

A STUDY OF MASTER OF EDUCATION (M.Ed.) CURRICULUM AND ITS TRANSACTION

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Questionnaire on Relevance of M.Ed. Curriculum by Teachers

Designation: _____

Experience (in years) as a Teacher Educator:

(a) In the present department: _____ (b) Previous Experience: _____

Qualifications: _____

NET/ SLET: _____ Permanent / Ad-hoc: _____

Which subjects do you teach in M.Ed. Class: _____

1. Theoretical Components:

This includes Core courses (Including, Perspective courses like Philosophy of Education, Sociology of Education; Tool courses like Research Methods, Communication Skills, Academic Writing etc.; and Teacher Education Courses.

1.1. Read the following statements and give your judgement in a five point scale ranging from SA to SDA.

Note: SA = Strongly Agree, A = Agree, N = Neutral, DA = Disagree and SDA = Strongly Disagree.

S. No.	STATEMENT	SA	A	N	DA	SDA
1	Theoretical Courses help in understanding the foundations of education.					
2	The content taught in the theoretical courses are made relevant to the present context.					
3	I try to develop interest among my students by employing varied methods of teaching.					

4	The content taught sensitises the students about the current issues and challenges of education.					
5	Gender Issues in Education are deliberated during the teaching learning process.					
6	Education for marginalised groups of society is focussed during curriculum transaction.					
7	ICT in education is offered as a part of curriculum.					
8	Teacher Education acquaints students with the diversified teacher education at different:					
	i) Levels of education					
	ii) Administrative structure.					
9	Self-Development courses like Yoga in education are offered as a part of M.Ed. Curriculum.					
10	Practicums (Seminar, conference, workshop, field-based activities) are well designed and implemented.					
11	The content taught in Research Methodology is updated to cater the present research needs.					
12	Practical exposure is given to the students so as to develop essential research skills.					
13	Students are sensitized about the importance of research ethics.					
14	Students are trained for using plagiarism detection tools like Turnitin, Urkund etc.					

1.2.) How is the assessment for theoretical courses done?

1.3.) What changes would you suggest to refine the theoretical course of M.Ed. curriculum?

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2. Communication Skills Expository and Academic Writing:

2.1.) Read the following statements and give your judgement in a five point scale ranging from SA to SDA.

Note: SA = Strongly Agree, A = Agree, N = Neutral, DA = Disagree and SDA = Strongly Disagree.

S. No.	STATEMENT	SA	A	N	DA	SDA
1	Various workshops are conducted to familiarise students with different kind of writing styles.					
2	Oriented students about the essential requirements of:					
	i) Expository writing					
	ii) Academic writing.					
3	Acquaint students with different academic sources and with how to refer them.					
4	Introduce students with different citation style.					
5	Train students how to use different software applications used for citation (Like Mendley, Zotero etc.) and paraphrasing (Hemingway Editor, Grammarly etc.)					
6	Practical exposure is given to the students for different statistical packages used for data analysis.					
7	Train students on how to write research papers.					
8	Seminars are conducted to acquaint students with the culture of academic forums.					
9	Feedback is given to improve the communication skills of students while					

	presenting their research work during seminars.					
10	Familiarised students with professional networks like Research Gate, Google Scholar etc. to disseminate their research work.					

2.2.) How is the assessment done for expository and academic writing?

2.3.) What are the challenges faced in training students for Academic Writing? How to improve Academic writing?

3. Specialization Course:

3.1.) Read the following statements and give your judgement in a five point scale ranging from SA to SDA.

Note: SA = Strongly Agree, A = Agree, N = Neutral, DA = Disagree and SDA = Strongly Disagree.

S. No.	STATEMENT	SA	A	N	DA	SDA
1	The M.Ed. class is bifurcated into two groups (Elementary Education and Secondary & Higher Secondary Education)					
2	Specialization in pedagogy subjects is offered as a part of curriculum.					
3	Students are specialized in Elementary education and Secondary & Higher Secondary Education about:					
	<ul style="list-style-type: none"> • Stage Specific Institutional System and Structure 					
	<ul style="list-style-type: none"> • Stage Specific Status, Issues and Concerns 					
	<ul style="list-style-type: none"> • Stage specific Curriculum, Pedagogy & Assessment 					
	<ul style="list-style-type: none"> • Stage Specific Teacher Education System 					

3.2) What are the problems faced by you while teaching the specialization courses?

3.3) How according to you the specialization courses be better conceptualized?

4. Internship:

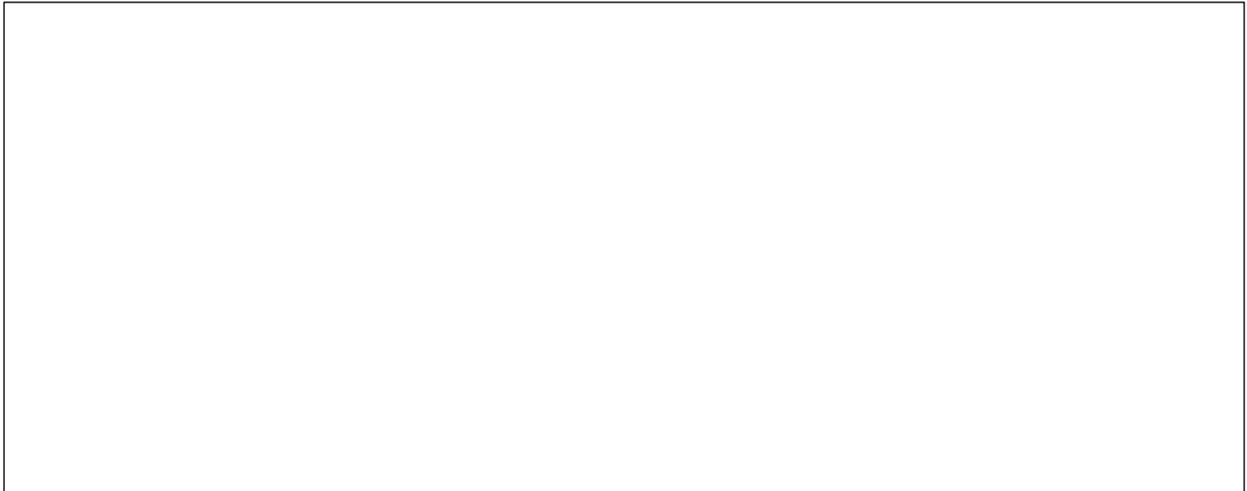
4.1.) Read the following statements and give your judgement in a five point scale ranging from SA to SDA.

Note: SA = Strongly Agree, A = Agree, N = Neutral, DA = Disagree and SDA = Strongly Disagree.

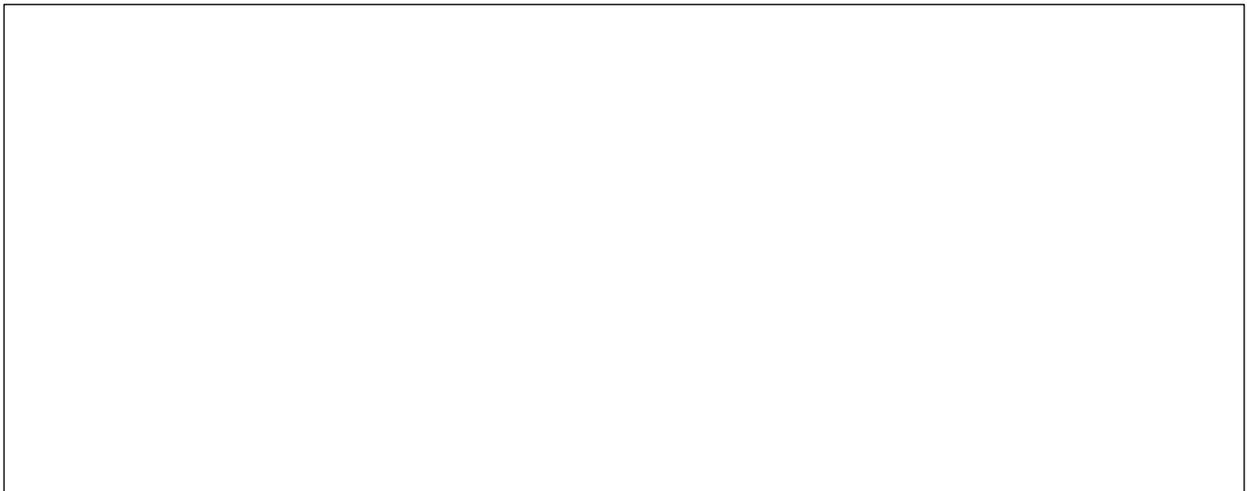
S. No.	STATEMENT	SA	A	N	DA	SDA
1	Internship is conceptualized into two parts (i.e., attachment with a teacher education institution and interning / associating with a field site relevant to the area of specialisation).					
2	Duration of both the internships is not less than three to four weeks.					
3	Orient students before the internship so as to make them realistically understand the roles and functions expected of them by observation during their internship period.					
4	Students are engaged in various activities in the interning institute.					
5	Lot of problems are faced in working with the interning institution.					
6	Appropriate feedback to the students is given during internship.					
7	Performance of students during their internship is assessed by the teachers of interning institution.					
8	Going to different Institutions for supervision in interning institutions is very inconvenient.					
9	Duration of the Internship is not sufficient.					
10	Assessment of interning students is done by the teachers during the internship.					

4.2.) What problems do you face in collaborating with the interning institutions?

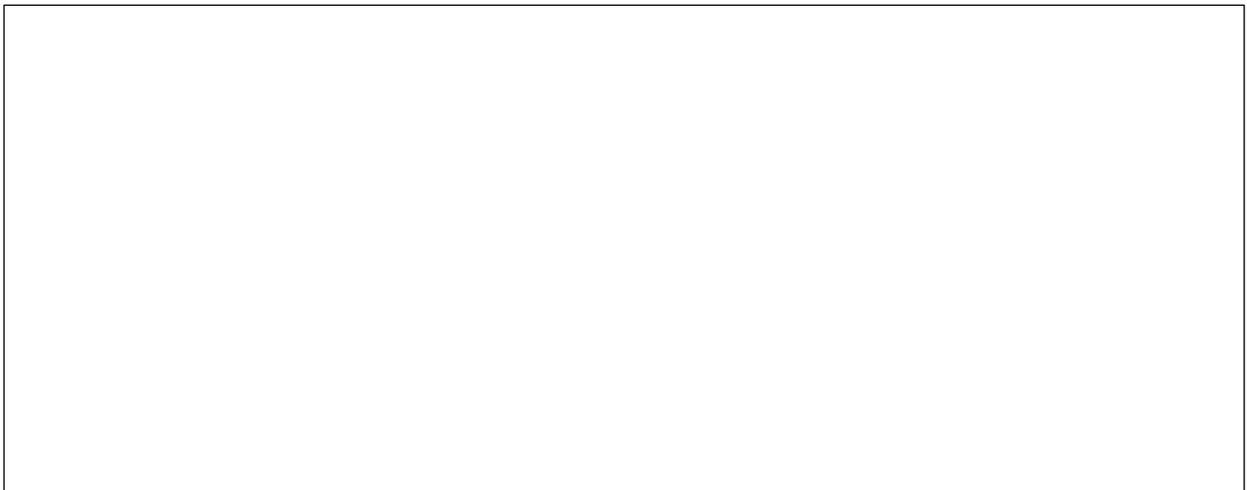
4.3.) What problems do you face during the internship?



4.4.) How is the assessment of internship component done?



4.5.) What suggestions would you propose to overcome the problems faced before and after internship?



5. Research Leading to Dissertation:

5.1.) Read the following statements and give your judgement in a five point scale ranging from SA to SDA.

Note: SA = Strongly Agree, A = Agree, N = Neutral, DA = Disagree and SDA = Strongly Disagree.

S. No.	STATEMENT	SA	A	N	DA	SDA
1	Dissertation work starts right from the first year of the M.Ed. Programme.					
2	Adequate time and guidance is given to the students working under me for dissertation work.					
3	Students are motivated to choose the topic of their dissertation themselves based on their area of interest.					
4	The institution provides concept note on dissertation component that clearly specifies about expected standards, assessment rules and procedures, and guidelines for students					
5	The following components are assessed for dissertation work:					
	• Developing the research Proposal					
	• Presenting the research proposal					
	• Sincerity in conducting the research					
	• Presenting the first draft of the Dissertation					
	• Final presentation of Dissertation					
	• Dissertation Document					
	• Viva -Voce					
6	Students are guided to publish the research work done for their dissertation.					
7	Plagiarism check is compulsory before final submission of the dissertation.					

5.2.) How is the assessment done for different components of dissertation?

5.3.) What problems did you face in guiding students for dissertation work and what suggestions would you propose to overcome them?

6. Suggestions for enriching overall M.Ed. Curriculum:

6.1.) Did you participate during the curriculum designing process for M.Ed. Programme? If yes, what suggestions did you propose for modifying M.Ed. Curriculum? Was your suggestion incorporated?

6.2.) What suggestions would you like to propose to enrich the present M.Ed. Curriculum?