

## Chapter 2

### REVIEW OF THE RELATED LITERATURE

#### 2.0. Introduction

The researcher conducted an intensive review of the research studies conducted in Teacher Education, keeping in mind the focus of present study. A total of thirty-two studies were reviewed which can be bifurcated into two major categories. In the first category, fifteen research studies related to different dimensions of teacher-educator's curriculum were reviewed. And in the second category, seventeen research studies related to other teacher education programmes were undergone. This was done to develop a better perspective about the findings and methodology used.

#### 2.1. Research Studies Related to Teacher Educators' Curriculum

**Madhavi (2010)**, conducted a study entitled "Relative Predictivity of Some Selected Variables for Admission into M.Ed. Programme" by studying the present needs of the programme, namely, research aptitude, educational management aptitude, techno-pedagogic competencies, living competencies, adjustment capacity and teacher education disciplinary profile. Sample constituted of all the M.Ed. students of the academic year 2008-09 of the selected 19 institutions from all over India. Tests were constructed by the researcher on Research Aptitude, Techno- Pedagogic Competencies, Living competencies, Adjustment Capacity and Teacher Education Disciplinary Profile. Findings revealed that Research Aptitude, Adjustment Capacity and Teacher Education Disciplinary Profile were found to be the significant predictors of teacher education proficiency in the Western Region out of the six variables considered for the study. Research aptitude, Adjustment Capacity and Teacher Education Disciplinary Profile were found to contribute positively; whereas Educational Management Aptitude was found to contribute inversely. The study concludes that there is a need to realize holistic teacher education sustaining sensitivity to basic necessities, such as adjustment, living competencies, management, educational profile and research aptitude for identification and addressing the problems of day to day life and techno-pedagogic competencies for sustaining and developing the knowledge base in the age of globalization of the knowledge society.

**Gupta (2011)** did the evaluation of NCTE Programmes for teacher education in terms of its objectives expectations and functions based on perception of teacher educators. The study

intended to appraise the aims and functions of NCTE and to compare the appraisal of NCTE by Principals and teacher educators of Government and Self-financed institutions. An attitude scale was constructed by the researcher to collect the data for the present study. Data was collected from 46 Principals and 204 teacher educators. The major findings of the study revealed that though the National Council for Teacher Education has played a significant role in improving the quality of Teacher Education in India, yet there is a dire need to revamp the whole system for preparing teachers and teacher educators.

**Mahal (2011)** studied on “Enriching Teacher Educator Preparation Curriculum and Testing its Effectiveness” with the following objectives: To identify and to fill the gaps, in the existing M.Ed. curriculum by enriching with modified and new inputs and; to enhance research guidance competency and micro-teaching training competency of M.Ed. students with respect to problem selection through implementing enriched curriculum. The study was carried out in two stages. Content analysis of M.Ed. curriculum from 37 universities located in four parts of India was done in the initial stage of the study to get a clear picture of the different aspects and dimensions of M.Ed. curriculum in various universities. The gaps of the existing M.Ed. curricula were identified in the following phase. Percentage analysis was done to find out the aspects and dimensions offered by higher percentage of universities. The t-test to find the significance of difference between the pre-test and post-test mean score of research guidance competency and micro-teaching training competency. Findings revealed that the enriched M.Ed. curricular aspects has significantly enhanced the Research Guidance Competency of M.Ed. students with respect to problem selection and has also enhanced their Micro-teaching Competency.

**Anitha (2013)**, studied the “Perception of Teacher Educators towards Application of Computers in Teaching Learning Process” with the following objectives: (i) To study the perception of teacher educators towards application of Computers in Teaching Learning Process; (ii) To study the relationship between various aspects of Teaching Learning Process on the application of computers; (iii) To study the influence of various variables like District in which college is situated, designation of teacher educator, gender, age, locality, management of college, subject of teaching, educational qualification, teaching experience, etc. on the perceptions towards application of computers in teaching learning process. Survey method was used to collect data using self-developed opinionnaire. Descriptive analysis was employed for analysis of data, such as mean and standard deviation. For testing the null hypotheses, the t-test and ANOVA were used by the investigator. The findings revealed that the teacher

educators could visualise the availability and the extent of computer education institutions. Teacher educators have good computer operational skills but the facilities to apply and integrate computer education in teacher education institutions is very nominal. The study concluded that integration of computers in teacher education still to be effectively implemented, monitored, encouraged and modified from time to time to go par with the advanced countries in the world in the field of teacher education.

**Khamari & Mahapatra (2013)**, conducted “An Investigation into the Relevance of Present M.Ed. Curriculum in the Universities of Chhattisgarh State.” The objectives of the study were: to improve the present M.Ed. curriculum regarding qualitative aspects of education in Chhattisgarh and to improve the present M.Ed. curriculum regarding comprehensive level of prospect. Normative Survey Method was used for the study. A sample of 200 teacher-educators and was taken through simple random sampling from universities of Chhattisgarh. Researcher prepared a four point scale questionnaire to collect required data and simple percentage was employed for the data analysis. Findings revealed that 72% and 80% of teacher-educators opined that there should be a paper on Ancient Indian Philosophy of Vedanta and Upanishad and Modern Indian Philosophy in the present M.Ed. Curriculum. 85% of teacher-educators opined that there should be a compulsory paper namely Educational Technology for Qualitative and Quantitative improvement of present M.Ed. Curriculum in the universities of Chhattisgarh. 92% of teacher-educators opined that the duration of M.Ed. programme should be two year to improve the quality.

**Yadav (2013)**, conducted a study entitled “Preparing Teacher Educators: M.Ed. Curriculum Reviews and Reconstruction” using Desk Analysis Technique to study the M.Ed. Curriculum (General, Elementary and Special Education) in major 31 reputed teacher education institutes and universities (Central and State) from different parts of India and highlighted the variations in practice of curriculum and assessment in teacher education institutions. It was found that the existing curricula and syllabus of M.Ed. Course in several universities was stale, as only one-fourth of the universities sampled changed updated their curriculum after NCFTE 2009. There was no curriculum framework for M.Ed. Elementary Education. There was no coordination between the regulatory bodies like UGC, NCTE and RCI who are responsible for the development of the curriculum and syllabi of M.Ed. Programme. A need was found to have a close collaboration and linkages between these bodies for development of quality curriculum and its implementation.

**Lohani & Nautiyal (2015)**, investigated the “Professional Identities Among Teacher-Educators: Perception of Pupil Teacher and Trainees” to find out the professional and personal identities among the teacher-educators. The study was qualitative and data interpretation was done using frequency table and graphs. The sample constituted of 109 pupil teachers from Department of Education, HNB Garhwal University and 57 B.Ed. trainees from IGNOU. The study highlighted that in response to professional qualities of teacher-educators, maximum pupil-teachers preferred subject knowledge is most important; explanation skill, motivation and guidance are also important qualities suggested by pupil-teachers. Pupil teachers also suggested many other skills of the teacher-educator like understanding of individual differences and social differences, friendly behaviour, questioning skill, use of equitable instructional method and use of ICT. Regarding the perception of pupil teachers towards personal qualities of teacher educators, it was found that discipline, punctuality and dutiful were highly preferred. Also, co-operation, restraint, patience, submissive, sensitive and tolerant were considered important qualities of teacher-educators. Some suggested that scientific attitude, problem solving ability, empathy and critical thinking is also important.

**Mammen (2015)**, conducted “A Study on Transformational Leadership of Teacher Educators in the State of Kerala” which employed a descriptive, quantitative research design to explore transformational leadership characteristics of teacher educators. Normative survey research method was used for data collection. The objective was to describe a given state of affairs regarding transformational leadership characteristics of teacher educators within specified context. A total of 404 teacher educators and 825 student teachers from Colleges of Teacher Education (B.Ed. stream) which were affiliated to University of Kerala and Mahatma Gandhi University were selected as Sample. Tools used for data collection were: Transformational Leadership Descriptive Questionnaire, Teacher Educators as Transformational Leaders: A Questionnaire for Student Teachers, Job Satisfaction Questionnaire of Teacher Educators. ‘t’-Test, One Way ANOVA and Pearson Product Moment Correlation, Multiple Regression was used for data analysis and interpretation. The results of the study highlighted the differences in the perception of teacher educators. In this juncture, the teacher educators need to introspect why and how their and student teachers’ perception was different and to ponder on how this difference can be narrowed.

**Mishra (2015)**, conducted “A Study of Relationship of Academic Achievement to Aptitude, Attitude and Anxiety of M.Ed. Students Studying Under Dr. Babasaheb Ambedkar Marathwada University Jurisdiction” collected data regarding teaching aptitude, attitude

towards teaching and anxiety of M.Ed. students from a sample of 193 M.Ed. students of a homogenous population using simple random sampling technique. Self-made tools were administered to assess teaching aptitude, attitude and anxiety level among M.Ed. students. Partial and Multiple Correlation was employed to study the correlation between teaching aptitude, attitude and anxiety level among M.Ed. students with respect to gender. It was found that there was a very weak correlation between Academic achievement and Teaching Attitude / Aptitude and higher anxiety may lead to lower academic achievement.

**Cornelius & Nicol (2016)** conducted a study on “Understanding the Needs of Masters Dissertation Supervisors: Supporting Students in Professional Contexts”. In order to distinguish part-time supervision of Masters Students from Ph.D. supervision, this research examines the nature of such supervision of professional settings. It uses supervisors’ enquiries from a Scottish School of Education and their reflections on their experiences a starting point to identify problems and obstacles that must be resolved in order to offer the right kind of support. The results shed light on the wants, concerns and queries of supervisors. The problems and queries raise a variety of connected issues that need more investigation to determine the best course of action for help. Putting the supervisory function first and creating and maintaining strong supervisory relationships are two of them. The results corroborate data from other sources that show supervisors struggle to balance competing pastoral and pedagogical responsibilities. Another underlying subject that was investigated in order to guarantee the development of suitable support solutions is issues related to (dis)engagement and anxiety.

**Yazdani (2016)**, studied the “Professionalism Among Teacher Educators of District Institute of Education and Training in Delhi” with the following objectives: (i) To study the perception of teacher educators, Principals and Pupil Teachers towards professionalism (ii) To compare the perception of teacher educators towards professionalism in relation to gender, experience qualification and employment status (iii) To study the comparative perceptions of Principals, Teacher Educators and Pupil Teachers on professionalism of teacher educators. A sample of 12 teacher educators, 6 regular and 6 contractual, randomly selected from two DIETs (Dilshad Garden, R.K. Puram). For data collection, questionnaires for teacher educators, principals and pupil teachers were used. SPSS version 2.0 was used for statistical analysis like Central Tendency, Standard Deviation, t-Test and ANOVA. The findings of the study revealed that the mean percentage of professionalism was found to be 84.52% which was not up to the mark.

The mean percentage scores of Principals and pupil teachers were 80.55% and 76.27% respectively. Professionalism didn't depend on gender and experience.

**Chavan & Khandagale (2017)**, conducted “A Study of the M.Ed. Internship Programme Perceived by Student Teacher Educators” to analyse the two-year M.Ed. Curriculum with reference to internship programme; to study the internship programme perceived by the M.Ed. student teacher-educators and to identify the challenges perceived by them. To achieve the objectives, mixed approach was adopted. For qualitative part, M.Ed. curriculum analysis was done and for quantitative part survey was done on all the student teacher-educators of Department of Education, Shivaji University, Kolahpur. A semi-structured open ended questionnaire and unstructured interview was used to collect data from student teacher-educators. The data interpretation was done with the help of statistical analysis, i.e. percentage. It was observed that internship was divided into two parts. 68 hours were allocated for Teacher education internship as part – I within semester II and III. While part II contains the elementary and secondary school specialization internship for 136 hours in semesters III and IV. The findings showed that most M.Ed. student teacher-educators responded that conducting lectures in D.El.Ed. / B.Ed. colleges improved the pedagogical content knowledge and stage daring. Internship programme was helpful to gain feedback about the classroom behaviour of student teacher-educators. It enriched student teacher-educators with knowledge and experience of innovative teaching techniques and innovative evaluation techniques. The challenges perceived by student teacher educators were classroom management, long distance of practice teaching school, insufficient time for innovative teaching technique, lack of student attention in classroom.

**Kumar (2018)** conducted a study titled “Raising Metacognitive Awareness in Undergraduate Learners to Improve Academic Writing”. The study aimed to find if academic ability could be improved by raising the metacognitive awareness in the undergraduate learners of Rajiv Gandhi University of Knowledge Technology (RGUKT). In this context they were taught a number of metacognitive strategies. The conclusions of the study were guided by the following research questions: a) What kind of support does student with English as Second Language (ESL) require? And b) How may academic writing skills of ESL student be enhanced by increasing metacognitive awareness? The results of the study demonstrated that the ESL students at RGUKT were able to meet their needs when metacognition increased their autonomy and enhanced their capacity for academic writing.

**Sharma (2018)** conducted a study entitled “A Critical Appraisal of Secondary Teacher Education Curricula with Specific Reference to NCTE Curriculum Framework 2014”. Study was delimited to Northern part of India only. Universities running Secondary teacher Education Programme and stake holders of teacher education constituted the Population for this study. For the Sample selection four North Indian states and one Union Territory was selected of which 9 universities (3 Central Universities, 3 State Universities and 3 State Private Universities) were selected. Mixed Method Sequential Design (J & A 1989) was employed. The study was dominantly qualitative in nature followed by minimal quantitative substantiation. Besides the Document Analysis of the Curriculums, an opinionnaire was also employed to ascertain the gaps in the implementation of the implementation of recommendations of NCTE Curriculum Framework 2014. For the quantitative substantiation Analytic Method was used which involved Descriptive explanation (Pattern Identification), Comparative Explanation (Themes Identification) and Predicting Explanation. The findings of this study pointed out that Central Universities are more in compliance with the NCTE Curriculum Framework 2014. (ii) None of the sampled university offered pedagogy course as recommended in NCTE Curriculum Framework as it is just half a paper only to be evaluated externally. (iii) In regard with the internship component, no university was in exact compliance with NCTE Curriculum Framework in which weightage given was 1300 and the marks allocated to internship also varied and it ranges from 19% - 30% among the sampled universities. (iv) After critically comparing the various content areas of the different universities, it was observed that there were certain aspects which were not explicitly included or not at all included, in addition to that some aspects were excluded also.

**Kumar (2020)** did a qualitative analysis of research questions reported in dissertations at Master of Education level in Himachal Pradesh (India). Nine institutions were sampled and a total of 246 dissertations were analysed. The sampled dissertation were examined using the content analysis method. The investigator developed rating scale was used to gather the data. It was discovered that at M.Ed. level in all the universities, the framing and drafting research objectives in the dissertations received relatively little attention. It was discovered that nearly every metric or criterion for defining research objectives in dissertations was not addressed in a way that was not satisfactory. The researcher found that these dissertations are not properly read by the examiners. In most cases, the dissertations are given directly to the examiner. By posing a few questions in the viva-voce and allocating marks in accordance with the supervisor’s or institution head’s preference. Also, the research methods courses are taught

primarily using theory-oriented instructional techniques only. Students should be encouraged to complete practical tasks linked to the topics they are learning at the same time.

## **2.2. Researches Related to Other Teacher Education Curricula**

**Kannan (1997)**, conducted “A Study of the Educational Technology Inputs in B.Ed. Curriculum in Tamil Nadu”. The primary objective of the study was to find out the distribution of educational technology inputs and for making suggestions for improvement of application of educational technology inputs in the B.Ed. programme. A Normative Survey method was employed. Tools were used were: Educational Technology Input Check-List (developed and validated by the investigator); Educational Technology Utilization Scale (developed and validated by the investigator); Educational Technology Problem Scale; Teacher Educator Opinionnaire; Personal Data Sheet. A sample of 95 teacher educators in colleges of seven universities in Tamil Nadu responded the tools. Initially qualitative analysis was done for identifying the distribution of educational technology inputs in the B.Ed. curriculum of Tamil Nadu Universities with the help of checklist. Percentage, Mean, Standard Deviation and Kruskal-Walis one-way analysis of Variance by rank were the statistics used as measures of quantitative analysis. In the findings, it was noted that all the training colleges selected have adequate educational technology inputs in their syllabi. Distribution of information technology, instructional technology and relative technology in the B.Ed. curricula of Tamil Nadu Universities. The study also reveals unequal distribution of educational technology inputs in the B.Ed. syllabi of Tamil Nadu Universities.

**Salunke (2000)**, conducted “A Critical Study of the Existing Teacher Education Programme of Yashwantrao Chavan Maharashtra Open University, Nashik and Developing New Teacher Education Programme”. The hypotheses of the study were: the existing B.Ed. Programmes of Y.C.M.O.U as well as other universities is not of great utility for the distance mode; there is a need for the separately developed B.Ed. Programme for Y.C.M.O.U. One-Fifth of the experts working in the study centres of the Y.C.M.O.U. were taken as sample for the study. The researcher adopted documental analysis in the initial stage and survey in the latter. Data was collected using questionnaires for students as well as for the experts. The study suggested that the duration of the course should be increased from one year to two years. A suitable curriculum was also proposed by the researcher.

**Moruskal (2004)**, did “A Comparative Study of The Teachers Trained Through Four-Year Integrated Course and One Year Course in Secondary Teacher Education in Respect of Teacher Competency and Teaching Effectiveness”. The main objectives of the study were: to study the structure and functions of four year integrated B.A.B.Ed. Course and the one-year B.Ed. course in relation to Professional, Educational Component; to compare the teaching effectiveness and competence of the teachers trained through four-year integrated B.A.B.Ed. Course and one-year B.Ed. course with respect to gender and rural / urban background. Descriptive survey method was used for this study. The researcher analysed the one-year B.Ed. course and four-year integrated B.A.B.Ed. Course of Shivaji University, Kolahpur, to find out if these courses are different in forms and functions they aim at preparing quality teachers at secondary level. For the present study, investigator used questionnaire, interview schedules and Standardized tools like ‘General Teaching Competency Scale’ by Passi and Lalita (1979) and ‘Teacher Effectiveness Scale’ by Pramod Kumar and D.N. Mutha (1985). A sample of 400 teachers having four-year B.A.Bed. Degree and 400 teachers having one-year B.Ed. degree was purposively collected from the five districts of Maharashtra state namely, Kolahpur, Sangli, Sindhudurg, Ratnagiri, and Solapur. The sample consisted of teachers belonging to rural as well as urban background. The findings of the study revealed that there is a significant difference in the teaching competency and teaching effectiveness of the teachers trained through four year integrated B.A.B.Ed. Course and one year B.Ed. Course.

**Jayashree (2007)**, studied the “Relative Effectiveness of One Year and Two Year Models of Teacher Education Programmes on Teaching Competence” in which the researcher made an attempt to find out whether the one-year and two B.Ed. students differ in their teaching skills on the basis of some independent variables like teaching attitude, subject mastery, methodology and language proficiency on the dependent variable teaching competence. The sample consisted of 131 student-teachers of one-year and two-year B.Ed. programme using purposive sampling technique. Three out of six tools were developed by the researcher namely, Subject Teaching Profile, Methodology Test in Social Sciences, Questionnaire on Transactional Strategies whereas Teacher Attitude Scale was developed by Dr. S.P. Ahuwalia, Student Teaching Profile was developed by faculty members of RIE Mysore and Language Proficiency Test was developed by Central Institute of English and Foreign Language. Two-way ANOVA, Pearson Product Moment Correlation, Stepwise Multiple Correlation were employed for data analysis. The study revealed that there is no significant difference between male and female teachers in any one of the dimensions of teaching

competence; there was significant difference between one and two year B.Ed. Subject mastery was found to have both positive and negative influence over teaching competence scores; methodology has high correlation with teaching competence score.

**Nair (2008)**, conducted “A Study of Wastage at B.Ed. Level in Kerala” with a view to trace the extent of wastage, the main cause of wastage, problems encountered by students and the possible solutions from the point of view of students as well as the teacher educators of Kerala. The present study was conducted on a representative sample including experts in teacher education, drop-outs of the B.Ed. course from the different teacher education institutions of Kerala during 2001-05, B.Ed. degree holders during the academic year 2001-02 and teacher educators of Kerala. Tools used were: The questionnaires for experts in the field of teacher education, B.Ed. pass-outs during the academic year 2001-02; and an opinionnaire prepared for the drop-outs. Conventional and qualitative approaches were used for the data collection. Survey Method was employed. The data obtained were interpreted with the help of appropriate statistical techniques including percentage analysis, t-test and ANOVA. Comparison of the subsamples of teacher educators based on sex, educational qualification, teaching experience, publications, and membership in the professional organization and entry in to service before and after (1990) revealed that barring a few statements, teacher educators are identical in their responses irrespective of their position. The conclusions clearly pointed out that all is not well in the teacher education scenario in the state of Kerala. It pointed the urgent need for revamping of teacher education course in order to improve the quality and curtail the extent of the dropout occurring in the B.Ed. degree course.

**Deshpande (2012)**, in her doctoral theses on “Effect of Training for Enriching Teachers’ Pedagogical Content Knowledge on Teaching Performance of Teacher Trainees” to study the effect of teacher training of PCK on teaching performance of teacher trainees, used Experimental method. The sample consisted of 43 teacher trainees from Sawarda district (control group) and 40 teacher trainees from the Ratnagiri district (experimental group).it was found in the study that traditional training is also effective in enhancing in PCK. However when the effect of training was measure in terms of pupil achievement in content, it was found that modular training was more effective. As a result of the study, Pedagogical content knowledge Package succeeded to enrich teacher performance and enhance the achievement of the secondary school pupils.

**Kaur (2012)**, conducted research entitled “Growth and Development of Teacher Education Programme in Punjab with Reference to Expansion, Quality and Societal Need”, to study the policy perspectives in secondary teacher education (India in general and Punjab in particular) post-independence and its expansion pattern. Analysis of views and perceptions of teacher trainees, parents, teacher educators and principals about various issues related to secondary teacher education like expansion, quality, social relevance of privatization, equality of opportunities in teacher education and demand and supply of secondary teachers. A document analysis of the various policy documents, five year plans and the norms and standards for secondary teacher education set by NCTE was carried out. 42 Secondary Teacher Education Institutions of Punjab selected randomly on the basis of proportionate sampling were surveyed to study the quality of secondary teacher education programme in Punjab. Findings revealed that though NCTE has played a very significant, yet it has been criticized for not being able to check the malpractice and commercialization of teacher education by self-financed institutions of secondary teacher education institutions. Some of the self-financed institutions of secondary teacher education in Punjab have been overcharging the fees, but fail to provide required infrastructure and other facilities to the teacher-trainees. Hence the study concluded that private initiative in secondary teacher education has diluted the quality of education.

**Sheoran (2012)**, conducted a study entitled “Effectiveness of Integration Analysis Observation System Towards Modification of Teacher’s Behaviour” with objectives: to know and compare about the observation pattern of classroom interaction at primary and secondary level keeping in view of FIACS. The randomly selected sample of the study consisted of 40 classrooms at secondary (20) and primary (20) level of government and private schools of Charkhi Dadri district of Haryana. The findings of the study revealed that there is a significant difference between the mean scores of ‘teacher talk’ at secondary and primary levels. A significant difference is found between the mean score of ‘students talk’ at secondary and primary level. No significant difference is found between the mean scores of ‘silence’ at secondary and primary level.

**Sharma (2013)**, conducted a study entitled “The Curriculum Transaction Procedures in Secondary Teacher’s Pre-Service Training Programme of Himachal Pradesh: An Evaluative Study”. The researcher intended to analyse the curriculum of secondary teacher’s pre-service training programme; to study the curriculum transaction procedures with regard to planning, teaching method/ strategies, print/ electronic media, evaluation strategies, co-curricular activities, practice teaching and teacher’s behaviour; to study the availability and utilization of

the following resource centres viz., Physical Sciences, Life Sciences, Mathematics, Social Sciences, English language, Hindi language, Psychology and Educational Technology. Content analysis and descriptive survey methods were used to realize the objectives of the study. 34 colleges were selected randomly for sample from which teacher educators with at least 10 years or more of teaching experience were taken. Tools used were: Secondary Teacher Education Curriculum Assessment (STECA) Rubrics for subject experts; Sixteen Content Analysis (CA) Questionnaires for Teacher Educators; Eight Questionnaire for the Availability and Utilization of Various Resources Centres in the Training Programme; and Flander's Interaction Analysis Technique of classroom observation was also employed. Data was analysed qualitatively and quantitatively. The findings revealed that overall rating of 2.00 shows that curriculum is adequate in helping the prospective teachers acquire the knowledge / course-frame-work does not contain the objectives of teacher training or preparation programme. It highlighted that the curriculum was too lengthy to be achieved in an effective manner in the course of one year. Majority of teacher educators were of the view that weightage to the observations of teacher educator in charge during practice teaching in final skill teaching exam should be given. Also during real practice teaching only one teacher educator supervises all the prospective teachers irrespective of his / her specialization in pedagogical subject. Also, the evaluation of prospective teachers in skill teaching exam was done by the examiners only for a very short span of time during classroom transaction of the curriculum.

**Soanes (2013)**, conducted "A Study of Teaching Competency in Relation to Teacher effectiveness of Trainees in the Colleges of Teacher Education in East Khasi Hills District" to find out teaching competencies and teaching effectiveness of teacher trainees with respect to gender, different methods of teaching and qualification and find out the relationship between teaching competencies and teaching effectiveness. 100 teacher trainees of College of Teacher Education in East Khasi Hills District was collected as the sample of the study using random sampling technique. The tools employed for data collection were (i) General Teaching Competency Scale (2011) developed by Passi and Lalitha (ii) Teacher Effectiveness Scale (2011) by Kulsum. Data analysis was done by means of descriptive statistics such as frequency, percentage, mean, Standard Deviation and graphical representations. Moreover t-test was employed to find out the significant difference in the mean scores of teaching competency and teaching effectiveness of trainees. Also Product-Moment relationship Coefficient was determined to find the relationship between the two. The findings revealed that teacher trainees were highly effective; there was no significant difference in teaching competency between:

male and female teacher trainees and; teacher effectiveness between male and female teacher trainees. Teacher trainees with high qualification have slight lower competency.

**Malik (2014)**, evaluated the B.Ed. Curriculum of the C.C.S. University, Meerut which followed the quantitative research approach. Descriptive Survey Method was used for inquiry and perception of pupil teachers and teacher educators regarding B.Ed. curriculum. 300 teacher trainees, 10 principals and 100 school teachers comprised the sample. Following tools were used: (i) Perception Scale for B.Ed. (ii) B.Ed. Trainees and Teacher Educators' Interview Schedule for curriculum for curriculum evaluation C.C.S. University (iii) Interview Schedule regarding curricular requirements for Secondary School Teachers (iv) Interview Schedule regarding curricular requirements for Principals. Frequency, Percentage and Chi-Square were used to analyse in data obtained on perception scale. The findings of the study revealed that Majority of student teachers and teacher educators perceived that present curriculum has no scope to meet the needs of local community. The then curriculum was outdated and is unable to fulfil the educational needs of the society. Also no equal weightage was given to theory and practical. Also the duration of the course was found very less than required.

**Jyoti (2016)**, in her survey study on the topic "Teacher Education Programmes in Himachal Pradesh: An Evaluative Study", highlighted the Role of Regulatory Bodies in conducting Teacher Education programmes, current status of Teacher Education, functioning of Teacher Training Institutions, problems faced by different functionaries. A sample of 400 students was randomly selected using the following tools: (i) Questionnaires for: student-teachers of private B.Ed. colleges; teacher-educators of private B.Ed. colleges and ; management persons of private B.Ed. colleges; (ii) Observation schedule for teacher-training institutions. Data was collected in two phases – Historical Perspective and Descriptive Perspectives. The findings of the study revealed that 20% of institutions lack the facility of laboratories, playground and canteen as observed by the investigator; Management of 70% of institutions claimed that they have adequate staff strength as per NCTE norms; 80% managements claimed that they are recruiting staff according to norms of NCTE and Himachal Pradesh University. But only 43.33% teachers agree that these recruitments were done according to set norms of NCTE. Management of more than half number of colleges claimed that they are paying salary to their staff as per government rules, however only 20% admitted that they are getting the salary as per government rules.

**Varma (2016)** conducted a study on Student Evaluation of Teachers and Curriculum in Teacher Education Programs using descriptive survey methodology of research. The study was delimited to Varanasi District. 500 prospective teachers were sampled for this study. Data was collected using Student Evaluation Scale for studying student evaluation pattern towards Teachers' Effectiveness, which was prepared by the researcher. Descriptive statistics like – Mean, Median, Mode, SD etc. along with t-test and F-test were employed for data analysis which was computed by using SPSS 16.0. The findings of the study brought out an important striking factor that the curriculum of all three universities selected were found good in terms of knowledge and skill input but it was concluded that they were relatively poor in terms of attitudinal aspect. The conclusion of present study outlines that the prospective teachers perceived curriculum to be of above average level which is a very healthy scenario. The curriculum of BHU was found to be most qualitative among all universities / institutions in Varanasi.

**De (2017)**, studied the “Relevance of the Teachers’ Training Curriculum in Present Scenario” conducted to study all the Teachers’ Training Curriculum specially B.Ed. of various Indian Universities and to find out whether these are at par with the present societal and national needs or not; to find out a panacea to cope up with nation and nationals’ need as per the Constitution of India along with national all round adjustment as well as International friendship or not. Though Historical method was followed, the statistical calculation through the response received from sample of 100 through the constructed tool of questionnaire. The study concluded that the hypotheses on present teacher training curriculum cannot satisfy the nationals’ need due to absence of man-making education policy as advocated by great Indian educator – Swami Vivekananda is accepted as valid and reliable with higher confidence level. It was suggested that while the European countries are having Teachers’ Training Curriculum for not less than three years, India shall go on with at least two-years Teachers’ Teaching Curriculum.

**Sharma (2019)** studied the teacher education curriculum in relation to the development of professional skills in pre-service teachers with the following objectives: (i) to identify the professional essential for employers and teacher-educators. (ii) to explore the components of and gaps in the teacher education curriculum helpful in the development of identified professional skills. (iii) to develop a suggestive curricular framework for pre-service teacher education programme in Delhi & NCR region only. It was a descriptive study delimited to Delhi & NCR region in which 60 students and 15 teachers from five colleges were selected by

random sampling. Interview, questionnaire and content analysis technique were used to for data collection to find the likelihood of development of identified professional skills in pre-service teachers on completion of the course. The questionnaire was a five-point Likert scale to measure the degree of agreement of the respondents. Responses for each skill was calculated in percentage. Individual skills were regrouped under main category of skills as-Teaching Skills, Administrative Skills, Self-Management Skills, Leadership Skills and Inter-Personal Skills. Results of the study revealed that, out of total 86 skills identified through the questionnaire, 47 professional skills are considered essentially by all of the respondents. Teaching skills were considered most important among all categories of skills for secondary teachers. Content analysis reveals that curriculum framework took into account all identified teaching skills. Knowledge of subject matter is considered as the most important of all the teaching skills in them. Inter-personal-skills were considered the next most important skills for secondary teachers. Least importance was given to self-management skills by all stakeholders, in general. Content analysis also revealed that curriculum framework has not taken into account many self-management skills considered important by various stakeholders.

**Kofi (2020)** evaluated the basic Teacher Education Curriculum in Ghana. The researcher made an attempt to judge the relevance of the curriculum objectives, appropriateness of the contents and mode of transaction for which descriptive survey method was followed. For sample one college each from 10 regions of Ghana were selected randomly. Based on the objectives the following tools were employed: (i) Questionnaire (open-ended and closed-ended) for the Regional Directors of Education, Principals and Heads of Department of Education of the BTE Colleges (ii) Observation of Lessons taught by the basic school teachers (alumni). (iii) Group discussion for final year student-teachers. (iv) Document analysis of 2014 BTE Curriculum, Syllabus and Lecture Notes. Tools were validated by five experts. The data collected through close-ended questions were subjected to descriptive analysis by using frequency, percentage; whereas the data collected through open-ended questions, unstructured interview, observation and focus group discussions were presented as per emerging themes. The major findings of this study revealed that BTE Curriculum was irrelevant of producing generalist teachers who are capable of teaching all subjects at Primary and Junior High School Level but is capable of producing specialist teachers for teaching specific subjects. The assessment of the learning outcomes of student-teachers did not emphasize on communication skills. The objectives, contents, methods of teaching; and assessment procedures of Educational and Contemporary Studies courses were appropriate for preparing student-teachers to understand current practices

in education and professional development but educating the individual living with disability was not appropriate and requires modifications so as to produce efficient teachers that are capable of making class-rooms inclusive. It was also found out that the BTE colleges were lacking infrastructure facilities like laboratories, workshops, computers and equipment for facilitating teaching and learning and that must be relooked.

**Zaheer (2024)** conducted a study titled “Discourse-Based approach to teaching academic writing a study at a technical institution”. The purpose of the study is to determine how student’s academic writing styles differed before and after the Discourse-Based approach was put into practice. The study also looks into how teachers and students view different facets of the teaching and learning process. The approach involved providing students opportunities to work on real, purposeful writing assignments so they can get experience with acceptable discourse patterns, rhetorical frameworks and coherent methods. Questionnaires were sent to teachers and students to learn more about their opinions on Discourse-Based writing teaching method. With regard to the effect of the method on students’ writing abilities, these questionnaire aimed to elicit information about their experiences, attitudes and belief. Furthermore, written assignments were given at the start and conclusion of the semester to evaluate how well the students’ academic writing skills have developed. The study illustrates the advantages of using discourse-based teaching methodologies and emphasizes the significance of viewing writing as a communicative act. The method helps students become more skilled and self-assured writers by improving their comprehension of coherent devices, rhetorical frameworks and discourse patterns.

### **2.3. Research Trends and Gaps**

Multiple studies emphasized the significance of competencies like research aptitude, techno-pedagogic skills and teaching aptitude in the M.Ed. curriculum. Madhavi (2010) found that research aptitude and adjustment capacity are key predictors of teacher education proficiency. Similarly, Mahal (2011) showed that M.Ed. curricula enhanced research guidance and micro-teaching competencies. There is an insufficient exploration of how these competencies are nurtured across diverse institutions and curricula. The studies primarily focus on specific regions or institutional types, limiting generalizability.

Studies by Salunke (2000) and Jayashree (2007) both point to a critical trend in teacher education about the need to revise and extend the duration of teacher preparation programmes. Salunke (2007) suggested shifting from one-year to a two-year B.Ed. programme, while

Jayashree (2007) compares the effectiveness of one-year and two-year models, identifying teaching competencies as key outcome influenced by the curriculum length. Studies like Sharma (2013) focused on B.Ed. programme, but the transaction of the M.Ed. curriculum remains underexplored.

Several studies like Gupta (2011), Mahal (2011), Khamari & Mahapatra (2013) and Yadav (2013) highlighted gaps in the existing M.Ed. curriculum with calls for its enrichment, modernization and alignment with frameworks like NCFTE (2009). Yadav (2013) identified that many universities had not updated their M.Ed. curricula post-NCFTE (2009), while Mahal (2011) demonstrated the positive impact of enriching the curriculum on research competencies. The studies highlighted a persistent need for updated curriculum framework and better coordination between regulatory bodies such as UGC, NCTE and RCI to ensure uniformity in curriculum implementation. Additionally, there is a limited research on the longitudinal impact of such curriculum changes on professional outcomes.

The use of technology in teacher education is a recurring theme. Kannan (1997) and Anitha (2013) explored teacher educators' perception of computer integration in the teaching-learning process, noting that while educators have good operational skills, the infrastructure for effective implementation is lacking. Despite the emphasis on technology in education, there is a gap in empirical research on the practical challenges and solutions for integrating technology into M.Ed. programmes. Studies focusing on institutional and infrastructural barriers are limited.

Studies such as Yazdani (2016) and Lohani & Nautiyal (2015) delve into the professional identity and perceptions of teacher educators. Yazdani (2016) highlights gaps in professionalism among teacher educators, while Lohani & Nautiyal (2015) explores professional qualities like subject knowledge and pedagogical skills. These studies often emphasize individual perceptions rather than institutional or structural influences on professional development. Leadership qualities and teaching competencies are also explored, as seen in Mammen (2015) and Chavan & Khandagale (2017). Mammen's study on transformational leadership among teacher educators highlights leadership as a crucial aspect of professional identity, while Chavan & Khandagale reveal importance of internship in enhancing pedagogical content knowledge.

Most of the reviewed studies, including those by Madhavi (2010), Gupta (2011) and Anitha (2013) used cross-sectional design. Many of the studies such as Gupta (2011), Mahal (2011)

and Yazdani (2016) relied heavily on either quantitative or qualitative methods, with limited integration of both the approaches. This comprehensive review of trends and gaps sets the stage for the need of studying the Master of Education (M.Ed.) curriculum and its transaction.

#### **2.4. Implications for the Present Study**

A total of thirty-two studies were reviewed. The researcher came across fifteen 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), Cornelius & Nicol (2016), Yazdani (2016), Chavan & Khandagale. (2017), Kumar (2018) 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 eight 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 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-Wallis 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.

## **2.5. Rationale of the Study**

The National Education Commission Report or the Kothari Commission Report titled Education and National Development (1964-66) says that “The destiny of a nation is shaped in its classrooms”. It is widely recognized that the quality of a nation’s education system is correlated with the calibre of its teachers and this in turn is largely determined by the quality of their professional preparation. Since teacher educators have the responsibility for shaping future teachers, the effectiveness of their training, which is governed by the M.Ed. curriculum and its transaction, is of paramount importance.

The teacher is central to the school education system. The success of school education is heavily reliant on the performance of the teacher and this performance is deeply influenced by the quality of professional preparation provided by the teacher educators. The M.Ed. programme, therefore plays a crucial role in the development of teacher educators who in turn prepare the teachers responsible for educating students at all levels, be it elementary, secondary and higher secondary level of education.

The professional preparation of teacher educators is critical because the quality of teacher education has direct implications for the quality of teaching in schools. A well-prepared teacher educator can better train future teachers, ensuring they are equipped with the necessary skills, knowledge and mind-set to meet the diverse and evolving needs of society and the education system. In this context, the M.Ed. programme becomes an essential platform for shaping the future of education.

The M.Ed. is a post-graduate and professional degree programme that focuses on the comprehensive development of teacher educators, educational administrators and other professionals in the field of education. It serves as an umbrella programme, preparing specialists in various aspects of education, including curriculum design, teaching, school administration, inspection, educational planning and management. The programme offers concentrated studies in several subfields such as: Curriculum, pedagogy and assessment;

Educational policy, economics and planning; Educational management and administration; Special education for differently-abled students; Educational technology and; Research Methodologies in Education.

As outlined in the National Curriculum Framework for Teacher Education (2009) by the National Council for Teacher Education (NCTE), graduates of the M.Ed. programme are expected to fill important roles in the educational ecosystem, including positions in government bodies like the Central Board of Secondary Education (CBSE), Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS) and State Councils of Educational Research and Training (SCERTs). They are prepared to become curriculum experts, educational officers, school inspectors, statistical officers, headmasters and principals. The M.Ed. programme also develops future educational researchers who can contribute to the field of education through innovative research and critical thinking about educational processes.

Recognizing the complexity of preparing teacher educators and evolving demands of the education system, the M.Ed. programme was revamped and extended from one-year to two-year, which was based on the recommendations of Justice Verma Committee (2012) and Poonam Batra Committee (2014). This change aimed to enhance the quality of professional preparation of teacher educators by allowing more time for in-depth study and practical experience. The new two-year M.Ed. programme includes various new components designed to build a robust framework for preparing teacher educators who can respond to the contemporary educational challenges. The two-year programme was introduced to address several gaps in the previous one-year programme, which was often criticized for being too brief to provide adequate training. With more time available, the new curriculum aims to offer a more thorough exploration of educational theories, research methodologies, practical teaching skills. This shift is intended to improve the overall quality of teacher educator, ensuring they are better equipped to train the next generation of teacher educators.

Despite the introduction of a revised curriculum, its effectiveness ultimately depends on how well it is transacted. This refers to how the curriculum is being adopted, interpreted, implemented and practiced by universities, teacher educators and students. The researcher's interest lie in understanding whether the new curriculum is meeting its intended objectives – whether it is truly developing the skills required by teacher educators to perform their roles effectively. This involves examining not just the curriculum itself but also how it is being delivered in practice across different universities in the state of Gujarat.

Since the universities in India enjoy a degree of autonomy, they are free to design and implement their own versions of the M.Ed. curriculum, which may lead to variations in how the curriculum is understood and practiced. This autonomy raises critical questions about the consistency and quality of the programme across institutions. The researcher is interested in exploring how these variations impact the preparation of teacher educators and whether the curriculum aligns with societal and educational needs.

A key aspect of the study is to assess whether the components of the new two-year M.Ed. curriculum are relevant to the needs of contemporary society. The education landscape is constantly evolving with increasing demands for teachers who can work in diverse, inclusive and technology-driven environments. The researcher aims to determine whether the curriculum is adequately preparing teacher educators to meet these challenges, including those related to educational policy, management and the integration of technology in education.

Education is a dynamic field that responds to a wide array of challenge from local concerns such as equity and access to education, to national priorities like digital literacy and skill development, and global issues like sustainable development and multiculturalism. The extent to which the M.Ed. curriculum addresses these contemporary issues is crucial in preparing teacher educators who can lead future teachers to navigate and contribute to these domains. The present study explores whether the M.Ed. curriculum transacted in the universities of Gujarat is attuned to these contemporary challenges, providing teacher educators with the knowledge and skills necessary to address educational issues at various levels of governance.

Teacher educators, as the primary facilitators of the M.Ed. programme, hold valuable insights into the relevance and effectiveness of the curriculum. Their perception can reveal whether the curriculum adequately addresses the needs of the education system and whether it is equipping M.Ed. students with the necessary knowledge and skills. This study gathers teacher educators' views on identifying the areas for improvement and potential reforms that could enhance the overall quality of teacher education in the state of Gujarat.

M.Ed. students are the direct beneficiaries of the curriculum and their perceptions are key to understanding its effectiveness. This study examines how M.Ed. students in Gujarat perceive the quality of the curriculum, particularly in relation to their professional aspirations. It explores whether they feel adequately prepared for roles in teaching, educational leadership, research and policy development, and whether they believe the curriculum meets their expectations in terms of relevance and applicability to real-world educational challenges.

While the curriculum may be well-designed on paper, its success depends on effective implementation. The study seeks to uncover any challenges faced in the transaction of the curriculum, as perceived by teacher educators, novice teacher educators and other personnel involved in teacher education. These challenges may include issues related to curriculum interpretation, resource availability, time constraints and the practical application of theoretical knowledge. Understanding these challenges is crucial because ineffective implementation can prevent the curriculum from achieving its desired objectives, ultimately impacting the quality of teacher education programmes. The findings of the study are expected to provide insights into how the curriculum can be improved and better aligned with the goals of teacher education.

The rationale for this research is grounded in the need to critically evaluate the two-year M.Ed. curriculum and its transaction. By studying how the curriculum is understood, implemented and practiced in different universities of Gujarat, the researcher aims to assess its impact on the professional preparation of teacher-educators. The findings of the study will contribute to the ongoing efforts to improve the quality of teacher education, ensuring that future teacher educators are equipped with the skills and knowledge required to enhance the education system as a whole.