

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

**An Abstract submitted to
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ABSTRACT

1. Introduction

Education is widely recognized as a powerful tool for societal transformation, fostering personal growth, economic development and social progress. It addresses global challenges such as poverty and promotes innovation, critical thinking and democratic participation. Education also cultivates values like tolerance and empathy essential in today's interconnected world. Education is delivered through formal, non-formal and informal channels with formal education provided by schools and universities being most universally accepted. Its structured nature, standardized curricula and recognized certifications make it the foundation for academic and professional development, with teachers playing a central role in shaping the future citizens.

Teacher education is a continuous process through pre-service, induction and in-service phases and is crucial for developing teachers' skills and competencies. Pre-service teacher education is particularly vital, as it prepares future educators for the noble profession for teaching, guiding learners to achieve expected outcomes. As education evolves with technological advancements, the shift towards Education 5.0 calls for a holistic approach that emphasizes creativity, ethics and social responsibility. This transformation necessitates a rethinking of teacher education, especially in preparing teacher educators who shape future teachers and lead educational innovation.

The Master of Education (M.Ed.) curriculum plays a critical role in preparing teacher educators by focusing pedagogy, research and leadership. It equips them with necessary skills to train future teachers capable of navigating the complexities of modern education and driving positive change in the educational landscape.

Teacher education in India has evolved through a rich historical legacy, deeply rooted in the country's ancient civilizations. The Vedic system, with its Gurukul model was the foundation of education where students lived with their teacher (Guru) for holistic development focusing on academic, moral, physical and spiritual dimensions. Teachers or Gurus were seen as those who dispelled ignorance, by guiding students through customized learning which was based on individual talents.

In ancient Bharat, there were no formal institutions for teacher education. Prospective teachers learned by observing their Guru's way of teaching. Buddhist Viharas contributed to teacher education until the 11th century. The arrival of Muslim rule introduced Maqtab and Madarsa system which co-existed with the Buddhist tradition. The British era brought more systematic documentation and formalization of education, setting the stage for modern teacher education in Bharat (Gupta, 2011).

2. History of Post Graduate Programme in Education in India

Mukerji (1968) in his work "Education of Teachers in India" highlighted that while the government's 1913 resolution of educational policy recognized the need for postgraduate teacher training and educational research, specific operational recommendations did not materialize until 1917. Initially, Indian universities did not have independent faculties of education; the Faculty of Arts would typically oversee proposals from boards of studies in education. However, the University of Mysore took the lead by establishing a Faculty of Education, which was subsequently followed by other institutions. Notable, based on the recommendations from the University Education Commission chaired by Dr. S. Radhakrishnan, Baroda University established the Faculty of Education and Psychology (which has its origins from the Baroda Secondary Teachers' Training College established in 1935) while the Annamalai University established the Faculty of Education and Philosophy (Mukerji, 1968). Annamala University also established a Faculty of Education and Philosophy during this period (Mukerji, 1968). While Annamalai University later split its faculty into Faculty of Education and Department of Philosophy under the Faculty of Arts, the Faculty of Education and Psychology at Baroda University continues to function.

Although Aligarh and Banaras universities established their departments of education before Bombay, it was Bombay University that first introduced a two-year research-oriented M.Ed. curriculum, subsequently pioneering the Ph.D. degree in Education in 1941. From 1937 to 1950, research by university students largely focused on degree attainment rather than addressing practical educational needs.

The post-independence era saw a significant expansion in education across all levels, driven by successive five-year plans. Both the secondary Education Commission and the University Education Commission underscored the importance of educational research during the period of educational reform. Consequently, the Indian Ministry of Education,

state education departments and universities strengthened their capacities for fundamental and theoretical research.

To promote and fund educational research, institutions such as the Planning Commission, the University Grants Commission (UGC), and the National Council of Educational Research and Training (NCERT) formulated comprehensive plans. Foreign and professional research organizations also provided technical and financial support. The All-India Association of Principals of Training Institutions, later renamed the Association of Teacher Educators in India, began prioritizing organized research in teacher training institutions. Furthermore, government and private organizations took significant steps to disseminate research information and assist in executing research initiatives. Between 1959 and 1965, a new approach to conducting educational research emerged with much of the research output coming from graduate students enrolled in M.Ed. and Ph.D. programmes at universities and training institutions. During this time NCERT published a list of theses and dissertations produced by postgraduate students between 1939 and 1961 (Mukerji, 1968).

On the basis of prerequisites for the Degree of M.Ed., the universities then were roughly divided into three categories namely, (1) Universities that exclusively grant degrees based on examinations, (2) Universities that only award degrees based purely on theses, and (3) Universities that demand the submission of a thesis as partial satisfaction of degree criteria. Several institutions, including those in Bombay, Karnataka, and Mysore, give degrees based just on the thesis, on the thesis and the examination, or just on the test.

By 1949, there were at least 16 universities offering M.Ed. courses. Aligarh, Allahabad, Andhra, Banaras, Baroda, Bombay, Delhi, Karnataka, Lucknow, Madras, Mysore, Nagpur, Osmania, Patna, Poona, and Saugar universities were among them. In late 1960s, M.Ed. based solely on thesis was discontinued completely and the M.Ed. degree based on papers and dissertation work was practiced alone across all the states of the country. The general pattern followed at that time was:

- A. Core Courses** (100 marks)
1. Philosophical and Sociological Foundations of Education
 2. Elements of Educational Research
- B. Areas of Specialization (two papers of one hundred marks each from one of the following areas):** (100 marks)

1. Educational Psychology, Measurement, Guidance and Counselling,
2. Educational Administration,
3. History of Education,
4. Comparative Education,
5. Teacher Education,
6. Curriculum

C. Dissertation

(200 marks)

This pattern continued till early 20th century with minor alterations until the Two year, M.Ed. Curriculum was proposed by the National Council for Teacher Education in 2014.

3. Policy Perspectives in Teacher Educators' Education

Many significant efforts have been made by the government to enhance the quality of teacher education in India. The University Education Commission (1948-49), chaired by Dr. S. Radhakrishnan recommended that teacher education programmes must be flexible and responsive to local contexts. The Commission emphasized the importance of advanced research in education, suggesting that “it is only in the atmosphere of a university that advanced work for M.Ed. and Ph.D. degree in education will be possible.” It further recommended the establishment of a Department of Experimental Psychology to work in conjunction with education departments to foster mutual benefits.

The first noteworthy conference of training college in India took place in 1950 at the Maharaja Sayajirao University of Baroda, organized through the Indian Association of Teacher Educators (IATE), formerly known as the All India Association of Training Colleges. This event marked the establishment of the Baroda Study Group, which revitalized the B.Ed. programme. The second conference, held in 1951 at Mysore, suggested replacing the term “teacher training” with “teacher education” to reflect a more professional approach.

The Secondary Education Commission (1952-53), led by Dr. L.S. Mudaliar, recommended that eligibility to teach M.Ed. classes should include a B.Ed. degree and at least three years of teaching experience. The Kothari Commission (1964-66) emphasized the crucial role to teacher education in improving quality of education at all levels. It noted that while most educational research were conducted by M.Ed. and Ph.D. students, its quality was often lacking. The Commission observed that M.Ed. dissertations were generally weak in research methodology and called for the establishment of national

documentation centre for educational research. Additionally, it recommended that education funding be significantly increased to support quality research. The National Policy on Education (1968) highlighted the need to honour teachers across all levels of education and proposed improving their pay and benefits based on qualifications and responsibilities. The First Asian Conference on Teacher Education (1971), jointly organized by IATE and the International Council of Education for Teaching, called for reforms in teacher education to address emerging challenges.

In 1973, the government established the National Council for Teacher Education (NCTE) as an advisory body on matters of teacher education. The Standing Committee on NCTE (1975-76) recommended creating a cadre of teacher educators specializing in educational technology and incorporating greater specialization into M.Ed. curriculum. The NCTE, in collaboration with the University Grants Commission (UGC), published a framework for teacher education in 1978, outlining objectives for various stages of teacher preparation. However, the impact of NCTE remained limited as it had not yet been granted statutory status.

The Chattopadhyaya Committee Report (1983-85) suggested raising the qualifications of teacher educators and recommended that the term “practice teaching” be replaced by “internship”. The National Policy on Education (1986) called for a complete revamping of the teacher education system and in 1988, NCTE introduced a new framework for teacher education, underscoring the need for specialized training programmes for teacher educators.

In 1993, NCTE became a statutory body and by 1998, it had developed the Curriculum Framework for Quality Teacher Education, which recommended extending teacher education programmes to two years. The introduction of District Institutes of Education and Training (DIETs) further necessitated the development of a professional cadre of teacher educators for elementary education. Regional Institutes of Education (RIEs) responded by launching the M.Ed. (Elementary Education) programme to address this need.

The National Focus Group on Teacher Education for Curriculum Renewal (2005) underscored the lack of mechanisms to create a professional cadre of teacher educators, especially for pre-primary and elementary levels. It also highlighted the confusion between M.A. (Education) and M.Ed. degrees regarding equivalency, which remained

unresolved in many Indian universities. The National Curriculum Framework for Teacher Education (2006) pointed out that elementary education was being treated as a simplified form of secondary education, leading to inadequately trained educators.

The NCFTE 2009 identified significant gaps in the professional development of pre-school and elementary-level teacher educators and called for a redesign of postgraduate programmes. It highlighted the need for M.Ed. curricula to focus on areas such as foundations of education, curriculum studies, pedagogic studies and educational research. It also emphasized the importance of integrating theory with field experiences to foster meaningful professional development among teacher trainees.

The Justice Verma Committee (2012) recommended increasing institutional capacity to train teacher educators, making the M.Ed. programme two years in duration with specialization options. It further suggested expanding the qualifications of teacher educators to include postgraduates in education, science, social science and mathematics, alongside professional degrees in education. The Committee also proposed creating opportunities for teaching practitioners to serve as visiting faculty in teacher education institutions and schools and emphasized the need for institutionalized faculty development programmes.

Research by Yadav (2013) identified inconsistencies in the M.Ed. curriculum across institutions and highlighted the need for closer collaboration between regulatory bodies such as the UGC, NCTE and Rehabilitation Council of India (RCI). Jangira (2014) reiterated the importance of the M.Ed. degree in preparing teacher educators and called for alignment with NCFTE 2009. The Poonam Batra Committee (2014) also recommended extending the duration of teacher education programmes from one year to two years, arguing that the shorter course was insufficient to develop necessary skills and competencies.

Finally, the National Education Policy (2020) presents a transformative vision for India's education system, with the goal of establishing a globally recognized, high-quality educational framework by 2040. It emphasized the development of creative and critical thinking skills in students and places a strong focus on the professional development of teacher educators. NEP (2020) underscores the need for teacher educators to embody the values and skills necessary to cultivate these competencies in future teachers, who will, in turn shape the nation's future citizens. The policy envisions an education system rooted in

Indian values and a commitment to global well-being positioning teacher educators at the heart of this transformative process.

4. Curriculum Framework: Two Year M.Ed. Programme Proposed by NCTE (2024)

Following the recommendations from various research studies, committees and commissions, the NCTE introduced the NCTE (Recognition Norms and Procedure) Regulations -2014, which was published in the Gazette of India on November 28, 2014. Under this regulation, the Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) programmes were formally recognized as professional degree courses, with their duration extended from one academic year to two academic years. To facilitate this transition, NCTE developed a Curriculum Framework as a guiding model to assist universities in designing the two-year B.Ed. and M.Ed. curricula in alignment with proposed model curriculum.

The introduction of the two-year M.Ed. programme was aimed at providing prospective teacher educators with opportunities to deepen their knowledge and understanding of education, specialize in selected areas and enhance their research capacities. This approach is intended to enable them to gain expertise in either elementary or secondary education, fostering a higher level of specialization in their respective fields.

5. Organization of the Curriculum Framework: Two Year M.Ed. Programme proposed by NCTE (2014)

According to the Curriculum Framework for two-year M.Ed. Programme proposed by NCTE (2014), the framework should not be viewed as prescriptive by the various teacher education institutions offering the M.Ed. degree. While universities, as autonomous bodies, have the flexibility to develop their own curricula, it is essential that the spirit and the underlying principles of the recommended curriculum are maintained. The figure illustrates the structure of the M.Ed. curriculum and its key components:

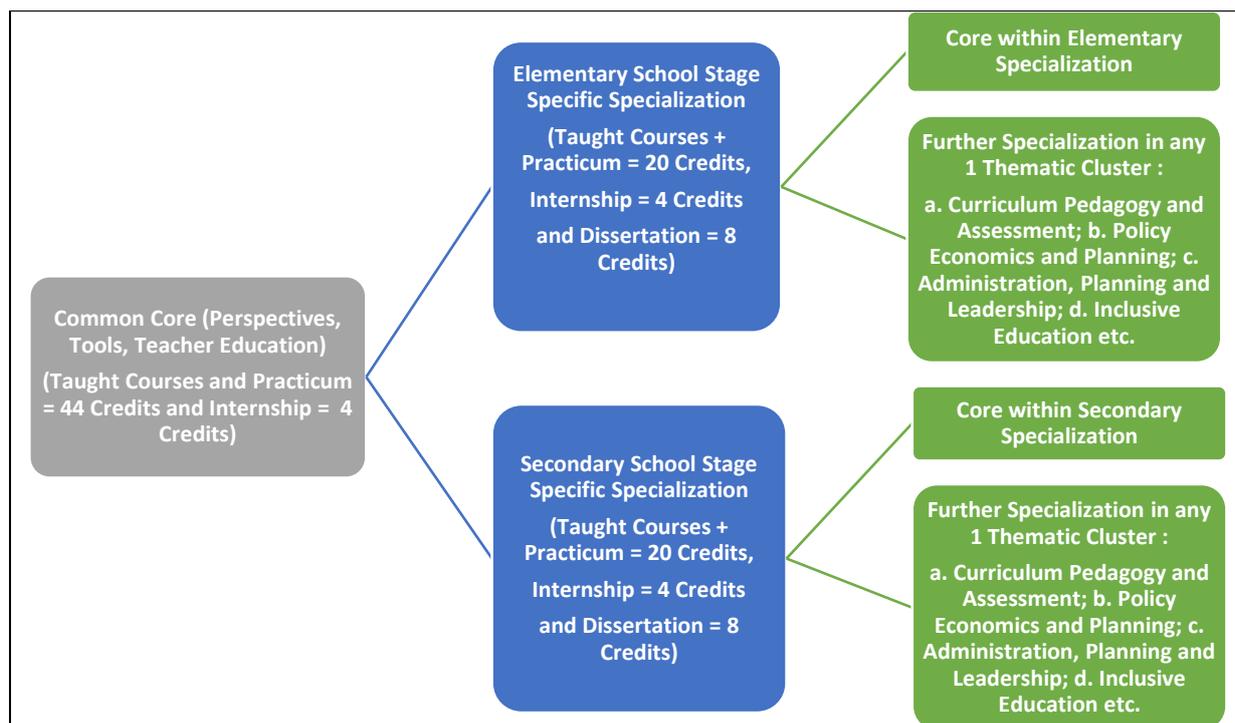


Figure 5.1: Organization of the M.Ed. Curriculum and its Components

(Source - Curricular Framework: Two Year M.Ed. Programme proposed by NCTE, 2014)

The new curriculum has four components as (i) Perspective courses; (ii) Tool courses; (iii) Teacher Education components and (iv) Specialization courses. The Perspective courses consists of the following five courses: (i) Introduction to Education Studies; (ii) Philosophy of Education; (iii) Psychology of Education; (iv) Sociology, History and Political Economy Courses and (v) Curriculum studies. Tools equip the novice teacher-educators with the skills and understanding needed to conduct a quality educational research. Teacher Education Courses develops professional attitudes, values and interests needed to function as a teacher educator. The specialization components offer choices of Elementary or Secondary and Senior Secondary Education. This change was definitely necessary and of paramount importance.

The revised two-year M.Ed. Curriculum is distinct and better from the previous curriculum, as it offers scope of specialization clusters (Elementary and Secondary Education) keeping in mind the professional roles that a graduate may perform. And so the specialization components as well as the internship component are prescribed in a way so that stage specific (Elementary and Secondary Education) skills can be developed in the beneficiary. Though dissertation should preferably be in the area of specialization that a student opts or in the areas introduced in the perspective courses but it is also prescribed

that preferably a relationship should be developed between Specialization Courses, Internship Component and Dissertation which would aim at further strengthening the specialisation from a practical angle.

6. Need for M.Ed. Curriculum Analysis

Curriculum represents a comprehensive plan for an educational or training programme, designed to equip individual with the skills and knowledge required to meet the evolving demands of society. Curriculum Development involves the construction of a coherent plan, while curriculum analysis entails deconstructing the curriculum to understand its components, such as learning, teaching, knowledge, society and resources (Jansen & Reddy, 1994). This process evaluates how these elements align in terms of focus and coherence, while also scrutinizing the underlying beliefs and assumptions.

The primary purpose of curriculum analysis is to assess and improve the curriculum, identify potential or actual problems and propose solutions. It allows educators to make informed decisions about the continuation of the curriculum, evaluate whether its parts fit together effectively and determine if its goals have been achieved. Furthermore, it helps identify strengths to build upon, examines the validity of the assumptions underlying the curriculum, and reveals biases or blind spots. Curriculum analysis also serves to demonstrate the curriculum's worth to various stakeholders, focusing on its impact, design and relevance to policies. Impact analysis assesses whether the curriculum is achieving its intended goals, while design analysis evaluates the curriculum against established standards or principles. Finally, policy analysis examines the curriculum's relevance to specific societal or educational policies.

Lau (2001) emphasizes the intrinsic relationship between curricula and social context. As society evolves, the role of teachers becomes increasingly complex and government policies are developed in response to these changes. Consequently, curricula must be developed or revised in accordance with policy intentions to address society's ever-changing demands. The M.Ed. curriculum has been developed to reflect societal dynamics and respond to the needs identified by various historical perspectives, policies, commissions and committees. In 2014, the NCTE introduced a model curriculum aimed at preparing teacher educators for the challenges for a rapidly changing educational landscape. Teacher educators are central to the education system, serving as the foundation

(roots), while teachers represent the structure (stem and branches) and students symbolize the outcomes (fruits). To strengthen the entire system, it is crucial to nurture teacher educators through a well-structured curriculum.

7. Implications from the Reviewed Literature for the Present Study

A total of Twenty-eight studies were reviewed. The researcher came across 12 research studies that focussed on different aspects of Teacher Educators and their curriculum. These studies were conducted by Madhavi (2010), Gupta (2011), Mahal (2011), Anitha (2013), Khamari & Mahapatra (2013), Yadav (2013), Lohani & Nautiyal (2015), Mammen (2015), Mishra (2015), Yazdani (2016), Chavan & Khandagale. (2017) and Sharma (2018). Researches related to M.Ed. programme concentrated on enriching teacher educator's curriculum and testing its effectiveness; relative predictivity of some variables for admission into M.Ed.; perception of teacher educators towards application of teaching learning process; relevance of M.Ed. curriculum; M.Ed. curriculum reviews and reconstruction; professional identities among teacher educators; transformational leadership of teacher educators; relationship of academic achievement to attitude, aptitude and anxiety of M.Ed. students; professionalism of teacher educators and; M.Ed. internship programme.

Further, it was found that 16 studies focussed on Secondary Teacher Education Curriculum. The research studies of Kannan (1997), Moruskal (2004), Nair (2008), Deshpande (2012), Sheoran (2012), Sharma (2013), Taneja (2014) and Sharma (2019) focussed on different aspects of B.Ed. curriculum and developing Secondary Teachers. Whereas research studies of Salunke (2000), Jayashree (2007) Kaur (2012), Soanes (2013), Jyoti (2013) and De (2017) were conducted to study different components of Teacher education courses, but the studies were delimited to B.Ed. Programme only. Study by Kofi (2020) was based on Ghana's BTE Programme. These researches concentrated on – Education Technology inputs in B.Ed. Curriculum; analysis and evaluation of teacher education curriculum; one year and four year Secondary teacher education programme; curriculum transaction procedures; one year and two year modes of teacher education programmes; wastage at B.Ed. level; effect of training for enriching teacher's pedagogical knowledge; effect of interaction analysis observation system for modification of teacher behaviour and teacher competency in relation to teaching effectiveness of teachers.

Of the total researches reviewed only two researches were related to two year Teacher Education Programmes. This include a study by Chavan & Khandagale (2017) which focussed the M.Ed. internship component as perceived by the teacher educators and research study of De (2017) which described the relevance of teacher education curriculum in present scenario. Rest of the studies were based on one year teacher education programmes or four year integrated programmes. Researcher did not come across any study related to the two year M.Ed. Programme.

Majority of the studies used descriptive survey method. Studies related to evaluation of curriculum and to check its relevance, curriculum analysis technique was employed. Yadav (2013) of NCERT conducted a national level study on M.Ed. curriculum reviews and reconstruction for which he used desk analysis technique. Mahal (2011) in his doctoral study on enriching teacher educator preparation curriculum and testing its effectiveness, critically analysed M.Ed. curriculum and found the gaps to identify the components to be added for enriching the then M.Ed. curriculum. An enriched curriculum was then developed by the researcher which was validated by the experts. After the implementation of enriched curriculum the research found that that the enriched M.Ed. curricular input enhanced the research guidance competency and microteaching training competency of M.Ed. students.

Tools used in majority of the research studies were questionnaire, interview schedule, observation schedule, checklist, semi-structured interview and opinionnaire. In different studies reviewed data was analysed qualitatively and quantitatively. Different data analysis techniques used were Percentage, Mean, Frequency, Standard Deviation, t-test, one way ANOVA, Two-way ANOVA, Pearson Product Moment Correlation, Stepwise Multiple Correlation and Chi-Square. Kannan (1997) used Kruskal-Walis one-way analysis of Variance also.

All the studies that were based on one year teacher education suggested that the duration of the programme should be increased from one year to two year. Researcher came across only two research studies that concentrated exclusively on M.Ed. curriculum which shows that it is a very less explored area. Studies of Yadav (2013) and Mahal (2011) clearly states that “No systematic research has been conducted in this area.” These studies were also based on one year M.Ed. curriculum. The researcher did not come across any research study that was conducted to study the status of implementation of two year M.Ed. (as prescribed by NCTE in 2014) and to check its effectiveness. The review of studies showed that there

were lacunas in the then curriculum at all stages which needed change and improvement. This emphasised the relevance of enriching curriculum for teacher educators' preparation. NCTE came up with the two year model curricula in the year 2014. Hence, researcher feels that there is a dire need to conduct a research on how the two year M.Ed. curriculum is interpreted in different universities, how effectively it is implemented and what are problems faced by the administrators, teacher-educators and novice teacher educators. The findings of this study would give an impetus for enhancing the effectiveness of the present M.Ed. curriculum and would help in developing efficient teacher-educators.

8. Rationale of the Study

It is rightly said that the education system of a nation is as good as its teachers are. This is because the teacher is the pivot around which the school education revolves. It is obvious that the quality in teacher's performance depends on the professional preparation of teacher educators which in turn depends upon the quality of teacher educator's curriculum and its transaction. It is really a critical work to develop a teacher for school according to the demands of the contemporary society and school organization. The quality of teacher at any level, be it elementary or secondary, depends on how teachers are prepared by the teacher educators. For this purpose, Master of Education (M.Ed.) is a post graduate degree and a professional programme focusing on the comprehensive and integrated professional development of teacher educators, educational administrators / managers and other personnel engaged in the field. This is an umbrella programme that prepares specialists in all aspects of education like teaching, headship, inspection, planning, administration and management. As per Curriculum Framework for Teacher Education (2006) by NCTE, "The products of M.Ed. (General) course have been employed by Boards, Council of Secondary and Higher Secondary Education, Inspectorates, Schools affiliated to CBSE, KVS, Navodaya Vidyalaya Samiti and SCERTs as curriculum experts, evaluation experts, population education experts, inspectors, sub-inspectors of primary and secondary schools, education officers, head masters, school principals, statistical officers and planning officers." M.Ed. programme develops the novice teacher-educators in a way so that they can think critically about education process as a whole. It offers concentrated studies in the subfields of education including Curriculum, pedagogy and assessment; Policy; economics and planning; Educational management and administration; Education for differently abled; Education Technology etc. Also this programme provides an exposure of research in the field of education and so, it prepares the cadre of future educational researchers.

Researcher is interested to study whether the new two year M.Ed. curriculum is transacted in a way so as to develop required skill in the teacher educators or the would be curriculum experts, evaluation experts, population education experts, inspectors, sub-inspectors of primary and secondary schools, education officers, head masters, school principals, statistical officers and planning officers to be employed in Boards, Council of Secondary and Higher Secondary Education, Inspectorates, Schools affiliated to CBSE, KVS, Navodaya Vidyalaya Samiti and SCERTs.

M.Ed. course has been revamped for professional preparation of teacher-educators by upgrading it to two years and by changing its structure. So, the researcher is interested to study the impact by the inclusion of new components to the two year M.Ed. curriculum, will make on the quality of teacher-educators that are being prepared through this programme. The researcher is also interested to know if the components of new M.Ed. programme has its relevance to the society. The new curriculum is developed with certain objectives to be achieved so as to improve the quality of teacher-educators which further depends on how this curriculum is understood and implemented. If it is not implemented in an effective way, it will have no impact and so the desired objectives will not be achieved. Although, NCTE has proposed model curriculum for two year M.Ed. Programme, but Universities are autonomous bodies which have full freedom to develop and implement their own curriculum. As the Teacher Education is going through the transformation phase, new changes have been adopted and so the consequences need to be analysed critically. The researcher is also interested to study that to what extent the implementation of curriculum is taking place and how it is understood, interpreted and practiced? Hence in the present research work, the researcher felt to study the status of M.Ed. curriculum being transacted presently in different universities of Gujarat state and to find out the challenges as perceived by the teacher educators, novice teacher educators, and other personnel engaged in the field of teacher education. The findings of the study will give inputs for improving the future quality of teacher educator's programme.

9. Statement of the problem

A Study of Master of Education (M.Ed.) Curriculum and Its Transaction

10. Research Questions

For the present study following research questions were studied:

1. How does the M.Ed. curriculum in various universities in Gujarat align with Curriculum Framework of Two-Year M.Ed. Programme proposed by NCTE (2014)?
2. What are the components of M.Ed. curriculum in the public universities of Gujarat?
3. How does the curriculum address contemporary issues in education at local, regional, national and global level?
4. How do teacher educators in Gujarat implement and transact M.Ed. curriculum in classroom settings?
5. What teaching strategies and methodologies are most commonly employed in delivering the M.Ed. curriculum?
6. What are the perception of teacher educators regarding the relevance and effectiveness of M.Ed. curriculum?
7. How do M.Ed. students perceive the quality of the curriculum and its relevance to their professional goals?
8. How does the M.Ed. curriculum prepare students for leadership roles in education?
9. How does the curriculum foster research and innovation in education among the M.Ed. students?
10. What are the challenges faced by teacher educators and M.Ed. students?
11. What value addition is required to strengthen M.Ed. programme in the state of Gujarat?

11. Objectives of the Study

The objectives for the present study are:

1. To study the curriculum inputs of teacher education institutions of Gujarat align with the Curriculum Framework: Two-Year M.Ed. Programme proposed by NCTE (2014).
2. To study the curriculum components transaction in the teacher education institutions of Gujarat in terms of Common Core Components, Specialization Branches, Internship / Field Attachment and Research Leading to Dissertation.
3. To study the opinions of the M.Ed. students and teacher educators with regard to the quality of the curriculum and relevance to professional goals.

4. To study the issues and challenges in implementing M.Ed. two year curriculum in terms of physical facilities, faculty position, curriculum transaction and evaluation.
5. To suggest the value addition to strengthen M.Ed. programme in the state of Gujarat.

12. Explanation of the Terms

The explanation of the terms is based on Curriculum Framework: Two-Year M.Ed. Programme proposed by NCTE (2014)

- **Common Core Components:** It refers to the courses (Theory and Practicums) related to Perspective, Tool and Teacher Education Courses. *Perspective Courses* focuses on the areas related to Philosophy of Education, Sociology-History-Political Economy of Education, Psychology of Education, Education Studies and Curriculum Studies. *Tool Courses* comprise of basic and advanced level education research, academic writing and communication skills; Educational Technology and ICT; self-development (with focus on gender and society, inclusive education; and physical and mental well-being through modalities like yoga). *Teacher Education Courses* (which are also linked with the field internship / immersion / attachment in a teacher education institution) shall help the beneficiary in developing professionally as a teacher educator.
- **Specialization Branches:** It refers to the Core and Specialization courses (Theory and Practicums) in any one of the school levels / areas (such as elementary, or secondary and senior secondary) and further thematic specializations pertinent to specific stage such as: Curriculum, Pedagogy and Assessment; Policy, Economics and Planning; Educational Management and Administration; Education for differently abled; Education Technology etc.
- **Internship / Field Attachment:** It refers to engagement of prospective teacher educator in teacher education institution which is related to area of specialization.
- **Research leading to Dissertation:** It refers to leading the students (in close mentorship of a faculty member) to learn plan and conduct a research (related to specialization / foundations) and write a thesis.

13. Delimitation of the Study

The study is delimited to University Departments of Education of Universities offering two year M.Ed. Programme in Gujarat State.

14. Methodology

The present study is a Descriptive Survey. Convergent Mixed Method Design was used for collecting the data to understand the research problems.

14.1. Population

The present study focusses on the two-year M.Ed. program in the state of the Gujarat. Therefore the study intends to generalize the findings related to M.Ed. program offered in all the universities in the state of Gujarat. Thus the population of the study constitute the personnel engaged in the transaction of M.Ed. programme in the universities of Gujarat which includes the Head of the Department, teacher educators and students pursuing M.Ed. Program. There are ten public universities in Gujarat offering two year M.Ed. programme at their university departments of education. A total of 347 students were enrolled and 69 teacher educators were working at their respective department of education in the year 2022-23.

14.2. Sample

All the ten public universities that are offering two-year M.Ed. programme at their Departments of Education, were selected for the study. However data could not be collected from one university, as the permission was denied. One of the sampled universities was a central university and eight were state universities. Data was collected from Second year M.Ed. Students, teacher-educators teaching in two year M.Ed. programme and Head of Departments of Education of these sampled universities. Data was collected from a total of 235 students and 34 teacher educators that were randomly selected. These phases are described below:

Phase one: In this phase, researcher personally visited all the sampled universities to collect data from Second year M.Ed. students and teacher educators with the help of Questionnaire.

Focused Group Discussions were conducted with the M.Ed. students after the data was collected through the questionnaire. Researcher also observed the infrastructure and facilities provided as per the Gazette of India, Part III - Sec. 4 which includes Classrooms, Seminar Room, Faculty rooms, Administrative office, Library, Resource Room etc.

Phase two: In this phase, the researcher observed the Internship conducted by the university departments. The internship is conducted in two phases. In one phase the M.Ed. students are interned in the Teacher Education Institutions, while in the other phase, the internship takes place in the specialized areas.

Researcher observed the internship of three sampled universities. In two universities, the researcher observed the internship at Teacher Education Institutes for one week each and in one university the internship at specialized area was observed for two days. These universities were selected keeping in mind that the duration of internship does not clash.

- **Phase three:** Semi structured interviews were conducted with all the nine heads of Departments of Education of the sampled public universities of Gujarat. It focused on transaction of M.Ed. curriculum and issues / challenges faced by them at implementation level in terms of physical facilities, faculty position, curriculum transaction and evaluation.

Semi structured interviews were also conducted with the experienced teacher educators of the departments of education of all the sampled universities.

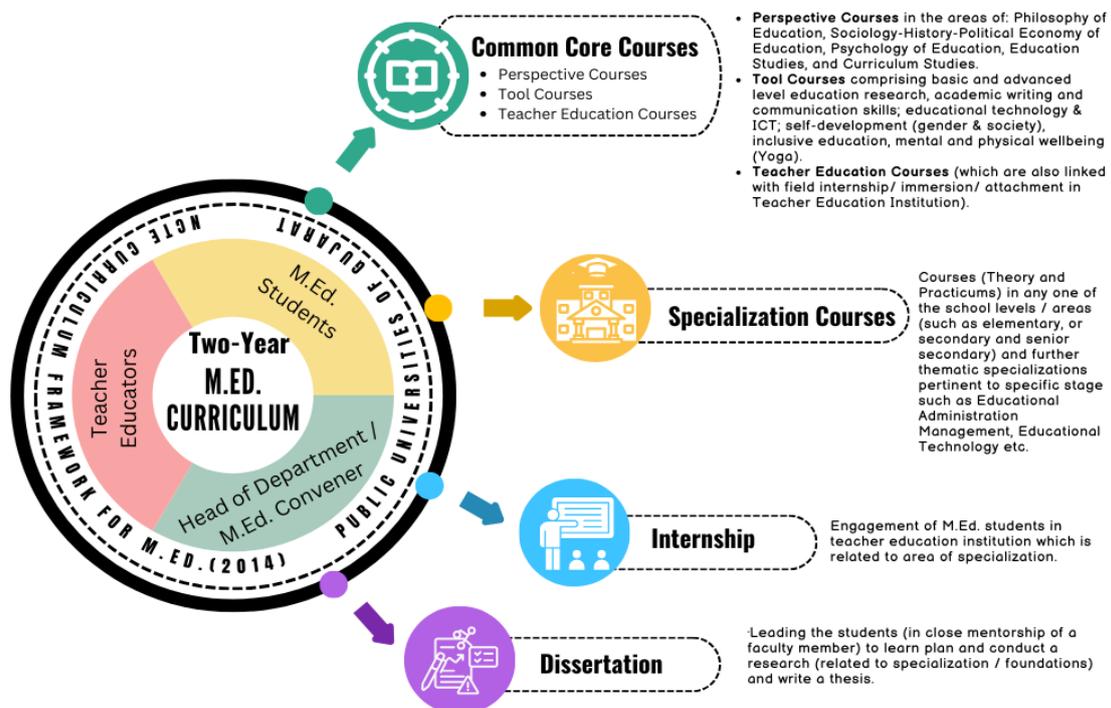


Figure 5.2.: Sources of data collection and focus areas

The above figure describes the sources of data and focus area of data collection.

14.3.Tools for Data Collection

Researcher developed the following research tools to collect the data from various sample groups:

- **Questionnaire for M.Ed. Students:** This questionnaire was prepared by the researcher and validated by the experts. It consisted of seven parts of which first five parts focused on Common Core Courses, Academic Writing, Specialization Branches, Internship / Field Attachment and Research Leading to Dissertation. Each of these parts consisted of few items in five point scale which helped in knowing the opinions of the second year M.Ed. students with regard to relevance of the two year M.Ed. curriculum. Rating scale items in each part of the questionnaire were followed by open ended items. The sixth part of this tool helped the students to introspect about Academic Writing skills, Communication skills, Presentation skills, Research skills, Pedagogical skills, Leadership skills, Self-Management skills, Social skills, Emotional Intelligence, ICT skills, Global Concerns in Education, International Comparative Education Perspectives, Indian Knowledge Systems and priority areas of National Education Policy (2020). The last part consisted of an open ended question about the suggestions for enriching the present M.Ed. curriculum.
- **Questionnaire for Teacher Educators teaching M.Ed. Students:** The questionnaire was prepared by the researcher and validated by the experts. It consisted of six parts of which first five parts focused on Common Core Courses, Academic Writing, Specialization Branches, Internship / Field Attachment and Research Leading to Dissertation. Each of these parts consisted of few items in five point scale which helped in knowing the opinions of the second year M.Ed. students with regard to relevance of the two year M.Ed. curriculum. In each part of the questionnaire, the rating scale items were followed by open ended items. The last part consisted of an open ended question about the suggestions for enriching the present M.Ed. curriculum.
- **Focused Group discussions with M.Ed. Students:** Data was collected from the second year M.Ed. students, through focused-group discussions, which helped the researcher to know the experience of the students about the M.Ed. programme with specific reference to the different components of M.Ed. curriculum organized in their respective teacher education institution and problems faced by them.

- **Interview schedule for Teacher Educators:** Data was collected from the teacher educators who were teaching the M.Ed. classes, through semi-structured interviews, which helped the researcher to understand how the different components like Common Core Components, Academic Writing, Specialization Branches, Internship / Field Attachment and Research Leading to Dissertation are organized in their respective teacher education institution.
- **Interview Schedule for Heads of Departments of Education / Convener of the M.Ed. Course:** Data was collected from the Heads of Departments of Education / Convener of the M.Ed. programme to know their perceptions with regard to the organization of different components of M.Ed. Curriculum, its transaction and issues / challenges faced by them at implementation level in terms of physical facilities, faculty position, curriculum transaction and evaluation.
- **Observation Schedule:** The researcher observed the internship practices, as non-participative observant to understand how and with what objectives this component is organized in three sampled universities. This data was collected using observation schedule which focused on activities in which M.Ed. students were engaged and cooperation provided by the interning institution.

14.4. Data Collection Procedure

The data was personally gathered by the researcher. In the first phase the researcher collected the qualitative data from the teacher educators teaching M.Ed. students (using focussed group discussion) which was followed by semi-structured interview with the Head of Department and Convenor / In-charge of M.Ed. Programme. Quantitative data was also collected from second year M.Ed. Students and possible passes out students (through questionnaire) to know their opinion regarding relevance of the curriculum.

In the second phase, non-participatory observation was conducted by the researcher to understand with what objective Internship component and Research leading to Dissertation is organized (in four sampled universities) and how it is conducted.

14.5. Data Analysis

The qualitative data obtained from various data sources was analysed by triangulation. The quantitative data was analysed frequency percentage. These were then merged to

obtain meaningful conclusive findings. The following table describes the detailed plan of data collection and analysis procedure.

Table 5.1.: Outline for Data Collection and Analysis

Objectives	Sources of Data	Research Tools & Techniques Used	Nature of Data	Data Analysis
<p><u>OBJECTIVE – 1</u></p> <p>To study the curriculum inputs of teacher education institutions of Gujarat align with the Curriculum Framework: Two-Year M.Ed. Programme proposed by NCTE (2014)</p>	<ul style="list-style-type: none"> Curriculum Framework: Two-Year M.Ed. Programme proposed by NCTE (2014) Institutional Reports and Curriculum (of the institutions selected) Government Policy documents 	Document Review	Qualitative	Document Analysis
<p><u>OBJECTIVE – 2</u></p> <p>To study the curriculum components transaction in the teacher education institutions of Gujarat in terms of Common Core Components, Specialization Branches, Internship / Field Attachment and Research Leading to Dissertation.</p>	Teacher educators teaching in M.Ed. Programme	Questionnaire	Quantitative + Qualitative	Frequency Percentage + Thematic Analysis followed by triangulation
		Semi-structured Interviews	Qualitative	
<p><u>OBJECTIVE – 3</u></p> <p>To study the opinions of the M.Ed. students and teacher educators with regard to the quality of the curriculum and relevance to professional goals.</p>	<ul style="list-style-type: none"> M.Ed. Students Teacher educators 	Questionnaire	Quantitative + Qualitative	Frequency Percentage + Thematic Analysis followed by triangulation
		Focussed Group Discussions + Observation (for Internship)	Qualitative	

<p><u>OBJECTIVE – 4</u></p> <p>To study the issues and challenges in implementing M.Ed. two year curriculum in terms of physical facilities, faculty position, curriculum transaction and evaluation.</p>	<ul style="list-style-type: none"> • Head of Department of Education 	<p>Semi-structured Interview Schedule</p>	<p>Qualitative</p>	<p>Content Analysis</p>
<p><u>OBJECTIVE – 5</u></p> <p>To suggest the value addition to strengthen M.Ed. programme in the state of Gujarat.</p>	<ul style="list-style-type: none"> • M.Ed. Students 	<p>Questionnaire + Focused Group Discussion</p>	<p>Qualitative</p>	<p>Content Analysis</p>
	<ul style="list-style-type: none"> • Teacher educators 	<p>Questionnaire + Semi structured Interview</p>	<p>Qualitative</p>	<p>Content Analysis</p>
	<ul style="list-style-type: none"> • Head of Department of Education 	<p>Semi structured Interview</p>	<p>Qualitative</p>	<p>Content Analysis</p>

15. Major Findings

The following major findings emerged from the data analysis and interpretation:

- i) It was found that five out of nine sampled universities have an intake capacity of 50 students, however remaining four universities have 55 seats for M.Ed. programme.
- ii) One out of nine sampled universities have two units with an intake capacity of 55 (50 seats for General, OBC, SC and ST + 5 seats for EWS seats as per Government of Gujarat guidelines) students each (55 in Grant in Aid Unit and 55 in Self-Financed Unit).
- iii) As per the Gazette of India, Part III - Sec. 4, for an intake of 50 students per unit, the faculty-student ratio for a two year programme for 100 students (50 first year students + 50 second year students) should be 1:10 with two Professors, two Associate Professors and six Assistant Professors. However, despite the shortage of faculty (in the academic year 2022 – 23) it was noted that in six out of nine universities faculty members are complying with their professional duties. This shortage of faculties may make it difficult to sustain the educational standards, which could impact the mentoring, guidance and overall academic engagement, especially in intensive programmes like those required in internship or dissertation supervision.

- iv)** All the nine sampled universities have a well-defined curriculum and all components have been incorporated as per the Curriculum Framework of Two-Year M.Ed. programme proposed by NCTE (2014).
- v)** The credit distribution of the M.Ed. programme in all the sampled universities varied from 80 to 100 credits.
- vi)** In terms of physical facilities majority of the HoDs reported that they have sufficient physical facilities, except for one university. Regarding availability of library resources, all the HoDs opined that their central libraries have access to updated research journals and books relevant to M.Ed. programme.
- vii)** M.Ed. students and the teacher educators expressed a consensus on the necessity for updating the M.Ed. curriculum to better align with the demands of the 21st century and the recommendations outlined in the National Education Policy 2020.
- viii)** Majority of students (86.5%) of which, 49.9% strongly agreed and 36.6% agreed that ICT and communication skill is one of the major component of the curriculum. 82.3% teacher educators also affirmed the same (58.8% strongly agreed and 23.5% agreed). However, the insights garnered from the focused group discussion revealed that the students sought necessity of the practical exposure of the ICT that are needed to be skilled by a proficient teacher educator for teaching, research and in administrative and management.
- ix)** Regarding the Communication skills, Expository and Academic Writing, the triangulated findings reveal several points of consensus and divergence between M.Ed. students and Teacher Educators. Both the state holders acknowledged that sessions are organized to familiarize students with various writing styles, a range of academic sources (such a Shodhganga and JSTOR) and citation management tools (like Mendley and Zotero). However, interactions with the M.Ed. students highlighted the need for more practical exposure and intensive drills to better understanding and master these academic writing styles, software tools and citation methods. Additionally, the M.Ed. students emphasized the necessity of more hands-on practice sessions on statistical packages which is crucial for developing robust research and writing skills.
- x)** The teacher educators expressed their opinion in the interviews that the students lacked proficiency in language and comprehension of research methodologies, which consequently resulted in a low standard of research output.
- xi)** Regarding professional networking, the majority of M.Ed. students agreed that they were introduced to platforms such a ResearchGate and Google Scholar. However,

students also expressed the need for more comprehensive guidance on the process of publishing their research work.

- xii)** Majority of the students affirmed that Internship is conceptualized into two parts in their university and that they were interned in a teacher education institution during the M.Ed. Programme. However a significant number of students with 16.6% disagreed, 11.4% strongly disagreed and 16.6% responded neutral that their institution associated the M.Ed. students with a field site relevant to the area of specialization.
- xiii)** The shortage of staff not only compromise the quality of education but also results in a host of additional challenges, including limited specialization courses, poor supervision during internships and dissertations, increased work loads of faculty and an imbalance in teacher-pupil ratio. These issues collectively affect the overall academic environment and the ability of M.Ed. students to receive the comprehensive education and mentorship they require to become effective teacher educators and researchers in future.

16. Discussion

The findings of this study provide critical insights into the current status of the Maser of Education (M.Ed.) curriculum and its transaction across sampled universities in Gujarat. The discussion explores these findings in relation to the broader contexts of M.Ed. education, as well as the challenges and opportunities they present for stakeholders in higher education.

While the faculty members have continued to comply their duties, the shortage risks diminishes the quality of education, especially in areas such as mentoring, dissertation supervision, organizing and managing internship etc. This could result in a lack of individual attention to M.Ed. students which is crucial in a professional postgraduate degree programme in education. If left unsolved, the faculty shortage may negatively impact the overall academic engagement and learning outcome of M.Ed. students. Universities must thus urgently address this gap by recruiting more qualified teacher educators, providing professional development and ensuring that student-teacher ratio is maintained as per rules.

The call for a more updated curriculum that integrates practical skills in Information and Communication Technology skills points to a needed shift in educational priorities. In a

digitalized world, teacher educators must be proficient in modern teaching tools, research technologies and administrative systems that require ICT knowledge. While the majority of M.Ed. students and teacher educator recognized the importance of ICT, the demand for practical exposure to these tools suggest that more emphasis should be placed on hands-on learning.

Communication Skills, especially expository and academic writing were highlighted as areas requiring more focused attention. While both students and teacher educators acknowledge that sessions on writing styles and academic sources are conducted, students expressed the need for more intensive practice in mastering these skills. The triangulated findings underscore a gap between the theoretical knowledge provided and the practical skills needed to excel in academic writing, research methodology and the use of citation management tools like Mendeley and Zotero. This gap is particularly concerning, given the essential role of research in M.Ed. programmes. The students' request for additional hands-on practice with statistical packages, which are vital for conducting robust research, further emphasizes the need for more practical training in research methods. The teacher educators' observation that students often lack proficiency in language and comprehension of research methodologies reinforces the need for targeted interventions to improve research output quality. The demands for greater support in research publication also highlights a broader issue of the need to cultivate a research-oriented mindset among M.Ed. students. Professional networking and research publication should be integral part of the curriculum, offering students not only the technical skills to conduct research but also the strategic knowledge to disseminate their findings in academic forums.

Given that the internships are key component of practical learning in M.Ed. programmes, ensuring that these experiences are relevant, specialized and meaningful, is critical to the professional development of future teacher educators. Universities must make concentrated efforts to better coordinate internship placements for their better experience that align with academic focus and career goals. The lack of proper supervision due to shortage of faculty further compounds this issue, underscoring the need to improve faculty engagement and oversight. The consequences of this shortage extend beyond classroom instruction, influencing the availability of specialization courses, the quality of dissertation supervision and overall academic experience. This shortage not only threatens

the quality of education but also poses a long-term risk to the development of competent teacher educators and researchers.

The findings of this study highlight both strengths and challenges in the M.Ed. curriculum and its transaction across the universities of Gujarat. While the curriculum structure is largely compliant with national standards, significant gaps remain in terms of faculty availability, practical exposure to ICT and research tools, and the alignment of internships with specialization. Addressing these challenges required a collaborative effort between universities, policymakers and accreditation bodies to ensure that M.Ed. programme evolve to meet the demands of the 21st century. With appropriate interventions, the M.Ed. programmes evolve to meet the demands of the 21st century. With appropriate interventions, the M.Ed. curriculum in Gujarat can better prepare students to become skilled teacher educators, equipped with the knowledge and practical experience necessary to navigate the complexities of modern education.

17. Implications of the Present Study

The findings of this study have several key implications for various stakeholders in the Master of Education (M.Ed.) programme in Gujarat, including institute heads, policy makers and teacher educators. These implications highlight the need for structural, curriculum and policy-level changes to ensure the effective delivery of M.Ed. programme.

Institute heads must focus on maintaining or increasing the faculty strength to ensure compliance with the mandated faculty-student ratio. They should take responsibility for ensuring that physical facilities are sufficient and up-to date across all the universities. This deficiency in some universities could hinder the learning experiences. Access to library resources and updated material is critical and heads should prioritize investment in these areas. Heads should regularly review and update curriculum in collaboration with faculty and other stakeholders to align with the demands of the 21st century, as emphasized by both students and teacher educators. This includes integration practical components lie ICT and communication skills more effectively into curriculum.

Policymakers need to develop policies to address the ongoing faculty shortage in M.Ed. programmes running in the universities of Gujarat. They must take active role in revising the M.Ed. curriculum to integrate 21st century teaching tools, particularly in ICT tools necessary for teaching and research.

Teacher educators play a crucial role in shaping the research and professional abilities of M.Ed. students. Given the reported gaps in research methodology and academic writing skills, educators need to focus on providing more structured hands-on learning experiences in these areas. More practical sessions on citation management, statistical packages and research tools like Mendeley and Zotero should be intensively organized. The significant number of students dissatisfied with their internship experiences indicate a gap in coordination between universities and placement institutions, which the teacher educators must address through more proactive planning and engagement with partner internship institutions.

Students must actively seek out opportunities to improve their research skills, particularly in language proficiency and research methodologies. The low standard of research output as observed by the teacher educators points to a need for students to engage more deeply with academic writing, statistical analysis and research tools. Students must take full advantage of professional networks like ResearchGate, Academia, Google Scholar etc. which are introduced in their programmes. However they should seek additional guidance from faculty on how to navigate the research publication process, ensuring that they are well-prepared to contribute to academic discourse.

Stakeholders must collaborate to address faculty shortages, enhance curriculum relevance and ensure that students receive a holistic education that equips them to meet the challenges of 21st century education and research.

18. Suggestions for the Further Research

Research is an ongoing process and each study raises new issues that need to be investigated. The researcher would like to recommend the following suggestions for further study based on the present study:

- Further research could focus on each individual component of the M.Ed. programme such as Internship, Academic Writing Skills, Research Leading to Dissertation etc. Such studies would provide more comprehensive understanding of how each of these components are being transacted and highlight challenges or best practices. These studies can investigate factors such as effectiveness of internship programmes in preparing efficient teacher-educators; or skills needed by the dissertation supervisors for nurturing quality researchers in the field of Education etc.

- Studies could also be conducted on Master of Education (M.Ed.) programmes through open universities or M.Ed. programmes in Special Education across campuses to assess the quality of curricular transaction in these contexts. Some example are: Comparative study on M.Ed. student experiences and learning outcomes in traditional programmes versus open and distance learning programmes; Study on specialized teaching methods in M.Ed. (Special Education) programmes and their effectiveness in meeting the needs of diverse learners etc.
- Since the current study was conducted only in the state of Gujarat, similar studies could be carried out in other Indian states, especially those with low literacy rates, to examine the quality of M.Ed. curriculum transaction in those contexts. This would help identify regional challenges and differences in the delivery of teacher educators' education programmes.
- Further studies could explore in-depth the professional development needs of teacher educators with focus on aspects like essential 21st century skills for teacher educators; integration of skills such as critical thinking, problem-solving and collaborative learning in teacher educators' training.
- Research studies could also be conducted on Indigenous knowledge systems in teacher educators 'curricula, examining how local traditions and knowledge are incorporated into teaching practices.
- Studies could also be focus on level of ICT skills in teacher educators and the barriers they face in adopting technology for teaching and administration tasks.
- Further studies could also examine how teacher educators are being prepared to deal with evolving educational demands including inclusive education, digital learning environments and global educational perspectives etc.

These suggestions could guide future research efforts aimed at enhancing the quality and effectiveness of M.Ed. programmes and their transaction across various educational contexts.

19. Concluding Remarks

It can be deduced that while all facets of the Curriculum Framework: Two-Year M.Ed. program proposed by NCTE (2014) are being implemented within the sampled universities, there exists a pressing necessity to modernize the curriculum to align with the demands of the 21st century. Recommendations provided by teacher educators and

Heads of Departments should be assimilated, particularly concerning the recruitment of adept faculty, elimination of redundant topics, introduction of new subjects, and the heightened emphasis on Academic Writing, Research, and Specialization in Elementary Education. The integration of these suggestions holds the promise of fostering the development of high-calibre educators, teacher educators, education researchers, curriculum developers, and policymakers.