also include the extent to which these impacted change in their thinking and practices in Learning.

### **Classroom Observation and Supervision**

- Classroom observation of B.Ed trainees and supervision of their internship programme has been made as part of practical assignments.

- Out of 31 universities /nodal organizations only five universities have mentioned supervision of B.Ed students' internship programme. These universities are: Banaras Hindu University, Banaras (10 Lessons); University of Jammu, Jammu (8 Lessons); University of Mumbai, Mumbai (5 Lessons); Shivaji University, Kolhapur (4 Lessons) and Himachal Pradesh University, Shimla (20 Lessons). Some University have mentioned supervision of B.Ed. lessons without specifying the number of lessons to be observed.
- Some other universities have included 'supervision' as a component of M.Ed Curriculum but specific numbers of such lessons are not indicated in their syllabi. These universities /organizations are NCTE based on NCFTE-2009- Nodal agency for prescribing M.Ed curriculum,UGC,Sikkim University, Gangtok,Guru Gobind Singh Indraprastha University, New Delhi ,University of Mysore(2008-09),Mahatma Gandhi Kashi Vidyapeeth, Varanasi,Regional Institute of Education, Mysore (2010-11),University of Pune, Pune,Gujarat University, Ahmedabad,Barkatullah University, Bhopal and Regional Institutes of Education,(All ),NCERT.

### **Evaluation Scheme of M.Ed Course**

Two patterns are adopted by the universities for evaluating M.Ed course - (1) Marks (2) Credit/Grade. Marks in some universities are also converted into grade system. Further, for each course/paper, 'credit system' is defined by specifying teaching hours for a unit.

*Marking System* is adopted in majority of 23 universities whereas both marks and grades/credits follow in Silkkim, BHU, Jammu, GGSIPU, Mumbai, Mysore Shivaji Pune and Gujarat University. IGNOU (ODL) and Devi Ahilya Vishwavidyalaya, Indore exclusively follow grading system in evaluation scheme. Each university has assigned weightage for external and internal marked for theory papers.

In evaluation of dissertation as part of M.Ed Programme, majority of universities follow allocation of marks for dissertation between external and internal assessment. Internal assessment is made by the supervisor of the candidate.

For evaluation of practical, universities follow different pattern. However, much of practical work is evaluated internally. But some universities allot marks for external evaluation too. There is a provision for both external and internal evaluation for viva voce. Generally, in viva-voce examination for dissertation, some weightage has been given for external assessment too.

Predominant mode of evaluation system is scoring. The grading system has just started commence into the evaluation system for M.Ed Course. The trend to change needs to be accelerated.

### **Pedagogies used during Teaching-Learning Process**

The parameters taken into consideration for curriculum transaction are: classroom observation, reflections, seminar, library, lecture cum discussion, self-study, project/research, ICT, field visit, interview, demonstration and formal discussion. NCTE based NCFTE-2009 and RIE Mysore curriculum for Master of Education also include the above parameters.

Majority of universities have not mentioned separately curriculum transactional methodology in their curriculum. However, some universities have included these parameters in the practicum and also in sessional assignments. There is a need to follow above parameters during curriculum transaction.

ICT has been introduced in all universities in M.Ed Course with focus on technologies and its prospects. The concept of ICT which is discussed under Educational Technology has limited the description of the concept. Internet usage and its applications have been discussed by several universities. This includes multimedia content, online research , world wide web etc. The universities/organizations which have discussed this component are: NCTE,UGC, IGNOU (ODL), Sikkim University, University of Mysore, Jammu, Pune, Mahatma Kashi Vidyapeeth, Varansi ,Barkatullah University, Shivaji university, Kohlapur. In addition to the above, multimedia content has been covered by Jamia Millia Islamia, Guru Ghasida Vishwavidyalya, MDU(Rohtak), Himachal University, Lovely University, Professional University Jalandhar, SNDT and Kurukshetra University.

In conclusion, technology in education has made inroad into teacher education. Under SSA and RMSA schools have also been provided technologies. Curriculum of teacher education needs to prepare teachers of integration of technologies into the learning process of children.



## **Section II: M.Ed (Special Education)**

Special Education courses at graduation and post-graduation levels are accredited by the Rehabilitation Council of India (RCI). RCI has provided guidelines for M.Ed Special Education. The structure of the course suggested by the RCI covers three theory courses, two specializations and optional/elective courses. Courses in theory carry 24 credits followed by 12 credits for practicum and 12 credits for dissertation. SNDT Women University, Mumbai has followed the RCI course structure. Banaras Hindu University and Kurukshetra University have made modifications but, by and large, follow the RCI guidelines.

- The three core theory courses include Foundations of Special Education, Psychological Foundations of Special Education and Methodology of Educational Research. The course title in the three universities may have small variations but the content is almost the same. In the case of Kurukshetra University it gives significant milestones in the course on “Developments in Special Education”. The core courses are followed by specialization courses. These courses cover identification and assessment; and curriculum and intervention in Learning Disability (LD) in the SNDT University for Women, Mumbai. The same type of courses is available for specialization in Mental Retardation (MR). A student can offer one out of the two specializations - LD or MR. In Banaras Hindu University specialization is only in the education of Children with Visual Impairment. In Kurukshetra University the first course on specialization is on Psycho-social and educational implications for children with Visual impairment (CWVI). Considering the RTE Act 2009 and policy perspective reflected in SSA Framework, inclusive education deserves to be treated as a course in itself. This becomes all the encompassing all children such as gender, SC, ST, BC migrants, minorities including linguistic minorities. Such a course needs to be designed with a sense of urgency.
- Elective courses are a maximum of three in the SNDT University for Women, Mumbai. These are - Management of Special Education, Educational Technology and Curriculum Development. Out of these, one elective course is to be selected by the M.Ed (Special Education) students. The Banaras Hindu University offers two elective courses. While Kurukshetra University does not offer any elective course. RCI does mention elective courses in the suggested course structure but does not specify the course. This is for the simple reason that specific courses are to be based on specific needs in the area served by the university.

- All the three universities include Thesis/Dissertation in M.Ed Special Education to be completed by every candidate. It is labeled as ‘Thesis’ in SNDT University, Bombay while in the other two universities it is termed as dissertation. In all the three universities, it requires both a written document and a viva- voce. In Banaras Hindu University a candidate is also required to give a seminar based on the first three chapters. It will be good if seminar is a requirement for the candidates at least at two stages - one at the preparatory stage before data collection and the other at the stage of presenting analysis and findings. This seems to be good practice that needs to be adopted by other universities too.
- Action Research and debate are two areas which are conspicuous by their absence in all the universities as well as in RCI programme. Seminar is provided in Banaras Hindu University and systematic observation in SNDT University for Women and Kurukshetra University. Assignment is included in all courses. Group and project work are provided in SNDT University. Practical work in psychology is provided in all the three universities. The practicum for M.Ed special education courses need to be reviewed and its range should be widened to include component on working with student teachers in B.Ed and Diploma in Special Education courses.
- Credit/Grades are used in the evaluation of M.Ed Special Education in SNDT University, Mumbai and Banaras Hindu University, Banaras. There is provision of both external and internal assessment in respect of theory papers, dissertation and practical work in all the three universities. All universities have a provision for external and internal assessment in all curriculum areas in M.Ed Special Education. The M.Ed Special Education needs to review the courses in the light of RTE Act 2009, NCF 2005, especially keeping in view the emerging broader concept of inclusive education.

### **Section III: M.Ed (Elementary Education)**

The report is based on the syllabi of Jamia Millia Islamia (2010), Utkal University (Regional Institute of Education) Bhubaneswar (2005-06) and Maharshi Dayanand Saraswati University (Regional Institute of Education) Ajmer (2007-08).

- All the three universities have regular course of study for one academic year. Jamia Millia Islamia and Utkal University (RIE), Bhubaneswar has semester system and Maharshi Dayanand Saraswati University, Ajmer follow annual system. Teaching hours allotted by Maharshi Dayanand Saraswati University, Ajmer has allocated 15% time per paper for 5 papers and dissertation, and 10% for Computer Education. Jamia Millia Islamia has given time as per credit system. It has allocated time to all the core subjects and specialized subjects on credit basis and each subject has been allotted 03 credits. Utkal University, Bhubaneswar has allocated four hours per week to core foundation subjects and 05 hours per week to specialized subjects. Utkal University, Bhubaneswar has English as medium of Instruction while other universities have not given information about medium of instruction. Required attendance is 75% for appearing for the final semester or annual examination in all the three universities.
- Practicum has been given a substantial weightage alongwith theory. Jamia Millia Islamia has field work related to Supervision and Evaluation of practice teaching at elementary level and other aspects of school experience of B.Ed students. Paper wise sessional work or practicum has been given by Utkal University, Bhubaneswar and Maharshi Dayanand Saraswati University, Ajmer.
- M.Ed (Elementary Education) syllabi have not mentioned pedagogies of teaching-learning process. However, Jamia Millia Islamia, Utkal University, Bhubaneswar and Maharshi Dayanand Saraswati University, Ajmer have included classroom observation, reflection, seminar, library, self-study, Project/Research, ICT, Field Visit, interview, demonstration and formal discussion as parameters in the paper-wise sessional work and practicum.
- It has been found that all the universities are following the UGC pattern of 2001, wherein (i) Philosophical & Sociological Foundation of Education; (ii) Psychological Foundation of Education; and (iii) Methodology of Educational Research & Statistics have been prescribed as core subjects. However, Jamia Millia Islamia offers two additional subjects namely, (i) Elementary Education in India and (ii) Pedagogy of Languages/ Mathematics/ Science/ EVS (Social Studies) as core subjects. Utkal University (Regional Institute of

Education), Bhubaneswar is offering four additional specialization subjects namely, (i) Elementary Education: Studies, Problems and Strategies; (ii) Planning and Management in Elementary Education; (iii) Curriculum and Evaluation in Elementary Education; and (iv) Elementary Teacher Education as compulsory subjects. Maharishi Dayanand Saraswati University (Regional Institute of Education), Ajmer offers one additional subject namely, Computer Education as qualifying paper.

- UGC in 2001 prescribed 3 core subjects and any two of the 14 specified optional subjects to be offered by M.Ed students. There is no curriculum framework for M.Ed (Elementary Education). The three universities have followed different pattern of offering optional papers.
- Course structure of the M.Ed (Elementary) is different from one another in these three universities under reference. In Maharshi Dayanand Saraswati University, Ajmer, there are 3 core foundation courses and 2 optional papers in M.Ed (Elementary) in one year regular M.Ed courses. There is no focus on Elementary Education in the course. Out of the 14 optional papers, only one paper “Early Childhood Care and Education (ECCE)” is related to Elementary Education. In three Foundation Courses also, there is mention of Elementary Education only in the paper “Philosophical and Sociological Bases of Education”.
- The course structure of M.Ed (Elementary) in Jamia Millia Islamia seems to have been revised as per the need. The paper “Child Development and Cognition” includes concepts of Infancy, Early Childhood, Middle Childhood as well as Adolescence. Studying the pedagogy of one of the four subjects at Elementary Stage is also compulsory. There is one optional paper to be selected out of the 3 options related to Elementary Education and fourth one is Educational Technology. This structure of the course appears to be good except that there is specialization in pedagogy of only one of the four subjects of elementary education. Perhaps, there is an assumption that the students after M.Ed (Elementary Education) will be working as teacher educators in teacher training institutions, where only one of the subjects will have to be handled.
- The course structure of M.Ed (Elementary), Utkal University for RIE, Bhubaneswar also seems to have been finalized in the light of the teacher requirements at the elementary stage of school education. Here, without disturbing the core foundation courses, there is a provision of four specialization courses, namely; (i) Elementary Education: Status, Problems and Strategies; (ii) Planning and Management in Elementary Education; (iii) Curriculum and Evaluation in Elementary Education; and (iv) Elementary Teacher

Education. Here, the specialization “Curriculum and Evaluation in Elementary Education” covers details about the pedagogy of Language(s), Mathematics and Environmental Studies/Social Sciences and Natural Sciences. The focus is on Mastery of the pedagogy of all the subject areas needed for elementary education. There is no optional paper. Here the student will have to focus on all the components of elementary education.

- All the three universities follow different scheme for external and internal evaluation. Jamia Millia Islamia allocates 60 marks (45 external and 15 internal) to each of the theory papers. Utkal University, Bhubaneswar allocates 75 marks (60 for external and 15 for internal) to each of the core foundation course and 100 marks (75 marks for external and 25 marks for internal) for dissertation. Maharshi Dayanand Saraswati University, Ajmer, allocates 120 marks to dissertation, Jamia Millia Islamia 120 marks and Utkal University, Bhubaneswar 150 marks for dissertation. Viva-voce is conducted by a committee. Jamia Millia Islamia gives a weightage of 80 marks separately for the viva-voce. There is no reference of marks to field work in Maharshi Dayanand Saraswati University, Ajmer, and Utkal University, Bhubaneswar. However, Jamia Millia Islamia gives a weightage of 20 marks to the Field Work, which includes visit to any one institute doing innovative work and 80 marks for supervision of practice teaching.

The trends seem to indicate that the M.Ed course in the universities covered by the study is evolving to meet the needs of the emerging policy perspective. The however is slow. Curriculum reform process for M.Ed needs to be expected. The challenge of quality education can not be met with preparation of quality teacher who in turn depends on the availability of quality teacher educators. Therefore the M.Ed. curriculum needs to be revised in the light of the NCF-2005, RTE-2009 and NCFTE-2009.

## **Chapter 5**

### **The Way Forward**

Teacher education is the key to produce quality teachers. Teacher quality in turn depends on the quality of teacher educators. How teacher educator quality can be ensured when M.Ed, the entry qualification of teacher educators remains on the periphery of educational reform. It is a known fact that teacher education reform lags a decade behind school education reform. The study indicates stale syllabi in the universities as well as accrediting agencies provide guidelines in the form of framework document. Take, for example, the focus of the RTE Act on inclusive education to meet the diversity educational needs as multicultural, multilingual, level of physical and intellectual function of students, especially children and young people with disabilities, and remote small habitations in the context of increasing urbanization is not reflected in the school practice. It is not reflected as an integral part of the theory and practice courses neither in the B.Ed nor in M.Ed courses. Similarly, digital communication technology has not yet been integrated in the curriculum and its transaction in teacher education. Constructivist approach and critical pedagogy are still knocking at the door of teacher education for entry. How can teachers implement NCF 2005 and transact the curriculum following its approach if teachers are not prepared for it.

The analysis of M.Ed Curricula is an eye opener. It brings into focus the urgent need to carry out further study on the content of different courses both core and elective courses as well as practicum with clear goal of investigating the extent to which it reflects the demands of the quality on effective schools for all with the recognition of the right of every child to learn. Inclusive education is the key to realize this goal. Teacher Education for inclusive education needs to be constructed through rejuvenation of the M.Ed curriculum that prepares teachers of teachers. This the way ahead for teacher education, especially for reconstruction of M.Ed to develop professionalism in teachers.

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## List of the Universities

S. No	Name of the University	M. Ed. General Course	M. Ed. Special Education	M. Ed. Elementary Education
1	2	3	4	5
1	NCTE based on NCFTE-2009	√	x	x
2	UGC	√	x	x
3	CIE, Delhi University, New Delhi	√	x	x
4	Jamia Millia Islamia, New Delhi	√	x	√
5	IGNOU Two Year ODL	√	x	x
6	Sikkim University, Gangtok	√	x	x
7	Banaras Hindu University, Banaras	√	√	x
8	University of Jammu, Jammu	√	x	x
9	Guru Ghashidas Vishwavidyalaya, Bilaspur	√	x	x
10	Kurukshetra University, Kurukshetra	√	√	x
11	Guru Gobind Singh Indraprastha University, New Delhi	√	x	x
12	University of Mumbai, Mumbai	√	x	x
13	University of Mysore, Mysore (RIE Syllabi)	√	x	x
14	Mahatma Gandhi Kashi Vidyapeeth, Varanasi	√	x	x
15	Osmania University, Hyderabad	√	x	x
16	Shivaji University, Kolhapur	√	x	x
17	Devi Ahilya Vishwavidyalaya, Indore	√	x	x
18	Mahrshi Dayanand University, Rohtak	√	x	x
19	Himachal Pradesh University, Himachal Pradesh	√	x	x
20	Sant Gadge Baba Amravati University, Amravati	√	x	x
21	V.B.S. Purvanchal University, Jaunpur, (U. P.)	√	x	x
22	University of Calicut, Calicut	√	x	x
23	University of Pune, Pune	√	x	x
24	Maharshi Dayanand Saraswati University, Ajmer	√	x	x
25	Gujrat University, Navrangpura, Ahmadabad	√	x	x
26	Gauhati University, Gauhati	√	x	x
27	Barkatullah University, Bhopal	√	x	x
28	Lovely Professional University, Jalandhar, Punjab	√	x	x
29	Amity University Uttar Pradesh, Noida, U. P.	√	x	x
30	SNDT Women University, Mumbai	x	√	x
31	Rehabilitation Council of India (RCI)	x	√	x
32	Utakl University (RIE Syllabi), Bhubneswar	x	x	√
33	Mahrshi Dayanand Saraswati University, (RIE Syllabi), Ajmer	x	x	√