

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

Ph.D. SYNOPSIS



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Introduction

Teacher Education is a comprehensive programme that leads to the development of proficiency and competencies essential for teachers that would enable and empower them to meet the requirements of their profession and face the challenges therein. There are three phases of teacher education viz. Pre-service, Induction and In-service, which makes teacher education a continuous process. Undoubtedly, all these three phases delineate a continuum of professional development ensuring that the teacher education remains an ongoing and ever revolving process. These phases play a crucial role at their own level but pre-service teacher education is considered the most important of them. “Teaching is human engineering and soul doctoring” (Yadav & Lakshmi, 2003), this statement itself shows the technical and noble functions of teaching that are carried out by a teacher for leading the learners to the expected learning. And so, it is inevitable to prepare and sensitize the prospective teachers for this magnanimous profession through pre-service teacher education programmes.

The National Education Policy (2020) places a strong emphasis on the development of each student's creative potential and is based on the idea that education must promote the development of social, ethical, and emotional skills and dispositions in addition to higher order cognitive skills like problem solving, critical thinking, and creative thinking. Therefore it is crucial for teachers to provide the next generation with the talents they need to survive in the future, it is imperative to foster these abilities and skills in them first. This implies that these competencies need to be developed in the teacher educators also. National Curriculum Framework for Teacher Education (2009) beautifully explains the role and responsibilities of Teacher Educators that encompasses the philosophical, socio-cultural aspects and also the various arena of school education such as aims of education such as aims of education, curriculum methods, materials and other contexts in which any school functions. The role of teacher educators is to prepare the future teachers who are expected to translate the educational aims into practice.

Curriculum Framework for Teacher Educators (2014): Two Year Master of Education (M.Ed.) Programme

M.Ed. is a post-graduate degree programme meant for the professional training of teacher educators. After recommendations from different research studies, committees and commissions, National Council for Teacher Education (NCTE) came up a two year M.Ed. in 2014 which was of one academic year previously.

NCTE Curriculum Framework (2014) proposed that the major thrust of the M.Ed. Programme would be professional preparation of the teacher educators who would be equipped with the knowledge and competencies to facilitate and conduct initial preparation and continuing professional development of teachers. They would need to be necessarily equipped with the core competencies and knowledge related to teacher education, its philosophical underpinnings, organization, methodology, and so on. They would also need to specialize in one or the other of the areas as – curriculum, pedagogy and assessment; policy and economics; and the like. In addition, they should have a coherent perspective - socio-historical, political-economic, philosophical and psychological – to make sense of education – its policies, systems, institutions, practices and processes. The programme should aim at developing in teacher educators’ skills related to independent study of literature, research, academic writing, professional communication and team work. It should also endeavour to develop in the future practitioners a deep and critical awareness of professional ethics and an ability to critically engage in and reflect on practice.

Need for Critical Analysis of M.Ed. Curriculum

Curriculum is a comprehensive plan for an educational / training programme course to offer new improved manpower to fulfil the rising needs of a dynamic society. According to Jansen & Reddy (1994), Curriculum Development involves building the curriculum in order to present a coherent plan whereas Curriculum Analysis involves unpacking the curriculum in order to understand the plan. This unpacking of curriculum into its component parts includes learning, teaching, knowledge, society, resources etc. It is meant to evaluate how the parts fit together in terms of focus and coherence; checking the underlying beliefs and assumptions. Curriculum Analysis is done to make an assessment of curriculum in order to improve it; to identify potential and actual problems at the earliest and recommend possible solutions; to make decision about future support for continuation of the curriculum; to see if different parts hold together; to determine whether the

goals have been met; to identify strengths and successes in order to build on them; to examine whether assumptions underlying the curriculum are valid and defensible; to identify blind spots, biases, perspectives; to demonstrate the worth of the curriculum to different stakeholders. This analysis focusses on impact of curriculum, design of curriculum and relevance with policies. Impact analysis is done to see if the curriculum is making a difference for which it is meant. Design analysis involves appraising the curriculum in terms of standard or agreed-on principles. Lastly, policy analysis finds the relevance of the curriculum in relation to a particular set of societal or educational policies.

Lau (2001) says, that there is a relationship between curricula and social context. Society changes and the work of teachers become more complicated and demanding. To cope these changes, government develops various policies. Hence, curriculum is developed or revised keeping in mind the intentions of the policies so as to meet the ever-changing demands of the society.

M.Ed. Curriculum has been developed looking at the need based on dynamics of the society. Keeping aligned to these historical perspectives different policies, commissions and committees proposed some changes to be made in the M.Ed. Curriculum and so NCTE came up with a model curriculum in the year 2014 with some intentions to develop teacher educators as per the needs of the changing era. Teacher educators are the roots of education system, teacher being the stem and branches whereas students are the fruits. So, to make the tree of whole education system strong, its roots, i.e., teacher educators are to be nurtured. These teacher educators are developed through the curriculum which needs to be analyzed critically so as to check if they prepared to bring the desired changes in the society. It becomes necessary to evaluate the impact and design of the revised curriculum and to check its alignment with the policy recommendations. This way, the M.Ed. Curriculum Analysis would help in providing inputs for its betterment.

Implications of the Review for the Present Study

A total of Twenty-eight studies were reviewed. The researcher came across 12 research studies that focused 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 it was found that internship programmes are beneficial for getting feedback on how student teachers behave in the classroom and for giving them the opportunity to observe new teaching methods, approaches, ideas, and resources. "Classroom management," "long distance of practice school," "insufficient time for innovative teaching technique," and "students lack of attention in the classroom" were among the difficulties that student teacher educators saw. The research study of De (2017) concluded that the current teacher training curriculum is unable to meet the needs of the country's citizens due to absence of man-making education policy. It was proposed that India should continue with a

teachers' teaching curriculum for at least two years, while European countries have a three-year programme for teacher training.

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 analyzed 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. The components of enriched M.Ed. curriculum included Educational Technology, Optional subjects in two categories, i.e., Specialization and Elective, separate practical activities for Specialization subjects and Professional Development, Peer evaluation system etc. 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 emphasized 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.

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. NCTE Curriculum Framework (2014) document highlights that although a model curriculum for two year M.Ed. programme is prescribed, it is imperative to note that it should not be considered as the sole option stemming from the proposed curriculum framework. Instead, it is advocated that the individual institutions should embark on consultative processes to develop a curriculum that aligns closely to their unique institutional competencies and contextual needs.

As the Teacher Education is going through the transformation phase, new changes have been adopted and so the consequences need to be analyzed 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.

Research Questions:

In the view of above study, the following research questions were framed:

- How far the components of Curriculum Framework of Two-Year M.Ed. Programme proposed by NCTE (2014) are helpful in preparing professional teacher educators?
- What is the nature of M.Ed. Curriculum and its transaction in the Teacher Education institutions of Gujarat?
- What are the emerging problems and issues faced at institutional level in implementation of M.Ed. programme and how they are addressed?
- How can the present teacher educators' programme be improved?

Statement of the Problem:

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

Objectives of the Study:

The objectives for the present study are:

1. To study the curriculum inputs in the teacher education institutions of Gujarat with specific reference to Curriculum Framework of Two-Year M.Ed. Programme proposed by NCTE (2014).
2. To study the curriculum 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 on the two year M.Ed. programme.
4. To study the opinions of the teacher educators on the two year M.Ed. programme.

5. To study the issues and challenges in implementing M.Ed. two year curriculum in terms of physical facilities, faculty position, curriculum transaction and evaluation.

Explanation of the Terms:

The explanation of the terms is based on Curriculum Framework of 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.

Delimitation of the Study

The study is delimited to the University Departments of Education of the public universities offering two year M.Ed. programme in the state of Gujarat. Only Grant in Aid units were taken under study.

Methodology

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

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 management 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.

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 in three phases 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:** 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.

Interviews were also conducted with the experienced teacher educators of these institutions.

Tools and techniques 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.

Data Collection Procedure:

The data was personally gathered by the researcher. In the first phase the researcher collected the curriculums from the sampled universities to understand how different components of the M.Ed. were organized in these universities with specific reference to Curriculum Framework of Two-Year M.Ed. programme proposed by NCTE (2014).

In the second phase data was then collected from Second year M.Ed. students and teacher educators teaching at the Department of Education of nine sampled public universities of Gujarat through Questionnaire. This questionnaire consisted of quantitative and qualitative items to know the opinions of the M.Ed. students about different components of the M.Ed. curriculum, i.e., Common Core Components, Academic Writing, Specialization Branches, Internship / Field Attachment and Research Leading to Dissertation.

In the third phase interviews were conducted with the experienced teacher educators teaching in the two-year M.Ed. programme. Focused group discussions were also conducted with the second year students to know their experiences about the M.Ed. programme. Semi-structured interviews with the Head of Department / Convener of M.Ed. programme were conducted to study the issues and challenges in implementing two-year M.Ed. curriculum.

In the last stage, non-participatory observation was conducted by the researcher to understand with what objective Internship component is organized in three universities and how it is conducted.

Data Analysis:

The quantitative data was analyzed by calculating Frequency, Percentage and Intensity Index. The qualitative data analyzed by thematic analysis. These were then triangulated to obtain meaningful conclusive findings.

Emerging Findings:

Data analysis is in progress. Researcher has drawn emerging findings and presented below:

- 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 it was found that there was a discrepancy in the academic year 2022 – 23, six out of nine sampled universities have inadequate faculty members.
- 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)** A decisive majority of M.Ed. students (84.2%) expressed a consensus on the need for an updated Core Courses of the M.Ed. curriculum, of which 52.3% strongly agreed and 31.9% agreed.

- vii)** 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.
- viii)** Majority of the teacher educators (97%) of which 67.6% strongly agreed and 29.4% agreed that they try to develop interest among students by employing varied methods of teaching. This was aided by the responses of 73.2% students (35.7% strongly agreed and 37.5% agreed) affirming that innovative practices (like integration of ICT) are used for teaching-learning process.
- ix)** Regarding the M.Ed. class being divided into two groups, Elementary Education and Secondary & Higher Secondary Education in the lines of Curriculum Framework for two year M.Ed. programme, a substantial portion of respondents (76.6%) expressed disagreement (27.7%), with an even greater proportion strongly disagreed (48.9%) given that the majority of institutions only offer specialisation in Secondary & Higher Secondary Education.
- x)** 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.
- xi)** Through Focused Group Discussions with the M.Ed. students it was found that though students enjoyed the internship but majority of students faced transportation problem as the interning institutions were very far or in many cases in other towns.
- xii)** A notable portion of students (61.3%) of which 26% strongly agreed, and a further 35.3% expressed agreement with the assertion that they have successfully learned to conduct research independently.

- xiii) 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.
- xiv) On conducting interviews with the Head of the Department and Experienced teacher educators of various universities it was found that in majority of the institutions there was a shortage of staff which creates a lot of burden on the teacher educators.

Conclusion and Suggestions: 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-caliber educators, teacher educators, education researchers, curriculum developers, and policymakers.

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