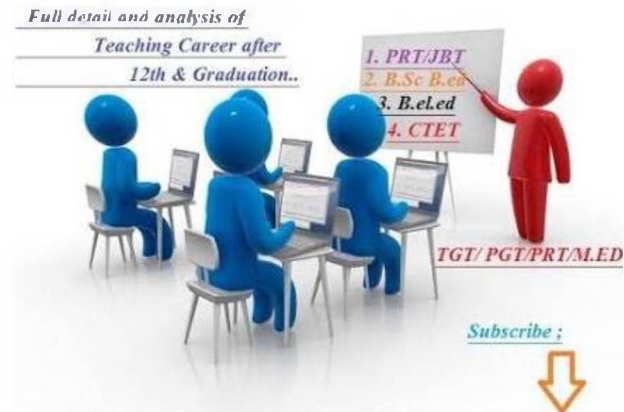


**“A STUDY OF PROBLEMS AND CHALLENGES
IN EFFECTIVE IMPLEMENTATION OF 2 YEAR
M.ED. COURSE IN MYSURU”**



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EXECUTIVE SUMMARY

The importance of education is quite clear. Education is the knowledge of putting one's potentials to maximum use. One can safely say that a human being is not in the proper sense till he is educated. This importance of education is basically for two reasons: The first is that the training of human mind is not complete without education. Education makes man a right thinker. It tells man how to think and how to make decision. The second reason for importance of education is that only through the attainment of education, man is enabled to receive information from the external world: to acquaint himself with past history and receive all necessary information regarding the present without education, man is as though in a closed room and with education he finds himself in a room with all its windows open towards outside the world.

The importance of teachers in the educational programme of a country is too great. The greatness of a country does not depend on lofty buildings, gigantic projects and large armies but on the quality of citizens. If a nation has young men of sterling character and unimpeachable patriotism she is found to make rapid progress in all fields. Young men are entrusted to the care of the teacher and it is therefore the sacred duty of the teacher to impart the right type of knowledge and make them good citizens. It is the teacher who impresses his children with his personality.

The teacher a national integrator as he is the back bone of society , particularly so in the remote villages. He stands as an outstanding figure among the literate and semi-literate families. He is their friend, philosopher and guide. The teacher actively shares the responsibility of reconstructing a social order with all cherished values and traditional beliefs, which are being eroded by the surge of new ideals and practices. He acts as a social reformer and counsellor to the community.

Teacher is national builder. According to Indian philosophy teacher is a third god. It is very important to take care about teacher education. Through education only it is possible to preserve values and culture, through education it is possible to solve any types of problems in the society.

Research must be a major priority in teacher education and preparation in the 21st century. Professional teachers naturally seek answers to questions and solutions to problem that enable them to help their students to learn. They are decision makers,

make thousands of choices on hourly basis regarding the choice of texts, literature, approximate and relevant technology integration, curriculum pedagogy, assessment and measurement they are highly reflective and failure and successes. However, much of what teachers have to offer remains a secret. Their key to success is mystery. Teacher seek multiple means of looking at their world of teaching and learning and that of their students by unlocking the secrets with in the classrooms. Research is one of the such potent keys to help unlock these secrets.

The present study is undertaken to identify the problems and challenges of 2 year M.Ed. programme by keeping in mind the various issues related teacher education. Among all some of them were choosen which is more appropriate for the present study are duration of teacher education programme, examination system, curriculum, personal and social skills, competencies, subject knowledge ICT skills, context sensitivity, new pedagogy for the global world. This Research report has been divided into four chapters for easy understanding. Chapter 1 include Introduction and Context to study, Nature of M.Ed. course, Need and significance of the study, statement of the problem, objectives, Research question, delimitation, design of the study, sample, Tools, Data Collection, Techniques of Analysis.

The second chapter deals with historical importance of Teacher Education with reference to M.Ed. course, Recommendations of committees and commissions of M.Ed. studies related to M.Ed. programme.

The third chapter deals with Analysis and interpretation of objective and objective II and fourth chapter deals with summary, suggestions, major findings and conclusions.

In this connection of up holding a responsibility to deal with the current problem of 2 year M.Ed. programme of Mysuru and making a study elaborative, useful for further research I would like to thank the people who really encouraged me to initiate research after my entry into the council since 2004.

Dr. Raniprameela. V
Principal investigator

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Principal Investigator

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CHAPTER - 1

INTRODUCTION

Teacher Education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

An amalgamation of teaching skills, Pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers thus promoting holistic development. The crux of the entire process of teacher education lies in its curriculum, design, structure, organization and transaction modes as well as the extent of its appropriateness.

Transaction of teacher education is based on several factors: the academic background of student teachers and teacher educators, nature of the subjects to be taught, philosophy of the subject to be taught, practical work to be conducted, community resources available for education and characteristics of learners. Attempt may be made to integrate theory

and practice as well as community resources. Student teachers need to acquire competences to draw community resources to facilitate more effective functioning of schools. Emphasis lectures be minimized while activity – based and participatory methods be encouraged. Practical activities, Projects and field work will have to be the main focus of teacher education. Student teachers to be empowered to inculcate values among students and they also to be acquainted with the totality of school and community experiences. They have to be encouraged to undertake action research, group discussion and self-learning activities as a part of their educational programme. Emphasis needs to be laid on outcome oriented activities. Student teacher have to learn the skill of adjusting to the level of learners and make their expectations reasonable. Temperamental adjustments may also be necessary so as to identify themselves with the young learners. Regular diagnosis and timely remediation must be encouraged to help achieve mastery of skills pertaining to various subjects of study and art of healthy and productive living.

The Role of teacher educator in educating M.Ed. students are Manager, Facilitator, Evaluator, Guide and Counsellor, and the competencies required are personal, professional, intellectual, moral and valued based. There are many problems and issues plaguing the system of teacher education. Teacher preparation has been a subject of discussion at all levels, from to government, ministries, regulatory bodies, schools to teacher themselves.

Recently Justice Verma Commission (2012) recommended that M.Ed. programme should become a two year programme with adequate provision to branch out in to specializations in curriculum studies, pedagogic studies, policy, finance and foundation studies, NCTE has also brought out four National Curriculum Frame Work for Teacher Education during 1978, 1988, 1998 and 2009 and recommended to improve the quality of M.Ed. programme the UGC and recommended to improve the quality of M.Ed. programme.

Dr. S Radhakrishna commission of 1948 had opined ‘A real education is not so much a matter of lessons to be learnt and memorized as of a life to be lived and purposeful activities to be shared’. Therefore the concept of teacher education needs to undergo a change. It should be healthy, purposeful and comprehensive. This would enable us to face the challenges of the future to be the best of our ability. In the words of Dr, B.N Chaudhry “the teacher community should accept the challenge of future education. It is their duty to shape the system of education in a way that it may be in tune with our developing national economy and changing social milieu.

The concept of teacher education had undergone radical changes in the post-independence era. It had emerged to be a very wide and for comprehensive stream in the shape of separate discipline and faculty. These days teacher education is not confined to training only. It aims at all round development of a student personality. Some of the causes responsible for this broad and comprehensive outlook are the following:

- Development in the different areas had also affected teacher education.
- In modern times, democratic system and values have immensely influenced education.
- The concept of teacher education had undergone radical changes in almost all the countries of the world.

- Researchers in the field had witnessed a broad and comprehensive outlook of education.
- Tremendous social and economic progress made by the country had helped to relate education to productivity, modernization and change. The famous American educationist Dr. W. H. Kilpatrick had said “one trains circus performers, ‘but one educates teachers’”. This comment brings home the point of a very comprehensive attitude towards education and necessitates changing in the word ‘training’ to ‘education’. Therefore in the present context it would be appropriate to call it teacher education instead of teacher training which had been very narrow and limited.

Objectives of teacher education:

- -To develop Gandhian values of education such as non-violence, truthfulness, self-discipline, self-reliance and dignity of labour.
- To perceive a teacher’s role as an agent of social change in the community.
- To act as a liaison between the school and community and employ suitable ways and means for integrating community life and resources with school work.
- To help in the conservation of environmental resources and presentation of historical monuments and other cultural heritage.
- To possess warm and positive attitude towards children and their academic, social-emotional and personal problems and skills to guide and counsel them.
- To develop an understanding of the objectives of school education in the Indian context and awareness of the role of the school in achieving the goals of building up a democratic, secular and socialist society.
- To develop understanding, interest, attitudes and skills which would enable him/her to foster all round growth and development of the children under his care.
- To develop the confidence to teach on the basis of the accepted principles of learning and teaching.

- To develop communication and psycho-motor skills and abilities conducive to human relations for interacting with the children in order to promote learning inside and outside the classroom.
- To keep abreast of the latest knowledge of the subject matter he is teaching and techniques of teaching the same.
- To undertake action research and investigatory projects.

The Kothari commission recommended that beside's the knowledge of form and content of the subject, teacher education should attempt to inculcate following objectives:

- Skills and Techniques – To enable the trainees to acquire the skills and techniques needed to teach young children, with the help of modern knowledge of child psychology and methods of teaching.
- Ideals and behaviour patterns –To inculcate in education the ideals and accepted behaviour patterns of the society in which we live and whose purpose we serve.
- Attitude, values and interests –To develop in the teacher trainees certain attitudes, values and interests in conformity with the ideals of democracy and our developing economy.

NCERT and objectives- After in depth deliberations, seminars, meeting and workshops the Teacher Education Department of National Council of Education Research and Training (NCERT), the government of India have evolved the following stage wise objectives of teacher education.

Secondary Teacher Education

Quoting UNESCO'S resolution of October 5, 1968 on the status of teachers, the role of the teacher has been specified as “the purpose of a teacher’s preparation should be to develop in each student his general education and personal culture, his ability to teach and educate others and awareness of the principles which underlie good human relations and a sense of responsibility to contribute both by teaching and example to social, cultural and economic progress”.

General objectives of teacher education

1. **Competence-** To help the future teachers develop competence to teach subjects of their specialization on the basis of an adequate theory of learning and knowledge of subject by striving to keep in touch with the latest developments in the field of education.
2. **Understanding, interests, attitudes and skills** –To develop Understanding, interests, attitudes and skills which enable them to foster on all round growths and development of children under their care and to provide guidance to individual pupils.
3. **Indian background-** To develop and understanding of the aims and objectives of education against the Indian background, to promote an awareness of the role of the schools and the teacher and in inculcating a spirit of nationalism in achieving the ideals of creating a democratic and egalitarian society.
4. **Society and school-** To develop an understanding of the close relationship between the society and the school as also between life and the school work.
5. **Professional consciousness-** To build up a professional consciousness.

Specific objectives:

Development of understanding

1. Knowledge of the structure and functions of society of the different types and processes of social interaction in undertaking the problems relating to human relationship.
2. Understanding of the child, his development and learning.
3. Understanding the problems of a growing child.
4. Knowledge of the problems and procedures of school organization of evaluative technique.

Development of Attitudes –

1. Attitude of being guidance intended in dealing with the problems of children.
2. Healthy and positive attitude towards the teaching profession.
3. A truly egalitarian nationalistic and democratic outlook.
4. Scientific attitude in solving problems.

The latest revision of the National Policy 1992 favoured the formation of the NCTE in the following terms.

“The National Council of Teacher Education will be provided the necessary resources and capability to accredit institutions of teacher education and provide guidance regarding the curriculum and methods”.

Ultimately the National Council for Teacher Education was given statutory status to the act in the parliament of India, which received the assent from the President on December 29, 1993. The details are under as worth considering:

Aims of the council.

- To achieve planned and coordinated development of the teacher education system throughout the country.
- To achieve the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected there with.

Functions of the council:

- To undertake surveys and studies related to various aspects of teacher education and publish the result there of.
- To make recommendations to the central and state governments, University Grants Commission and recognized institutions in the matter of preparation of suitable plans and programmes in the field of teacher education.
- To co-ordinate and monitor teacher education and its development in the country.

- To lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools and in recognized institutions.
- To lay down forms for any specified category of courses or training in teacher education, including minimum eligibility criteria for admission there of and the method of selection of candidates, duration of the course, course contents and mode of curriculum.
- To lay down guidelines for compliance by recognized institutions for starting new course or training and for providing physical and by the society institutional facilities, staffing pattern and staff qualification.
- To lay down standards in respect of examinations leading to teacher education, qualification, criteria for admission to such examinations and scheme of course or training.
- To lay down guidelines regarding tuition fees and other fees chargeable by recognized institutions.
- To promote and conduct innovations and research in various areas of teacher education and disseminate the result there of.
- To examine and periodically review the implementation of the norms, guidelines and standards laid down by the council and suitably advise the recognized institutions.
- To evolve a suitable performance appraisal accountability on recognized institutions.
- To formulate a scheme for various levels of teacher education, identify recognized institutions and set up new institutions for teacher development programmes.
- To take all necessary steps to prevent commercialization of teacher education.
- To perform such other functions as may be entrusted to it by the general government.

The national policy on higher education [1986] translated the vision of Radhakrishna commission and Kothari commission in five main goals for higher education as enumerated below: which include greater access, equal access for equity, quality and excellence, relevance and value based education. Greater access requires an enhancement in the education institutional capacity to provide opportunities to all who deserve higher education.

-Equity involves fair access to the poor and the socially disadvantaged groups.

-Quality and excellence involve provision of education by accepted standard so that students receive available knowledge of the highest standard and help them to enhance their human resource capabilities.

-Relevance involves promotion of education so as to develop human resources keeping pace with the changing economic, social and cultural development of the country;

-Value based education involves inculcating basic moral values among the youth.

Role of teacher in building modern India:

The role of modern teacher is not confined to teaching alone. He/she is expected to participate in the development of programmes of the community life. The question arises as to how this could be integrated with the teacher education programmes.

Mudaliar commission (1952-53) report stated rightly “we are convinced that the most important factor in the contemplated education reconstruction is the teacher, his professional qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in the community on similar lines Kothari commission (1964-66) stated that “Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which there can be fully effective”.

It is left to one’s discretion to use a knife either to cut a fruit or to kill a person/animal. In the modernized and globalized world, it is necessary to be very cautious. Every single step should be taken with utmost care. It is the first duty of

policy makers, politicians, officials and leaders to give priority for mother society and well being of other people. Globalisation undoubtedly offers great opportunities for the growth and development. However no one can deny that its benefits are unevenly shared and its costs are unevenly spread among, across with in country. This is particularly true with respect to developing and underdeveloped countries. In spite of economic reforms the rates of unemployment and poverty in India are still high. Both in concept and practice while globalization has positive, innovative, dynamic aspects it also has negative, disruptive and marginalising aspects (UNDP HDR 1999).

N Simbambi(2001) suggested that globalization must be seen as a change process full of opportunities and challenges that must be carefully and skillfully harnessed and managed to ensure human development.

Impact of globalization on teacher education:

In the knowledge economy, the objectives of a society changes from fulfilling the basic needs of all round development to empowerment. The education system instead of going by text book teaching will be promoted by reactive, interactive, self learning, both formal and informal with focus on values, merit and quality. The workers instead of being skilled or semiskilled will be knowledgeable, self empowered and flexibility skilled. Finally the economy will be knowledge driven and not industry driven.

All the fields of humanincluding education, have been influenced by the process of globalization clubbed with unexpected advancements in information and communication technology with in the various sectors of education, teacher education has been affected the most. It is now increasingly realized that knowledge is universal and its creation and dissemination can be confined with in national boundaries. The world is now like a global village and continuous international interactions has become an essential component of human survival. The globalization including teacher education, not merely for economic beliefs, but also for increased social interaction and promotion of international understanding.

Positive impact of globalization on teacher education:

- A number of teacher educational institutions were increased.

- Usage of technology, increased in the educational institutions.
- Information and communication technology were increased.
- Teacher educational institutions were established in rural areas.
- Government and private partnership in the field of teacher education.
- Extension of internet facilities even to rural areas educational institutions.
- Teachers are less worried for government jobs as MNC's and private public sector are offering mere lucrative jobs.
- Free education for bright students.

Negative impact of globalization in teacher education:

- Indian youth leaving education in midway and joining MNC's.
- There has been an increase in the violence, particularly against women in the educational institutions.
- Quality in education is decreasing (liberalization)
- Degradation of values
- Mere availability of cheap and filthy material (CD's or DVD's of Hollywood movies, porn movies, sextoys, foreign channels like MTV) in the name of liberalization.

It affects the psychology of teachers, some teachers are miss-behaving with students.

- Values of teacher are decreasing.

Challenges of Teacher Education:

- Several type of Teacher Education institutions there by lacking the uniformity.
- Poor standards with respect to resources for colleges of education.
- Unhealthy financial conditions of institutions.

- Incompetent teacher educators resulting in deficiening of scholars.
- Improper selection of students for the course.
- Traditional curriculum and teaching methods of teaching.
- Unplanned and insufficient co-curricular activities.
- Inadequate duration of teacher education programme.
- Lack of Feedback.

Teacher in 21st Century:-

- Emphasizes learning as a self-learning participatory process taking place in social context of learners as well as wider social contract of the community to nation as a whole.
- Puts full faith in self-learning capacity of school children and student teacher and evolving proper educative programme for education.
- Views the learner as an active participative person in learning. His / her capabilities or potentials are seen not as fixed but capable of development through experience.
- Views the teacher as facilitator, supporting, encouraging learner's learning.
- Does not treat knowledge as fixed, static or confined in books but as something being constructed through various types of experiences. It is created through discussion, evaluate, explain, compare and contrasts i.e. thorough interaction.
- Emphasizes that appraisal in such an educative process will be continuous, will be self appraisal will be poor appraisal will be done by teacher educators and formal type too.

Teacher Education in India (2017) by Amrita Roy

The scope for teacher education can be understood in the following ways.

- Teacher Education at different levels of education.
- Triangular basis of Teacher Education.
- Aspects of teacher education.

Teacher education at all levels of education namely pre-primary, primary, secondary, higher secondary and tertiary. The need and requirement of students and education vary at each level. Hence levels and stage-specific teacher preparation is essential. The knowledge base is adequately specialized and diversified across stages, in order to develop effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage.

Triangular basis of teacher education is construction of the relevant knowledge base of each stage of education requires a high degree of academic and intellectual understanding of matter related to teacher education at each stage. This involves selection of theoretical knowledge from disciplines cognate to education, namely psychology, sociology and philosophy and converting it into forms suitable for teacher education. Teacher education derives its content from the disciplines of philosophy, sociology and psychology. These disciplines provide the base for better understanding and application of Teacher Education.

Aspects of Teacher Education is concerned with the aspects such as who (teacher educator), whom (student teacher) what (content) and how (Teaching Strategy).

The American commission on Teacher Education rightly observes “The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor upon the quality of their teacher”.

The need of a teacher education is felt due to the following reasons.

- It is common knowledge that the academic and professional students of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classrooms and there by pupil learning and the larger social transformation.

The aspects that need greater preparation

- The length of academic preparation.
- The level and quality of subject matter knowledge.
- The repertoire of pedagogical skills that teachers possess to meet the needs of diverse learning situation.
- The degree of commitment to the profession.
- Sensitivity to contemporary issues and problems and
- The level of motivation.

Context to Study: Teacher Education is a global profession that needs to be understood properly. It is essential to grasp a global perspective of the profession as it is today, to make assumptions about it in the near future and to utilize the best thinking and instructional models available in the present times. Professionally powerful teaching is very important and increasing the our contemporary society as a result of the steam of dynamic initiation of human development and evolution. Due to these developments and evolution the standards of learning would be higher in the 21st century than it has been in the 20th century. As a result teachers would need to acquire additional knowledge and skills both general and specific to be able to survive and be successful in the 21st century school environment.

- Education has increasingly become important to success of both individuals and nations. Growing evidence demonstrates that among all educational resources, teachers abilities are especially critical contributors to students

learning and consequently the success of a nation to advance in its economic, social and political spheres (Darling – Hammond 2006).

- The quality of education is a direct consequence and outcome of the quality of teachers and teacher education system. The task of bringing qualitative change in institutional efficacy of the teacher education system in itself is a huge and challenging one. The need for improved levels of educational participation for overall progress is well recognized.

Need & Significance:- The present study is primarily focused to find out the problems and challenges of faculty and students of M.Ed. in Mysuru City. It also focus on effective implementation of 2 year M.Ed. course structure, internship, dissertation, school visits and related issues. The successful running of any institution depends the course they run. The curriculum they teach. The importance of teacher education is described by Indian Commission (1996) is “of all different factors which influences the quality of education and its contribution to National Development, the success of any profession depends on the attitude of the professional. Hence principal investigator felt to identify the various problems and challenges to be faced by M.Ed. faculty and students in effective implementation of 2 year M.Ed. programme.

Statement of the problem:- “A study of problems and challenges in Effective implementation of 2 year M.Ed. course in Mysuru.

Objectives of the study:-

- (1) To study the problems of M.Ed. students of 2 year M.Ed. programme.
- (2) To study the problems of (Faculty) Teacher Educators in effective implementation of 2 year M.Ed. programme.

Research Question:-

- (1) What will be the problem of Teacher Educators of 2 year M.Ed. Course?
- (2) What will be the problems of M.Ed. students regarding 2 year M.Ed. programme?

Delimitation :- The present study was delimited to the opinions of teacher educator and student teachers of university of Mysore, Mysore city. There are only two departments running M.Ed. programme under Mysore University

- 1) Department of studies in Education (DOS in Education), University of Mysore, Mysuru and
- 2) Regional Institute of Education, Mysuru.

Design of the study – For present study the principal investigator used both qualitative and quantitative techniques of Data collection from both Teacher Educators and M.Ed. student trainees. The research method followed is survey.

Sample:- Principal Investigator has selected a sample of teacher Educators who were handling M.Ed. programme, the Teacher Educators from the Department of Studies in Education, University of Mysore, Mysuru and the Teacher Educators, Department of Education, Regional Institute of Education, Mysuru to study the problems and challenges in Effective implementation of 2 year M.Ed. programme. The M.Ed. student trainees of Department of Studies in Education, University of Mysore, Mysuru and M.Ed. student trainees of Regional Institute of Education, Mysuru were sample to study.

Tools:- Principal investigator has planned to develop a non-standardised opinionnaire the tools meant for data collection by conducting workshop with Experts in Education department and a brain storming session with the M.Ed. Students of Department of Studies in Education, University of Mysore, Mysuru. The tool one is M.Ed trainees i.e. “An opinionnaire to student teachers in Effective implementation of 2 year M.Ed. programme” and to second one is for M.Ed. **faculty** i.e. “An opinionnaire to teacher educators to identify problems and challenges in effective implementation of 2 year M.Ed. programme”.

Data collection:- The data was collected from M.Ed. students & faculty by with prior permission from the Dean, DOS in Education, University of Mysore, Mysuru and also from faculty and M.Ed. students of Regional Institute of Education, Mysuru.

Techniques of Analysis – The collected data was analysed by using percentages of both qualitative information and quantitative ranking. The items in the opinionnaire were pooled into 3 categories for the sake of easy understanding. Similarly the +ve and –ve items have been identified and analysed separately. The pooled items were put in 3 different headings like 1) curricular aspects 2) Internship and field attachment, 3) Opinion about 2 year M.Ed.

CHAPTER - 2

REVIEW OF RELATED LITERATURE

Sharma (1992) in his book, “the teacher and society” had stressed that the teacher education system should be structured according to the emerging needs of modern Indian society. The teacher should be equipped with all necessary skills needed to train the future citizens of the country.

Rajput (1996) viewed that professional status of teachers in India was considered low vis-à-vis other professions. Teacher education could not distinctly establish the need for its essential as was the case for professions like law, medicine and engineering, therefore no strong professional motivation was seen among the “would be teachers”.

Jayapalan (2001) the profession of teaching failed to attract the better kind of people and only those who were unable to find jobs elsewhere, come to teaching whereas Mohanty (2002) in a study concluded that many boys and girls joined teacher training because during the period they could continue to enjoy student concession to attend interviews etc. for various other types of jobs. Where as many girls joined teacher training for matrimonial purposes.

Vyas (2001) opined that there was a belief in the society and among teachers that teaching was an art or craft and not a science. There was a mentality that successful teaching was a practical skill and such skill did not come through the study of principles of education. Therefore present teacher education system came under severe criticism from various sections of society for not giving due importance to practical experience to produce quality teachers.

NAAC (2002) in the words of NCTE Act (1993), 12 (K)” to evolve suitable performance appraisal system, norms and mechanisms for enforcing accountability on recognized institutions was very essential. For quality assurance of teacher education institutions, the NAAC and NCTE had entered in to an MOU for Executing the process of assessment and accreditation of all teacher education institutions coming under the provisions of the NCTE Act.

Sharma and Sharma (2002) found that untrained teachers, lack of professional status, drop outs, limited students strength, outmoded curriculum and lack of funds are responsible for deterioration of quality of teacher education.

Singh (2003) reported that the entire school curriculum is being examination – oriented and the society having increasingly become conscious of the value of excellence in the examination results. We had to suitably modify our teacher education system. It was further stated that in order to achieve the aims and objectives of school education we would have to improve our teacher education accordingly.

Narang (2004) said that quality of school education largely depends on the quality of teachers and the quality of teachers, which were products of teacher education institutions depended on the quality of teacher education.

Nagra (2004) recommended that a sound programme of professional education of teachers were essential for the qualitative improvement of school education. Thus the quality of education largely depended upon the improvement of teachers education.

Singh (2004) while discussing the role of NAAC and NCTE in quality improvement, stated that for accreditation maximum marks were 100 and minimum marks were 55. If an institution got more than 55% of the overall score the accredited status on a nine point scale might be A++, A+, A, B++, B+, B, C++, C+, C. The grade was also supplemented by a report to team that highlighted the strengths and weaknesses of the institution under consideration. The remark is that “To produce quality you must have a “system” to improve it and “Quality that is not measured is a slogan not a system”.

Singh and Singh (2004) had found that quality of Teacher Education programmes in India needed improvement. They saw reframing teacher education curriculum, delays sessions, admission procedures, thin attendance in the classroom, neglected supervision duty by the teacher educators during practice teaching and micro-session periods as serious issues.

Murthy (2005) had viewed that teacher education could play a significant role in the fulfillment of various socio-economic needs of our plural society if it was re-designed keeping in view the changing scenario at the international level.

Singh (2005) recommended that to improve the quality of teacher education and to prepare teachers for local, national and global demands there was a need of establishing / standing quality norms for teacher education programmes. She has recommended that selection process, upgradation of course, duration of course, practice teaching, curriculum and evaluation in the quality norms should also be included in the norms.

Sungoh (2005) was of the view that defective selection procedure, lesser duration of training, lack of adequate opportunities to develop teaching competencies, absence of professional attitude and in balance between demand and supply of teaching had lead to deterioration of quality teacher education programme.

Yadav and Rehan (2006) found that there was no mechanism of management information system (MIS) about teacher education. The data related percentage of unemployed trained teachers, number of teacher educators and their specialization, curriculum and syllabus at different levels, frequency of curriculum revision, innovative programmes etc. in teacher education were not available at one place. This unavailability of data further complicated the problem of demand and supply of teachers.

Singh and Singh (2007) quality control was a major problem in teacher education and neither the state governments nor the universities tried to enforce the minimum standards required for teacher preparation. As a result it was found that there were a large number of institutions which did not have the minimum necessary buildings, furniture, library, teaching staff with appropriate qualifications etc. state government, universities and NCTE are accountable for quality control in teacher education. Most of the institutions were found to be under private management and some did not feel any accountability towards standard, they were busy in collecting huge capitation fees only.

Preparing Teacher Educators: M.Ed. Curriculum Review and Reconstruction
by S.K.Yadav, Dept. of Teacher Education, NCERT, (2013).

Objectives:

- 1) 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.
- 2) Find out the weightage assigned to core theory and elective / optional courses in terms of external and internal marks.
- 3) Suggest the direction for improving the M.Ed. curriculum based on the findings of the study with a view to producing quality teacher educators.

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):- There is no co-ordination 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 frame work during 2001 only about one fourth of 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 the universities.
- ❖ No co-ordination and linkages between curriculum of school education and teacher education. NCF was brought out in 2005 and NCFTE in 2009. During 1998 teacher curriculum framework was brought out before school curriculum frame work (2000). 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 Vishvidyalaya, Indore, University of Calicut, University of Amity, Mumbai require 55% marks in B.Ed. as an eligibility criterion for admission in to M.Ed. programmes.
- ❖ Mandatory attendance is 75% in most of the universities, Calicut University requires 84 days of attendance out of 105 days in each semester.
- ❖ Medium of instruction is English in most of the universities.
- ❖ Foundation courses almost all the universities except NCERT/RIES and lovely professional university are following the UGC pattern of 2001, where in (i) Philosophical and 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.
- ❖ Optional / elective courses universities have followed different pattern of offering the optional papers. Some of the universities namely Himachal Pradesh University (3 of the 7 options), Sant Gadge Baba Amaravati University (2 of the 10 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 Army International, NOIDA (UP) 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 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.

Working with community / visit to an intimate have been included in fifty percent of universities. 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. Marketing system is adopted in the 23 universities. IGNOU (ODL) and Devi Ahilya Vishwavidyalay, 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 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 the universities have not mentioned separately curriculum transactional methodology in her curriculum. However same 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, ILT, field visit, interview, demonstration and formal discussion for curriculum transaction. Central Institute of Education, Seminar, lecture cum discussion, project / research. IGNOV 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 the 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 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 hour per week to specilised 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 three universities.
- ❖ UGC had prescribed three core subjects and any of the two of the 14 specified optional subjects to be offered by M.Ed. students. There is no curriculum frame work 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 R.C.I 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 notifications but by and large follow the RCI guidelines.

Rajendrachavan and Vidyanand Sambhaji Khandagale (2017) found that

- (i) most of the M.Ed. teacher educators responded that the conducting lectures in D.El. Ed/B.Ed. colleges activity is helpful for improvement in pedagogical content knowledge and stage daring while classroom teaching of the M.Ed. teacher educators.
- (ii) Most of the teacher educators responded that the observation of lecture of teacher educators participation in the activities conducted in D.El. Ed/B.Ed. college activity is helpful for received feedback for the classroom behavior of student teacher educators and got opportunity to observe new teaching techniques, strategies, ideas and resource.
- (iii) Majority of student teacher educators responded that this internship activity is got experience to understand the teaching skills, competencies and performance of the teacher educators.
- (iv) Most of the student teacher educators responded that they had got experience to give guidance, observation and feedback about all micro teaching skills to the student teacher educators.
- (v) Most of the student teacher educators responded that the Administration, scoring interpretation of Psychological test activity gave them the detail knowledge about the Psychological testing and it will be helpful for them in future Psychological testing.
- (vi) All student teachers responded that they organized the exhibition activity in school / college and this activities organization knowledge will helpful in future.
- (vii) All student teacher educators responded that they had prepared reports of all the activities conducted in internship and from this report writing activity they learned the documentation of the activities.
- (viii) Most of the student teacher educators responded that they were experience the real roles of the teacher also most of the student teacher educators got aware of the real situation of school and real challenges of the teacher.

- (ix) Most of the student teacher educators responded that they got enriched with knowledge and experience about innovative teaching technique eg: Brain Storming, activity based learning, concept mapping.
- (x) Most of the student teacher educators responded that they got to knowledge about the work experience programme i.e. envelope preparation.
- (xi) Most of the student teacher educators responded that they had got enriched with experience of preparation of constructivists lesson plan and actual teaching of constructionist based lesson.
- (xii) Most of the teacher educators responded that got cognizance of school records by observing types of school records.
- (xiii) Most of the student teacher educators responded that they had got knowledge about innovative evaluation techniques Ex: Story completing, puzzles, concept mapping etc.
- (xiv) All student teacher educators responded that they had enriched with knowledge about the preparation and actual use of curricular material resources of teaching.
- (xv) All student teacher educators responded that from the preparation of remedial programmes for low scorers activity they had learned the preparation of the diagnostic test, analysis of the diagnostic test and preparation of remedial programme. And this activity knowledge will helpful for them for diagnostic and development of remedial programme for their classroom students.
- (xvi) All of the student teacher educators found “Management of classroom” is challenge while conducting lectures in classroom.
- (xvii) Most of the student teacher educators found in sufficient time for teaching with techniques is a challenge in internship.
- (xviii) All of the student teacher educators found ‘students lack of attention in classroom’ is a challenge while conducting lectures in a classroom.

CHAPTER 3

ANALYSIS AND INTERPRETATION

In order to study the Problems of 2 year programme and its effective implementation in Mysuru the Principal Investigator has undertaken a research study on the educational Institutions which are conducting 2 year M.Ed., programme. The Department of Studies in Education, University of Mysuru and the Regional Institute of Education, Mysuru are running M.Ed., course in Mysuru City.

The population of the study is 9 faculty from R.I.E. Mysuru and 04 faculty from DOS, UOM. The sample of the study is 06 faculty from RIE Mysuru and 02 faculty from DOS, UOM. The population of M.Ed student trainees are seven students from 2 year M.Ed., students of RIE, Mysuru and 35 students of 2 year M.Ed course from DOS, UOM. The sample of the study which comprises of 31 students from DOS, UOM and 06 students from RIE Mysuru. The non-standard opinionnaire given to M.Ed., student trainees contain 37 statements with two responses of agree and disagree. For the convenience of understanding the researcher has divided those items into 3 categories based on the importance given while valuing and constructing them. They are 1 curricular aspects of 2 year M.Ed., programme includes the responses of 09 items number 3,6, 7, 10, 20, 21, 22, 24 & 36. The second most important aspect is internship / field attachment and dissertation which includes 13 items like item number 4, 5, 8, 9, 12, 13, 14, 25, 28, 29, 30, 31, 32. The third most important aspect is overall impression and opinion about 2 year M.Ed., programme. There are 10 items and whose item numbers in this are 1, 2, 11, 23, 26,27, 33, 34, 35 & 37. There are 07 items which are in negative statements and the item numbers of those are 08,15,16,17,18,19,20.

The Results and interpretation of the above items are described below.

Objective:- 1: to study the problems of two year M.Ed students.

Table -I

1. Curricular Aspects :

No.	Item number	No.of respondents	Percentage
1	3	30	82%
2	6	30	82%
3	7	30	82%
4	10	29	78%
5	20	20	54%
6	21	32	86%
7	22	24	65%
8	24	22	60%
9	36	24	65%

- It is observed that 30 students agreed the item number 3 stating that Educational paper has to be introduced as an optional paper at undergraduate level and the remaining 7 members disagreed on the statement. Hence based on % scores it is concluded that majority of the respondents are positive towards introducing education as one of the optional subject at undergraduate level which is of 78 %.
- It is observed that 30 students have agreed towards the item number 06 stating that “the curriculum of 2 year M.Ed., programme has to be revamped to prepare M.Ed., students as teacher educators” and the rest of 7 students disagreed towards the statement. Hence based on % scores 82 % of the students are of with positive opinion for revamping M.Ed., curriculum.
- It is observed that 30 students have agreed towards the item number 07 stating that “practicum for all courses should be compulsorily carried out in 2 year M.Ed., programme” has been agreed by 30 students and rest 7 students disagreed for that. Based on the % Scores 82 % of the students responded positively towards the statement.

- It is observed that 29 students have agreed towards the item number 10 stating that “Opportunities has to be given for educational exercises” and 8 students are disagreeing. Hence it is concluded that 78% of the sample are positive towards the statement.
- It is observed that 20 students are positive towards the item number 20 agreeing that “Syllabus of educational Psychology is over loaded”. The remaining 17 students are disagreeing. Hence it is suggested that attention has to be paid in decreasing the over burden of Syllabus by distributing the syllabus equally in first two semesters. This is the recommended based on the % scores of 54 % and 46 % respectively.
- It is observed that 32 students are agreeing the statement of item number 21 which states that “Educational Psychology paper has to be spread for 1st and IInd semester in 2 year M.Ed., programme” and the rest of 5 students are disagreeing it based on the % scores it is concluded that 86 % of the sample are positive towards the statement.
- It is observed that 24 students are positive in accepting the statement of item number 22 which states that “the prescribed Pscychology practical activities are adequte” and the rest of the 13 students are in a view of disagreeing the statement that the Psychological practical activities are not adequate. Hence required attention has to be paid by the concerned departments to make M.Ed., Programme effective.
- It is observed that 22 students are of a opinion that the reference books in local language is required for 2 year M.Ed., Programme”, for item number 24. The Rest of the 15 students are disagreeing the statement. Hence it is suggested that proper care has to be taken to provide books in Kannada medium for M.Ed., course.
- It is observed that 24 students are accepting the item number 36 positively stating that ” Self-development and academic writing courses should be more identified and given more weightage and the rest of 13 students are disagreeing the statement. But proper care and attention is required in conducting the above courses of 2 year M.Ed., programme in a effective way .

Table-II**2. Internship Programme of 2 year M.Ed. course .**

Sl.NO.	Item No.	No.of respondents	%
1.	4	34	92%
2	5	33	89%
3	9	24	65%
4	12	29	78%
5	13	27	73%
6	14	15	41%
7	25	29	78%
8	28	31	84%
9	29	31	84%
10	30	30	82%
11	31	35	94%
12	32	31	86%

-It is observed that 34 students of 2 year M.Ed., course opined that “Intensive orientation is required before going to internship / field attachment” which is an item number 4 and rest of the 3 students responded in a disagreeing way. Hence it is accepted that 92% of the sample are positively accepting intensive orientation before getting into internship practices.

-It is observed that 33 students of 2 year M.Ed., programme are of the opinion that “Training of writing lecture plans / episodes should be more intensive “ for the item number 5 whereas the remaining 04 students have disagreed the statement. Based on the % it is understood that 89% of the sample are accepting an intensive training for writing lesson plans internship of 2 year M.Ed., programme”.

-It is observed that 24 students of 2 year M.Ed., programme responded positively by agreeing with the item number 9 which states that the internship duration has to be extended to a longer duration”. The rest of the 13 students are disagreeing the statement and they are comfortable with the time period allotted for Internship. Based

on the % available 65% are of the opinion and expecting the extension of time period of semester work that has to be spread for 2nd and 3rd semester equally to carry out internship .

-It is observed that 29 students of 2 year M.Ed., programme positively responded to the item number 12 stating that “The spread over of dissertation in all 4 semesters of M.Ed., programme are appropriate” and the rest of the 8 students are disagreeing the statement. Based on the % available it is observed that 78% of the students are accepting some changes to be made in spreading the dissertation work.

-It is observed that 27 students of 2 year M.Ed., programme opined positively about item number 13 stating that one whole semester should be exclusively meant for internship activities / field attachment and immersion programmes and the rest of the 10 students disagreed the statement that they are comfortable in attending internship in allotted time period done by the institute. Based on the % available it is observed that 73% are of the opinion expecting changes in Internship.

-It is observed that 15 students are of the opinion that they responded positively towards the item number 14 stating that “Research work leading to dissertation should be exclusively meant for one semester “ and the rest of 22 students are in disagreement that the research work of dissertation should not be in one semester but should be spread all over the course”. It is understood to come to conclusion that 41 % agreed and 39 % disagreed for the above mentioned item.

-It is observed that 29 students of 2 year M.Ed., programme have agreed for item number 25 stating that tools in the Psychology lab should be available for data collection of for research and the rest of the 8 students disagreed the statement. Hence it is concluded that 84% of the sample are positive towards the statement.

-It is observed that 30 students have positively agreed for the item number 30 stating that Feedback given by supervisor is appropriate and enhances professional competency and the rest of the 7 students disagreed to the statement. Hence it is concluded that 82% of the sample responded to the statement in a positive way.

-It is observed that 35 students are positively accepted the item number 31 stating that teaching during internship helps to become confident teacher educator and the rest of the 02 students disagreed the statement. Hence it is concluded that 94% of the sample

are very much impressed for the internship programme that the 2 year M.Ed programme is making teacher educators .

- It is observed that 31 students have positively agreed to item 32 which states that “It is possible to link theory and practice during internship” and the rest of 06 students did not agree the statement. Hence it is concluded that 86% of the sample are very much impressed towards the theory and practice of internship programme.

Table – III

3. Impression and Opinion about 2 year M.Ed., Programme.

Sl.No.	No.of respondents	Score
1	35	95
2	27	73
11	33	89
23	33	89
26	31	84
27	27	73
33	29	78
34	30	82
35	31	84
37	32	86

-It is observed that 35 students are positively responding to the Item No.01 stating that “2 year M.Ed., programme is beneficial than 1 year M.Ed., Programme” and the rest of 02 students are not agreeing the statement. Hence it is observed that 95% of the sample are very much influenced with 2 year M.Ed., programme.

- It is observed that 27 students are positively responding to the item number 02 stating that 2 year M.Ed makes trainees more professional and the rest of 10 students have not agreed the statement. Hence it is concluded that 73% of the sample are very much influenced for the statement accepting it that 2 year M.Ed course is making M.Ed trainees more professional .

- It is observed that 33 students are positive towards agreeing in item number 11 stating that “Training for developing organizational skills has to be incorporated in 2 year M.Ed., programme and the rest of the 04 students have not accepted. Hence it is concluded that 89% of the sample are positive towards implementation of 2 years M.Ed., programme.

- It is observed that 33 students have responded positively for the item number 11 stating that training for developing organizational skills has to be incorporated in 2 year M.Ed curriculum and the rest of 04 students have not accept the statement . Hence it is concluded that 89% of the sample have responded the statement positively

-It is observed that 31 students are very much positive towards the item number 26 stating that the students of 2 year M.Ed., programme should be trained to meet requirement of administrative posts in educational institutions” and the rest of 06 students have not agreed the statement. Hence it is observed that 84% of the sample are very much influenced for the M.Ed., students are best fit for administrative posts of educational institutions.

- It is observed that 27 students are positive towards accepting an item number 27 stating that Exclusive infrastructure and building is required to education department to create a professional ambience” and in rest of 10 students are not in accordance with the statement. Hence it is concluded that 73% of the sample of University of Mysuru are very much influenced that they require separate building for education department.

- It is observed that 29 students are positively responding to the item number 33 stating that 2 year M.Ed., programme is helping in developing more favourable attitude towards professionalism” and the rest of 08 students are disagreeing in statement. Hence it is concluded that 78% of the sample are very much influenced that 2 year M.Ed., programme is developing professionalism.

- It is observed that 30 respondents positively agreed the item number 34 stating that 2 year M.Ed., programme is really interesting and motivating and in rest of the 07 students disagreed the statement. Hence it is concluded that 82% of the sample are very much influence that 2 year M.Ed., programme is really interesting and motivating.

- It is observed that 31 students responded positively by accepting the item number 35 stating that 2 year M.Ed., programme should be confirmed for ever and the rest of 06 students are disagreeing in statement. Hence it is concluded that 84% of the sample are very much influenced by 2 year M.Ed., programme which has to be confirmed for ever.

- It is observed that 32 respondents are positive towards the item number 37 stating that composite Institutions are very much required for education department at University level. Therefore it is concluded that 86% of the sample are very much influenced of having composite Institutions at University level.

Table No. IV

4. Negative statements responding positively

Item no	No. of respondents	%
08	25	66
15	17	45
16	18	47
17	24	63
18	27	71
19	17	45
20	20	53

- It is observed that the item No.8 states that school field attachment in M.Ed., practicum is a repetition of internship undergone in B.Ed., programme have been disagreed by 66 % of the respondents.

- It is observed that 45% of the respondents have disagreed to item no.15 stating that two year is a longer duration to get into M.Ed., programme.

- It is observed that 47% of the respondents have dis-agreed the item no.16 stating that 2 year M.Ed., programme is an unnecessary expansion of 1 year M.Ed., programme.
- It is observed that 63% of the respondents have disagreed the item number 17 stating that students lose interest in attending classes.
- It is observed that 71% of the respondents have disagreed the item number 18 stating that compared to other education programme 2 year M.Ed., Programme consumes more years, so that age factors will be influential factor for getting into occupation.
- It is observed that 45 % of the respondents have disagreed the item number 19 stating that job opportunities for those who obtain 2 year M.Ed., programme is bleak.
- It is observed that 53% of the respondents have disagreed the item number 20 stating that syllabus of educational Psychology is over loaded.

Table - V

Analysis and Interpretation of Item 38 - A qualitative report.

Item No.38 Enumerate the merits of M.Ed., programme.

Sl.No.	Opinion about merits	% percentage of respondents
1.	Positive Professional attitude	15%
2.	Interesting	02%
3.	Knowledge oriented	12%
4.	Confidence	03 %
5.	Satisfactory Curriculum	13%
6.	Developing good teachers / Masters of teacher education .	18%
7.	Useful internship	10%

8.	Helps in other fields.	09%
9.	Development of Critical thinking, Innovative ideas, Communication Skills, teaching skills, research skill.	07%
10.	Positive attitude towards dissertation	04%
11.	Availability of Resources	02%
12.	Long duration	03%

The overall responses given by M.Ed., student trainees regarding the merits of implementing 2 year M.E. Programme are that ;

- 15% of the respondents stated through open ended opinions that 2 year M.Ed., programme develops professional attitude.
- 2% of the respondents stated that 2 year M.Ed., programme is interesting.
- 12% of the respondents stated that 2 year M.Ed., programme is knowledge oriented.
- 04% of the respondents stated that 2 year M.Ed., programme develops confidence.
- 13% of the respondents stated that 2 year M.Ed., programme curriculum is more satisfactory.
- 18% of the respondents stated that 2 year M.Ed., develops good teachers / masters of teaching competency.
- 10% of the respondents stated that 2 year M.Ed., has useful Internship.
- 9% of the respondents stated that 2 year M.Ed., programme helps in other fields.
- 7% of the respondents stated that development of critical thinking, innovative ideas, communication skills, teaching skills, research skills.

- 4% of the respondents stated that they have positive attitude towards dissertation.
- 2% of the respondents stated that there are much availability of resources.

Table No. VI

Qualitative Analysis of Item No. 39

Limitations of 2 year M.Ed., Programme.

Sl.No.	Opinion	% percentage
1.	More time taking	21%
2.	Syllabus is over loaded	06%
3.	Lack of adequate training	08%
4.	Facing a problem of language	08%
5.	Need qualitative & Permanent teacher educators.	12%
6.	Syllabus has to be updated	08%
7.	Lack of facilities in Psychology Lab	06%
8.	Duration of Internship has to be extended.	04%
9.	Less Job Opportunities	12%
10.	Increase of Internship duration	04%
11.	More dropouts	02%
12.	Requirement Compulsory field bips	02%
13.	Requirement of Physical Infrastructure	02%
14.	Wastage of Resources , time and energy	04%
15.	Travelling problem at University level	02%
16.	Recruitment problem	02%
17.	Requires Uniformity in organizing courses.	06%
18.	Change in Internship Methodology	08%

19	Statistical package has to be taught.	04%
20	Question paper pattern needs changes	02%
21	2 year M.Ed., course is not effective	02%
22	2 year M.Ed., is better than 1 year M.Ed., programme	02%
23.	2 year M.Ed., course is not stage specific.	02%

Analysis and Interpretation of Item 39-a qualitative Report :

- 21% of the respondents stated that 2 year M.Ed., programme is of more time taking.
- 06% of the respondents stated that the Syllabus of 2 year M.Ed., programme is overloaded.
- 08% of the respondents stated that 2 year M.Ed., is in lack of adequate training.
- 08% of the respondents stated that they are facing a problem of language.
- 12% of the respondents stated that they need qualitative and permanent teacher educators at University level.
- 08% of the respondents stated that the Syllabus of 2 year M.Ed., programme has to be updated.
- 06% of the respondents stated that there is lack of facilities in Psychology lab and Practical purposes.
- 04% of the respondents stated that the duration of Internship has to be extended.
- 06% of the respondents stated that there are less Job opportunities through 2 year M.Ed., programme.
- 04% of the respondents stated that they want internship duration to be extended in 2 year M.Ed., programme.

- 02% of the respondents stated that there are more dropouts in 2 year M.Ed., programme.
- 02% of the respondents stated that there should be compulsory field trips.
- 02% of the respondents stated that there is much requirement of physical infrastructure.
- 04% of the respondents stated that 2 year M.Ed., programme is wastage of resources, time and energy.
- 02% of the respondents stated that they have a travelling problem to attend classes at University level.
- 02% of the respondents stated that 2 year M.Ed., programme has recruitment problem.
- 06% of the respondents stated that 2 year M.Ed., programme requires Uniformity in organizing the course.
- 08% of the respondents stated that they are expecting change in Internship and Methodology.
- 04% of the respondents stated that the statistical package of Xcel and SPIS is not taught for M.Ed., students at university level.
- 02% of the respondents stated that the question paper pattern need to be changed for 2 year M.Ed., programme.
- 02% of the respondents stated that 2 year M.Ed., course is not effective.
- 02% of the respondents stated that 2 year M.Ed., programme is better than 2 year B.Ed., programme.
- 02% of the respondents stated that 2 year M.Ed., course is not stage specific.

Table No. VII**Analysis and Interpretation of Item Number 40****Problems and Challenges of 2 year M.Ed.,**

Sl.No.	Opinion	% percentage
1.	Over loaded Syllabus / Repeated Syllabus	08%
2.	Insufficient Resources	19%
3.	Lack of Infrastructure.	08%
4.	Problem of qualified and Permanent faculty	12%
5.	Lack of Specified Subjects	01%
6.	There is an inclination to theory	01%
7.	Need of practicum classes	03%
8.	Need of integrated B.Ed., programme.	03%
9.	2 year M.Ed., programme is time consuming	05%
10.	2 year M.Ed., Programme is in lack of teaching skills and skilled teachers.	01%
11.	Thematic training has to be introduced for self-development courses.	01%
12.	2 year M.Ed., curriculum is not up dated	02%
13.	Time given for Internship is short duration.	05%
14.	2 year M.Ed., programme is creating disinterest towards in students.	04%
15.	2 year M.Ed., programme need more educational trips.	01%

16	2 year M.Ed., course has lack of research facilities.	01%
17	University students expressed a problem of language in Understanding M.Ed.,	07%
18	Problem of data collection in dissertation.	02%
19	Guest faculty do not have content competency at University of Mysore.	01%
20	Stipend is required to teach at B.Ed., level	01%
21	There are no conference and Seminars.	02%
22	Intake of quality of M.Ed., course has to be checked.	02%
23.	Lack of Quality in M.Ed.,	01%
24.	No job guarantee in 2 year M.Ed., programme.	02%
25.	Lack of Technology in 2 year M.Ed., programme.	02%
26	Lack of proper instructional material.	01%
27.	Lack of activities in 2 year M.Ed., programme.	01%
28.	Requirement of community development.	01%

Analysis and Interpretation of Item 40 – a qualitative report :

Problems and Challenges of 2 year M.Ed., programme.

- 08% of the respondents stated that syllabus is overloaded, repeated.
- 19% of the respondents stated that there are insufficient resources.
- 08% of the respondents stated that there is lack of infrastructure.

- 12% of the respondents stated that there is a problem of qualified and permanent faculty at University level.
- 01% of the respondents stated that there is a lack of specified subjects to choose as an optional.
- 01% of the respondents stated that there is an inclination to theory.
- 03% of the respondents stated that there is a need of practicum classes for every theory class.
- 03% of the respondents stated that there is a need of integrated B.Ed., course to make 2 year M.Ed., course effective.
- 05% of the respondents stated that 2 year M.Ed., programme is time consuming.
- 01% of the respondents stated that 2 year M.Ed., programme is in lack of teaching skills and skilled teachers.
- 01% of the respondents stated that thematic training has to be introduced for same papers like self-development courses.
- 02% of the respondents stated that 2 year M.Ed., curriculum is not updated.
- 05% of the respondents stated that the time given for Internship is of short duration.
- 04% of the respondents stated that 2 year M.Ed., programme is creating disinterest in students.
- 01% of the respondents stated that 2 year M.Ed., programme need more educational trips.
- 01% of the respondents stated that 2 year M.Ed., course has lack of research facilities.
- 07% of the University students felt that there is a language problem in Understanding 2 year M.Ed., programme.
- 02% of the respondents stated that there is a problem of Data collection for dissertation.

- 01% of the respondents stated that the Guest faculty do not have content competency at University level.
- 01% of the respondents stated that they require stipend to attend internship.
- 02% of the respondents stated that there are no seminars and conferences related to 2 year M.Ed., programme.
- 02% of the respondents stated that the intake of quality of M.Ed., students has to be checked in and should not be rationalized.
- 01% of the respondents stated that there is lack of quality in 2 year M.Ed., programme.
- 02% of the respondents stated that there is no job security in 2 year M.Ed., programme.
- 02% of the respondents stated that there is lack of technology in 2 year M.Ed., programme.
- 01% of the respondents stated that there is lack of proper instructional material.
- 01% of respondents stated that there is lack of activities in 2 year M.Ed., programme.
- 01% of the respondents stated that there is a requirement of community development programme.

Objective – II :

To study the problems of Teacher Educators about 2 year M.Ed., programme.

In order to study to problems of 2 year M.Ed., programme and its effective implementation in Mysuru the Principal Investigator has undertaken a research study on the educational institutions which are conducting 2 year M.Ed., programme. In order to prove objective II stating that “To study the problems of Teacher Educators about 2 year M.Ed., programme”. non-standardised opinionnaire is used to collect data from 02 faculty of DOS, UOM and 06 faculty from RIE, Mysuru. The opinionnaire has been divided into 3 areas for the sake of easy understanding. Items are pooled in to 3 areas. The first area 1.curricular aspects of 2 year M.Ed programme which include the item numbers 03, 04, 08, 12, 14, 15, 18, 19, 24. The second area in , the Internship and item numbers included are save 06, 09, 10, 11, 25 and the third area is Opinion about M.Ed., programme 01, 02, 05, 13, 16, 17, 20, 21, 22, 23, 26.

Table – VIII : Analysis of curricular Aspects :

Item No.	No. of respondents	% scores
03	07	88 %
04	04	50%
08	06	75%
12	06	75%
14	07	88%
15	04	50%
18	07	88%
19	06	75%
24	06	75%

- It is observed that 07 respondents expressed positive opinion about item number 03 which states that the “content in 2 year M.Ed., curriculum is adequate” and the rest one person has not accepted the Statement. Hence it is concluded that the present content for M.Ed., curriculum feels to be adequate.
- It is observed that 04 respondents expressed Positive opinion about item number 04 which states that “2 year M.Ed., programme caters to holistic learning of students” and the rest 04 teacher educators have disagreed the statement. Hence it is concluded that 50% of the sample accepted the statement and the rest 50% rejected it. Care has to be taken to check the standards of M.Ed., course which has to cater the holistic learning of students.
- It is observed that 06 respondents have accepted the opinion of item number 08 stating that the coverage of syllabus is adequate for 2 year M.Ed., programme and the rest of 02 teacher educators have disagreed the statement. Hence it is concluded that 75% of the sample are agreeing the coverage of syllabus is adequate .
- It is observed that 06 respondents have expressed positive opinion of the item number 12 stating that 2 year M.Ed., needs reconstruction of curriculum and the rest of 2 teacher educators felt to disagree the statement. Hence it is concluded that 75% of the sample are in accordance with opinion that reconstruction of curriculum has to happen in 2 year M.Ed., programme.
- It is observed that 07 respondents have expressed positive opinion about the item number 14 which states that “More extension lectures, tasks should be encouraged for effective learning” and the rest of the teacher educators have not given positive response. On the whole it is concluded that 88% of the sample are very much influencing the more extension lectures / tasks which has to be encouraged in effective learning.
- It is observed that 04 respondents expressed their positive opinion about item number 15 stating that 1st and 2nd year syllabus prescribed for 2 year M.Ed., programme are in systematic order and in rest of 04 teacher educators opined that there is no systematic order in prescribed Syllabus. Hence it is concluded

that care has to be taken to organize in 2 year M.Ed., programme as the % of respondents are only 50.

- It is observed that 07 Teacher educators have accepted the statement in a positive way for item number 18 stating that self-development and communication courses to be conducted during regular semester break. Hence the % obtained for the above said item is 88% and one teacher educator is uncertain about her answer.
- It is observed that 06 teacher educators have not accepted in statement positively for the item number 19 which states that the transaction of syllabus through tutorial mode is adequate quality. Hence it is observed that 75% of the respondents are of the opinion that it has adequate quality of syllabus transaction through tutorial mode is important.
- It is observed that 06 teacher educators are positively opined about in item number 24 which states that “ It is necessary to incorporate educational ICT components for all courses / papers” and the rest of one teacher educator has disagreed the statement and one more teacher educator is uncertain about her response . Hence it is concluded that 75% of the responses of Teacher educators have influenced positively for incorporating educational ICT components for all courses / papers.

Table no. IX

2. Internship - Opinion of M.Ed., faculty :

Item No.	No. of respondents	% scores
06	06	75%
09	03	38%
10	03	38%
11	05	73%
25	07	88%

- It is observed that 06 teacher educators have responded positively about the item number 06 stating that “the internship in Secondary schools is beneficial” and the rest of two teacher educators have disagreed the statement. Hence it is concluded that 75% of the sample are of the opinion that internship for 2 year M.Ed., programme at secondary schools is beneficial which has been done by DOS , UOM .
- It is observed that 03 teacher educators have responded positively about the item number 09 stating that “Is structure of Internship / field attachment is appropriate” and the remaining 05 teacher educators have disagreed the statement. Hence it is suggested that only 38% of the sample are positive towards in item whereas rest of 62% are of the opinion that structure of Internship / field attachment is not appropriate for 2 year M.Ed., programme.
- It is observed that 03 respondents have positively responded towards the item number 10 stating that “ 2 year M.Ed. programme consists of more field activities and educational excercises “ and the rest of 03 teacher educators have not accepted the item positively. Hence it is concluded that there is a need to add field activities and educational excercises in 2 year. M.Ed., programme as the % of respondents are 38%.
- It is observed that 03 teacher educators have responded positively about in item number 11 which states that “Community living activities should be practiced in 2 year M.Ed., programme” and the rest of 3 teacher educators have not responded positively. Hence it is concluded that 63% of the sample are positive towards the community living activities.
- It is observed that 07 teacher educators have given positive opinion about the item number 25 which states that “ Co-ordination between education boards for organizations of internships in schools is very much required” and in rest of one teacher educator is uncertain about the item to respondent and one more teacher educator have disagreed in statement. Hence it is concluded that 75% of the respondents are positively accepting the statement that there should be a co-ordination between education boards and teacher education colleges to organize internship.

Table No. X

3. Opinion about M.Ed., Programme :

Item No.	No. of respondents	% scores
01	08	100%
02	06	75%
13	05	63%
16	04	50%
17	06	75%
20	06	75%
21	05	63%
23	05	63%
26	05	63%

- It is observed that all the respondents (08 members) have accepted in a positive way for item number 01 which states that 2 year M.Ed., programme has sufficient time to complete the curriculum. Hence it is concluded that 2 year M.Ed., really has time to organize P.G. Course.
- It is observed that 06 of the respondents have given positive opinion about item number 02 which states that “2 year M.Ed., programme produces efficient and competent teacher educators” and the rest of two teacher educators have not responded the item. Hence it is concluded that 75 % of the sample have influenced positively that 2 year M.Ed., programme is really making efficient and competent teacher educators”.
- It is observed that 05 of the teacher educators positively accepted in item number 13 stating that “ the structure and design of 2 year M.Ed., programme is appropriate” and the rest of 03 teacher educators have disagreed the

statement. Hence it is concluded that 63% of the teacher educators have disagreed the statement. Hence it is concluded that 63% of the teacher educators. Positively influenced that the structure of 2 year M.Ed. ,Programme is appropriate.

- It is observed that 04 of the teacher educators agreed the item number 16 and 04 of other teacher educators disagreed the same which states that the infrastructure facilities are adequate for 2 year M.Ed. programme “. Hence attention has to be paid to check the required infrastructural facilities at university level .
- It is observed that 06 teacher educators have responded positively towards the item number 17 stating that “All courses / papers are relevant to the objectives of 2 year M.Ed. programme” and the rest of 02 teacher educators have not accepted. Hence it is concluded that 75% of the sample are positive towards the objectives of the course.
- It is observed that 06 of the teacher educators have positively responded towards the item number 20 and the other 02 teacher educators negatively responded which states that “2 year M.Ed. programme is recommended for enhancement of quality”. Hence it is concluded that 75% of the sample are positively accepted that 2 year M.Ed. ,programme is really for enhancement of quality.
- It is observed that 05 of the respondents are positive towards the item number 21 which states that “The spread over a research work for dissertation through and M.Ed. programme is appropriate” and the rest of 03 teacher educators have not accepted in statement. Hence it is concluded that 63% of the sample are influenced positively towards dissertation work.
- It is observed that 05 of the teacher educators are positive towards the item number 23 which states that “2 year M.Ed. programme motivated students for better learning” and the rest of 03 teacher educators have not accepted the statement. Hence it is concluded that 63% of the sample says that 2 year M.Ed., programme is a motivation for better learning.
- It is observed that 05 of the teacher educators have expressed negative opinion about item number 26 which states that “The existing evaluation

pattern is appropriate for 2 year M.Ed., programme” and the rest of 3 teacher educators have negative opinion about statement. Hence it is concluded that 63% of the sample are in positive opinion which states that existing evaluation pattern is appropriate for 2 year M.Ed., programme.

Qualitative Analysis of Teacher Educators about 2 years M.Ed., Programme :

1. Opinion about students regarding 2 year M.Ed., programme.

- Less intake of students in RIE, Mysuru for past 2 years.
- Lack of motivation to Join M.Ed.,
- By not getting any P.G. seat students have opted 2 year M.Ed.,
- Helpless condition of joining in M.Ed.
- Problem of getting jobs due to age factor.

2. Feel to add more papers.

- Add Educational management
- Priority for Teacher Education
- Pedagogy papers
- Curriculum Studies.

3. Practical problems of 2 year M.Ed. Programme :

- Poor facilities provided for research methodology and analysis of data and dissertation through SPSS.
- Due to less intake more resources are getting wasted.
- Class room envt. is problem due to less number of students.
- Seminars are not upto the mark at University level.

4. Problem in handling any paper.

- Most of the teacher educators get a chance of teaching for are semester only so absolutely no problem in handling any paper .
- Problem of students not having conceptual knowledge to understand papers.

5. How to Reform M.Ed, Syllabus :

- Suggested to start B.Ed., & M.Ed., integrated programme to solve syllabus problem.
- No Reformation is required but suggested for Revision.
- Certain Specific changes has to be made.
- Updating in Syllabus with recent trends and more research findings has to be taken into consideration for preparing syllabus.

6. Recommend 2 year M.Ed., Programme.

- 06 Teacher Educators among total sample of 08 have recommended for 2 year M,Ed., programme.

7. Merits of 1 year M.Ed., Programme.

- Time Saving.
- Insufficient
- Inadequate Subject knowledge.

8. Merits of 2 year M.Ed., Programme.

- Has sufficient time.
- Wide & more subject knowledge
- Better Exposure
- Increased Practicum with different schools.
- More Research exposure.
- Gives ample scope for dealing subjects.
- Has sufficient time to make teacher educators.
- Equal standard of PG on partition other post graduation.
- Internship in teacher education.
- Development of Professional competencies.

- Work load can be shown as per NCTE Norms.

8. Disadvantages of 1 year M.Ed., programme

- Inadequate time
- Inadequate research
- It is not equal to PG course
- No internship
- Not interesting.

9. Disadvantages of 2 year M.Ed. Programme.

- Wastage of time
- Boring
- Faculty has to extend time for systematic followup.
- No Pedagogy papers.
- Nothing specific.
- Less number of admission
- Age factor for students to get job.
- Waste of time in the name of quality.
- Students are frustrated.

Table XI : negative statements responding positively :

Item No.	No. of respondents	% scores
05	03	38%
22	08	100%

- It is observed that 03 of the teacher educators have accepted the item 05 in a negative way which states that 2 year M.Ed., programme is just expanded version of 1 year M.Ed., programme and to rest of 05 teacher educators have accepted the statement in a positive way which states that 2 year programme is not just expanded version of 1 year M.Ed. programme. Hence it is concluded that 62% of the teacher educators are against to the Statement.

- It is observed that 08 of the teacher educators i.e, 100% of the respondents negatively responded for the item number 22 which states that “ the expansion of 2 year M.Ed., programme is de-motivating the students” that means 2 year M.Ed., programme is really motivating the students.

CHAPTER – IV

SUMMARY, MAJOR FINDINGS AND CONCLUSION

MAJOR FINDINGS FROM STUDENTS OPINION

- (1) The major findings of problems of students of 2 year M.Ed. are where the respondents have shown above 90% of positive opinion stating that there is no problem about following things like Intensive orientation is required before getting into Internship / field attachment, 2 year M.Ed. programme is beneficial than 1 year M.Ed. programme. It is possible to link theory and practice during Internship and Teaching during Internship helps to become confident teacher educator.
- (2) The second major finding of curricular aspects where the respondents have shown 80% of positive response towards the items are education paper has to be introduced as an optional paper at undergraduate level, the curriculum of 2 year M.Ed. should be removed to prepare M.Ed. students as teacher educators, practicum for all courses should be compulsorily carried out, Educational Psychology paper has to be spread for 1st and 2nd semester of 2 year M.Ed. programme, 2 year M.Ed. Programme makes trainees more professional, internship / field attachment improves the professional competencies of M.Ed. trainees, Internship / field attachment improves teaching competency of M.Ed. trainees, Feedback given by supervisor is appropriate and enhances professional competency, training for developing organizational skills has to be incorporated in 2 years M.Ed. Effective, the students of 2 year M.Ed. programme should be trained to meet the requirements of administrative posts in educational institutions, 2 year M.Ed. programme is really interesting and motivating, 2 year M.Ed. programme has to be confirmed for ever, composite institutions are very much required to run education department.
- (3) The third major finding of problems of M.Ed. students whose responses are 70% and the items are opportunities of dissertation in all the semesters of M.Ed. programme are appropriate, one whole semester should be exclusively meant for internship activities / field attachment/ immersion, exclusive infrastructure and building is required to run professional courses, 2 year M.Ed. programme is helping in developing more favourable attitude towards teacher professionalism.

- (4) The fourth major finding on items whose responses 60% on problems of M.Ed. students on items the prescribed psychology practical activities are adequate, reference books in local language is required for 2 year M.Ed. programme, self-development and academic writing courses should be more identified and given more weight age.
- (5) The fifth major finding on the items whose responses are 50% on problems of M.Ed. students syllabus of educational psychology is over loaded.
- (6) The sixth major finding on the items whose responses are 40% on problems of M.Ed. students are Research work leading to dissertation should be exclusively meant for one semester.
- (7) There are positive responses for negative statements where the respondents totally agree for the following items that school field attachment in M.Ed. Practicum is a repetition of Internship undergone in B.Ed. programe, two year is a long period to get in to M.Ed. programme, 2 year M.Ed. programme is unnecessary expansion of 1 year M.Ed. programmes, students lose interest in attending classes, compound to other education programme 2 year M.Ed. programme consumers more years, so that age factors will be influential factor for getting in to occupation, job opportunities for those who obtain 2 years M.Ed. programme is bleak, syllabus of Educational psychology is over loaded, educational psychology paper has to be spread for 1st and 2nd semester of 2 years M.Ed. programme.

Major findings from faculty:

- 1) The first major finding of Teacher Educators regarding problems of 2 year M.Ed. programme is that item number one has given 100%. Positive responses that there is no problem about 2 year M.Ed. which has sufficient time to complete curriculum.
- 2) The second major finding is that 80% responses on item like stating that there are no problems on co-ordination between education boards for organization of internships in schools is very much required. The content in 2 years M.Ed. curricular is adequate, more extension lectures should be encouraged for effective learning, self-development and communication courses to be

organized in a workshop mode inter semester break has to be conducted during regular semester period.

- 3) The third major finding is that 70% of the responses on items like stating that there are no problems of internship at secondary level, community living activities should be practiced in 2 year M.Ed. programme. The coverage of syllabus is adequate for 2 year M.Ed. programme, 2 year M.Ed. needs reconstruction of curriculum, the transaction of syllabus through tutorial mode is adequate quality. It is necessary to incorporate educational ICT components for all courses papers, 2 years M.Ed. programme produces efficient and competent teachers, All courses / papers are relevant to the objectives of 2 year M.Ed. programme, 2 year M.Ed. programme is recommended for enhancement of quality.
- 4) The fourth major finding of problems of teacher educators that 60% of the respondent have expressed no problem in dealing the following issues like the structure and design of 2 year M.Ed. programme is appropriate, the spread over research work for dissertation throughout M.Ed. programme is appropriate, 2 year M.Ed. programme motivated students for better learning. The existing evaluation pattern is appropriate for 2 year M.Ed. programme.
- 5) The fifth major finding of problems of teacher educators that 50% of the respondents are positive and 50% are negative towards dealing of the following items, that 2 year programmes caters to holistic learning of students, 1st and 2nd year syllabus prescribed for M.Ed. programme are in systematic order. The infrastructure facilities are adequate for 2 year M.Ed. programme.
- 6) The sixth major finding of the problems of teacher educators that 30% of the people have no problem in saying that 2 M.Ed. programme consists of more field activities and educational exercises, the Internship structure is appropriate.
- 7) The seventh major finding of the problem of teacher educators are item No.5 and 22 are negative statements where the respondents have agreed it is a positive way stating that 2 year M.Ed. is not just expansion of 1 year M.Ed. and the 2 year M.Ed. programme is not demotivating the students.

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ANNEXURE-I

1	2year M. Ed programme is beneficial than 1-year M. Ed programme.	Agree	Disagree
2	2-year M. Ed makes trainees more professional.	Agree	Disagree
3	Education paper has to be introduced as an optional paper at undergraduate programme.	Agree	Disagree
4	Intensive orientation is required before going to internship/ field attachment.	Agree	Disagree
5	Training for writing lecture plans/ episodes should be more intensive.	Agree	Disagree
6	The curriculum of 2-year M. Ed should be revamped to prepare M. Ed students as teacher educators.	Agree	Disagree
7	Practicum for all courses should be compulsorily carried out.	Agree	Disagree
8	School field attachment in M. Ed practicum is a repetition of internship undergone in B. Ed programme.	Agree	Disagree
9	The internship duration has to be extended to a longer duration.	Agree	Disagree
10	Opportunities has to be given for educational exercises.	Agree	Disagree
11	Training for developing organizational skills has to be incorporated in 2 year M. Ed curriculum.	Agree	Disagree
12	The spread over of dissertation in all 4 semesters of M. Ed programme are appropriate.	Agree	Disagree

13	One whole semester should be exclusively meant for internship activities / field attachment / immersion.	Agree	Disagree
14	Research work leading to dissertation should be exclusively meant for 1 semester.	Agree	Disagree
15	Two year is a long period to get into M. Ed programme.	Agree	Disagree
16	2 year M. Ed programme is unnecessary expansion of 1 year M. Ed programme.	Agree	Disagree
17	Students lose interest in attending classes.	Agree	Disagree
18	Compared to other education programme 2 year M. Ed programme consumes more years, so that age factors will be influential factor for getting into occupation.	Agree	Disagree
19	Job opportunities for those who to obtain 2 year M. Ed programme is bleak.	Agree	Disagree
20	Syllabus of educational psychology is over loaded.	Agree	Disagree
21	Educational psychology paper has to be spread for 1 st and 2 nd semester of 2 year M. Ed programme.	Agree	Disagree
22	The prescribed psychology practical activities are adequate.	Agree	Disagree
23	Integrated B. Ed has to be offered in B. Ed colleges for undergraduate course.	Agree	Disagree

24	Reference books in local language is required for 2 year M. Ed programme.	Agree	Disagree
25	Tools in the psychology lab should be available for data collection for research.	Agree	Disagree
26	The students of 2 year M. Ed programme should be trained to meet the requirement of administrative posts in educational institutions.	Agree	Disagree
27	Exclusive infrastructure and building is required to education department to create a professional ambience.	Agree	Disagree
28	Internship/ field attachment improves the teaching competency of M. Ed trainees.	Agree	Disagree
39	Internship/ field attachment improves the professional competences of M. Ed trainees.	Agree	Disagree
30	Feedback given by supervisor is appropriate and enhances professional competency.	Agree	Disagree
31	Teaching during internship helps to become confident teacher educator.	Agree	Disagree
32	It is possible to link theory and practice during internship.	Agree	Disagree
33	2 year M. Ed programme is helping in developing more favorable attitude towards teacher professionalism.	Agree	Disagree

34	2 year M. Ed programme is really interesting and motivating.	Agree	Disagree
35	2 year M. Ed programme should be confirmed forever.	Agree	Disagree
36	Self-development and academic writing courses should be more identified and given more weightage.	Agree	Disagree
37	Composite institutions (DM Schools and B. Ed colleges) is very much required for education department.	Agree	Disagree
38	Enumerate the merits of M. Ed programme. 1. 2. 3.		
39	Enumerate the limitations of 2 year M. Ed programme. 1. 1. 2. 3. 4.		
40	Enumerate the problems and challenges of 2 year M. Ed programme Problems Challenges 1. 2. 3. 4.		

ANNEXURE-II

1	2 year M.Edprogramme has sufficient time to complete the curriculum.	Agree	Disagree
2	2 year M.Edprogramme produces efficient and competent teacher educators	Agree	Disagree
3	The content in 2 year M.Ed curriculum is adequate	Agree	Disagree
4	2 year M.Edprogramme caters to holistic learning for students.	Agree	Disagree
5	2 year M.Edprogramme is just expanded version of 1 year M.Edprogramme	Agree	Disagree
6	The internship in secondary schools is beneficial.	Agree	Disagree
7	Internship in teacher education colleges is beneficial	Agree	Disagree
8	The coverage of syllabus is adequate for 2 year M.Edprogramme	Agree	Disagree
9	Is structure of internship / field attachment is appropriate	Agree	Disagree

10	2 year M.Edprogramme consists of more field activities and educational exercises	Agree	Disagree
11	Community living activities should be practiced in 2year M.Edprogramme	Agree	Disagree
12	2 year M.Ed needs reconstruction of curriculum	Agree	Disagree
13	The structure and design of 2 year M.Edprogramme is appropriate.	Agree	Disagree
14	More extension lectures/tasks should be encouraged for effective learning	Agree	Disagree
15	1st and 2nd year syllabus prescribed for M.Edprogramme are in systematic order	Agree	Disagree
16	The infrastructure facilities are adequate for 2 year M.Edprogramme	Agree	Disagree
17	All the courses/papers are relevant to the objectives of 2 year M.Edprogramme	Agree	Disagree
18	Self-development and communication courses to be organized in a workshop mode	Agree	Disagree

	intersemester break has to be conducted during regular semester period		
19	The transaction of syllabus through tutorial mode is of adequate quality.	Agree	Disagree
20	2 year M.Edprogramme is recommended for enhancement of quality	Agree	Disagree
21	The spread over a research work for dissertation throughout M.Edprogramme is appropriate	Agree	Disagree
22	The expansion of 2 year M.Edprogramme is demotivating the students	Agree	Disagree
	2 year M.Edprogramme motivated students for better learning.	Agree	Disagree
	If it is necessary to incorporate educational ICT components for all courses /papers	Agree	Disagree
	Coordination between education boards for organization of internships in schools is very much required.	Agree	Disagree
	The existing evaluation pattern is appropriate for 2 year M.Edprogramme	Agree	Disagree

Open ended questions

1. Give your opinion about students regarding 2 year M.Ed programme?
2. Do you feel to add any more papers required for 2 year M.Ed. programme?
3. What are your practical problems of 2 year M.Ed. programme?
4. Have you got any problem in handling any paper or a that it is unimportant?
5. How do you want to reform M.Ed syllabus?
6. Do you recommend 2 year M.Ed. programme?
7. Merits of 1 year M.Ed Merits of 2 year M.Ed
Disadvantages of 1 year M.Ed. Disadvantages of 2 year M.Ed