

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1. Introduction

The study on M.Ed. curriculum and its transaction in the state of Gujarat employs a mixed-method design to comprehensively address the research questions. Consistent with this approach, both quantitative and qualitative data were collected and analyzed separately yet concurrently, within the same time frame. This chapter systematically presents the quantitative and qualitative data gathered, and the results of its analysis. The analysis is presented in four sections:

The first section describes the structure of the M.Ed. Curriculum as per the Curricular Framework: Two Year M.Ed. Programme proposed by NCTE (2014), including entry level qualifications of M.Ed. students, student profile, teacher profile and the semester-wise credit distribution of M.Ed. curriculum being transacted in various public universities of Gujarat.

The second section describes the perceptions of M.Ed. students and teacher educators regarding different components of M.Ed. curriculum.

Third section describes the perception of the Heads of Departments of Education regarding physical facilities, faculty position, curriculum transaction and evaluation.

The fourth section describes triangulated findings from the different sources like M.Ed. students, Teacher Educators and Heads of Departments of Education of the public universities in the state of Gujarat.

Section I

The structure of the M.Ed. curriculum as per the Curricular Framework: Two Year M.Ed. Programme proposed by the NCTE (2014) is designed to foster a strong foundation in educational theory, research and practice. This Section – 1, is a detailed description of the framework, focusing on entry-level qualifications, student and teacher profiles and the semester-wise credit distribution of M.Ed. programme offered in the public universities on Gujarat.

4.2. Structure of M.Ed. Curriculum as per Curriculum Framework: Two Year M.Ed. Programme proposed by NCTE (2014):

The two-year Master of Education (M.Ed.) program is meticulously designed to enhance and deepen students' knowledge and understanding of educational theory and practice. This program offers opportunities for specialization in specific areas of education, allowing participants to cultivate expertise tailored to their professional aspirations. Additionally, the curriculum emphasizes the development of research skills, equipping students to engage critically with educational issues. Upon completion, graduates may choose to focus their expertise in either elementary education or secondary education, thus preparing them for advanced roles within the field.

4.2.1. Entry Level Qualifications:

As per the Curriculum framework for Two Year M.Ed. Programme proposed by NCTE (2014), universities offering the Master of Education (M.Ed.) program should establish minimum eligibility criteria at par with what is practiced in the other professional and postgraduate programs within the institution. Eligible applicants for the entrance examination should include individuals from the following academic backgrounds:

- a. Bachelor of Education (B.Ed.) degree, either one or two years in duration,
- b. Four-year integrated teacher education degree programs (e.g., Bachelor of Elementary Education (B.El.Ed.), Bachelor of Science in Education (B.Sc.Ed.), Bachelor of Arts in Education (B.A.Ed.), or
- c. Diploma in Elementary Education (D.El.Ed.) or Diploma in Education (D.Ed.) with a bachelor's degree (e.g., B.A., B.Sc., B.Com. etc.).

It is imperative that an entrance examination, which may comprise both a written component and an interview, be implemented to facilitate the selection of candidates. These criteria aim to ensure a high standard of applicant quality and readiness for advanced study in education. Table 4.1 describes the entry level eligibility criteria for admission in to M.Ed. programme in various universities of Gujarat:

Table 4.1.: The Entry Level Eligibility Criteria of M.Ed Programmes

S. No.	Name of University	Eligibility Criteria	Entrance Exam / Merit	Intake Capacity	Medium of Instruction	Reservation of Seats
1	University 1	At least 50% marks or an equivalent grade in in B.Ed./ B.A. B.Ed./ B.Sc. B.Ed. (Integrated)/ B.El.Ed./ D.El.Ed./ D.Ed./ P.T.C. (Two years full time programme recognized by NCTE) with an undergraduate/ bachelor degree (with 50% marks in each)	Entrance Exam	50	English and Gujarati	Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories will be as per the rules of the GOI/Central University of Gujarat.
2	University 2	50% of the marks or an equivalent grade in B. Ed.	Entrance Exam	50	Gujarati	Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories will be as per the rules of the Central Government
3	University 3	B.Ed. or four-year integrated B.Sc.-B.Ed. or B.A.-B.Ed. programme or B.El.Ed. or D.El.Ed. with a graduate degree from any university with minimum 50%.	Entrance Exam	50	English	Relaxation to various categories as per reservation policy of the state government.
4	University 4	Atleast 50 % marks or an equivalent grade in: B.Ed. / B.A. B.Ed., B.Sc. B.Ed. / B.El.Ed. / D.El.Ed. with an undergraduate degree (with 50 % marks in each)	Entrance Exam	50	Gujarati	Relaxation to various categories as per reservation policy of the state government.

5	University 5	Minimum 50% marks or an equivalent grade in in B.Ed./ B.A. B.Ed./ B.Sc. B.Ed. (Integrated)/ B.El.Ed./ D.El.Ed. with an undergraduate/ bachelor degree (with 50% marks in each)	Merit	55	Gujarati	Relaxation to various categories as per reservation policy of the state government.
6	University 6	<ul style="list-style-type: none"> Admission will be given purely on merit basis. Aggregate marks/Percentage obtained at B.Ed./4 year integrated degree /DEI.Ed/D. Ed. will be considered and weightage of marks/percentage for merit is 80%. Special weightage of 20% will be given as under: a. Maximum of 15% weightage will be given for Master degree (15% for Distinction, 10% for 1st class, 7% for 2nd class and 5% for Pass class) b. Maximum of 5% will be allotted to candidate who have to passed graduate Examination with compulsory English as a subject or completed a Bridge Course in English. 	Merit	55 seats (50 + 05(EWS) = 55) Seats	English and Gujarati	Arts (50%), Science (30%) and Commerce (20%). Reservation quota is observed as per state govt. rules.

		Subject wise Bifurcation.				
7	University 7	Minimum 50 % marks or an equivalent grade in: B.Ed. / B.A. B.Ed., B.Sc. B.Ed. / B.El.Ed. / D.El.Ed. with an undergraduate degree (with 50 % marks in each)	Entrance Exam	50	Gujarati	Relaxation to various categories as per reservation policy of the state government.
8	University 8	50 % marks or an equivalent grade in the following programmes. (i) B.Ed. (ii) B.A. B.Ed., B.Sc. B.Ed. (iii) B.El.Ed. (iv) D.El.Ed. with an undergraduate degree (with 50 % marks in each)	Entrance Exam	50	English	Reservation and relaxation for categories as per rules of the State Government. 70% of total seats reserved for MSU Students, 20% seats reserved for other university students of Gujarat state and 10 % seats reserved students of other states.
9	University 9	1. B. Ed. 2. B. A. B.Ed., B.Sc., B.Ed. 3. B.El.Ed. 4. D.El.Ed. with an undergraduate degree (With 50% marks in each) Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of Gujarat State Government.	Entrance Exam	Grant in Aid (GIA) : 50 + 5(EWS) Self-financed (SFI) : 50 + 5(EWS) = Total 110	Gujarati	Generally, students of other university may not get admission as the PG rule of this university says that the First-Class students of this university shall get first preference. So, the chances of admission of other university students are very less

(The name of the Universities representing 1-9 is written to maintain the confidentiality)

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. 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).

Teacher Education being practice oriented in nature, it is essential for teacher educators to possess relevant teaching experience. Hence, it is recommended in the Curriculum Framework (2014) that institutions may have flexibility to explore strategies to encourage currently employed teachers to pursue the Master of Education (M.Ed.) program. Consequently, prior teaching experience may be considered a desirable entry requirement for the program. However, it was noted that no sampled institutions currently provide such weightage, indicating a potential area for improvement in candidate selection practices at entry level.

Also, a first master's degree is not a mandatory requirement for entry into the Master of Education (M.Ed.) program, the Curriculum Framework (2014) suggests that certain specializations, particularly those related to senior secondary education, may necessitate the inclusion of a first master's degree as part of the essential qualifications. Additionally, it has been observed that some universities award merit-based weightage to candidates holding postgraduate master's degrees, thereby recognizing the value of advanced qualifications in the selection process for the M.Ed. program.

4.2.2. Profile of M.Ed. Student Respondents

Out of 235 sampled students, 204 (86.8%) reported having completed their first postgraduate degree. Among these respondents, 188 were female and 47 were male. Notably, 79 students (33.6%) possessed prior work experience, with 25 (10.6%) currently engaged in employment while pursuing their Master of Education (M.Ed.) degree concurrently. Within this group of working students, 21 serve as primary or secondary teachers, while 2 hold positions as coordinators and another 2 as principals in schools.

Interactions with these students indicated that they strategically organize their work schedules by opting for either morning or evening shifts to avoid conflicts with their academic obligations. Despite the significant exhaustion that arises from balancing professional responsibilities and academic pursuits, many students articulated a strong sense of obligation to maintain their employment. This necessity is primarily driven by the need to provide financial support for their families and to facilitate advancement in their professional careers.

Furthermore, students reported a notable absence of institutional support from the university in managing these dual commitments; nevertheless, they continue to demonstrate a steadfast commitment to fulfilling both roles.

Several significant themes emerged when M.Ed. students were asked about their motivations to get enrolled in the M.Ed. programme. This data was collected from the open ended questionnaire for the M.Ed. students. The following are the diverse aspirations and goals that drive students to pursue M.Ed. Programme.

Professional Development

One of the primary motivation for many students was the pursuit of professional development. The desire to become a proficient teacher and eventually an Assistant Professor was a strong motivating factor. Additionally, some students who were already working in schools expressed a goal to advance their careers by becoming principals. This indicates that the M.Ed. program is seen as a vital step in achieving higher professional roles within the education sector.

Competitive Advantage in Government Exams

Another significant theme was the advantage that a M.Ed. degree provides in competitive government exams such as TET (Teacher Eligibility Test) and TAT (Teacher Aptitude Test) in Gujarat. Students noted that the M.Ed. qualification helps improve their merit and increases their chances of securing government jobs in secondary and higher secondary education. This motivation underscores the pragmatic benefits of the M.Ed. program in enhancing employability and career prospects within the public education system.

Enhancement of Knowledge and Research Skills

Students also pursued the M.Ed. program to deepen their knowledge in the field of education and to develop their research skills. This motivation highlights a commitment to academic and intellectual growth, with students seeking to engage with advanced educational theories, methodologies, and research practices. Additionally, this pursuit of knowledge is tied to personal development, indicating that students value the program for its role in fostering self-improvement and scholarly advancement.

Contribution to the Education System

Lastly, a notable theme was the desire to learn and contribute to the betterment of the national education system. Students expressed a commitment to making a positive impact on education in their country. This motivation reflects a broader vision where personal academic achievements are seen as a means to contribute to societal improvement, showcasing a sense of responsibility and dedication to the field of education beyond individual career goals.

The qualitative data reveals that M.Ed. students are driven by a combination of professional aspirations, competitive advantages in government exams, a commitment to academic and personal development, and a desire to contribute positively to the national education system. These motivations provide a comprehensive understanding of the diverse factors that influence students to pursue advanced education in teaching, highlighting the multifaceted benefits and aspirations associated with the M.Ed. program. Addressing these motivations in curriculum design and program delivery can further enhance the relevance and impact of the M.Ed. program for its students.

4.2.3. Profile of Teacher Educator Respondents

Teacher educators play a pivotal role in the delivery and implementation of various components of the curriculum within an educational institution. They serve as the primary facilitators through which the theoretical and practical aspects of the curriculum are communicated and understood by students. The effectiveness of the curriculum largely depends on the expertise, experience and teaching practices of these educators. The table below provides a detailed breakdown of the faculty composition across public universities in Gujarat, categorized by gender. It includes the number of Professor, Associate Professor, Assistant Professor and Ad-hoc / Temporary faculty members, highlighting the gender distribution across these academic positions. This data offer insight into both the faculty structure and gender representation in the teaching staff within these institutions.

Table 4.2: Profile of Teacher Educator Respondents

S. No	Universities	Male / Female	Professor	Associate Professor	Assistant Professor		Temporary / Ad-hoc Faculties	
					With Ph.D./NET / SLET	Without Ph.D./NET / SLET	With Ph.D./NET / SLET	Without Ph.D./NET / SLET
1	University 1	Male	3	0	1	0	0	0
		Female	0	0	5	0	0	0
2	University 2	Male	6	1	2	0	0	0
		Female	1	0	3	0	0	0
3	University 3	Male	1	4	12	0	12	0
		Female	3	2	9	0	13	0
4	University 4	Male	1	0	1	0	0	0
		Female	0	1	1	0	0	0
5	University 5	Male	1	0	0	0	0	0
		Female	0	0	0	0	0	0
6	University 6	Male	2	0	1	0	3	0
		Female	1	1	0	0	14	0
7	University 7	Male	0	1	2	0	0	0
		Female	0	2	2	0	0	0
8	University 8	Male	2	0	1	0	0	0
		Female	0	0	1	0	0	0
9	University 9	Male	1	0	2	0	0	0
		Female	1	1	1	0	0	0

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 observed from the above table that in six out of nine universities, faculty members are complying with their duties, despite there being a faculty shortage. This shortage could lead to challenges in maintaining the quality of education, affecting mentorship, guidance and overall academic engagement, especially in intensive programmes like those required in internship or dissertation supervision.

4.2.4. Semester wise Credit Distribution of M.Ed. Programme in Various Universities of Gujarat:

Sub-Committee for Curriculum Framework for two year M.Ed. programme has proposed a comprehensive academic model comprising a total of 80 credits. This structure allocates 44

credits to core courses, 20 credits to specialization courses, 8 credits to field internships, and 8 credits for research leading to dissertation. The field internship component is divided equally between practical experience in a teacher education institution (4 credits) and in the student's area of specialization (4 credits). Figure 4.10 represents the credit distribution of the various components of the M.Ed. Programme.

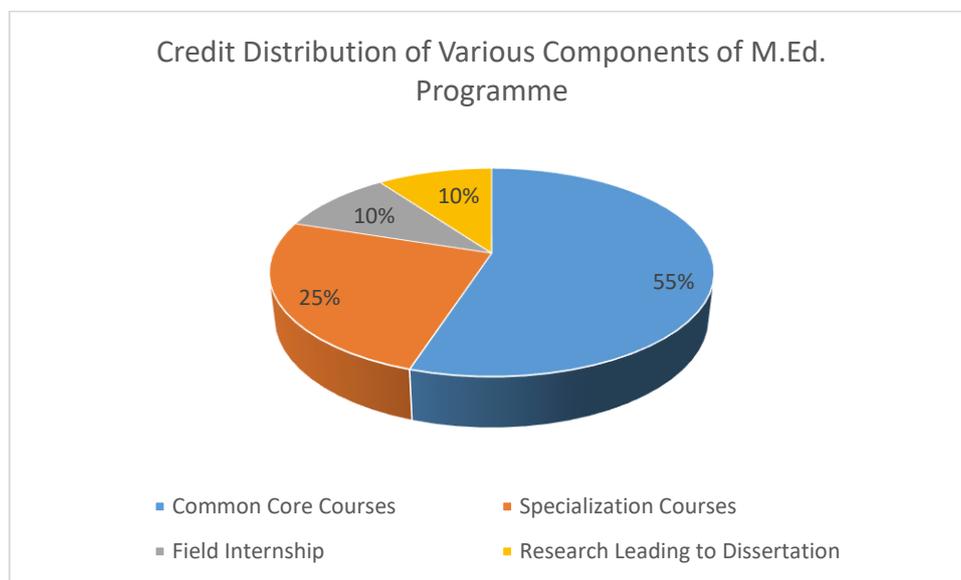


Figure 4.1.: Credit Distribution of the Various Components of the M.Ed. Programme

However, the Curriculum Framework document clearly states that the proposed framework is not intended to be prescriptive for institutions offering M.Ed. programs. While the essence of the recommendations should be upheld, institutions are encouraged to innovate and adapt the framework in ways that align with their unique educational contexts and goals. Table 4.3 describes the semester wise credit distribution of M.Ed. programme at various universities in the state of Gujarat:

Table 4.3: Semester Wise Credit distribution of M.Ed. Programme

S. No.	Semester →	Semester I	Semester II	Semester III	Semester IV	Total
	University ↓					
1	University 1	18	27	25	17	87
2	University 2	22	22	24	16	84
3	University 3	18	20	20	22	80
4	University 4	25	25	25	25	100
5	University 5	23	27	29	21	100
6	University 6	20	22	22	16	80

7	University 7	20	21	19	25	85
8	University 8	22	23	19	16	80
9	University 9	20	20	20	20	80

From the above table it was found that the credit distribution of the M.Ed. programme in all the sampled universities varied from 80 to 100.

4.2.5. Various Components of the M.Ed. Programme

There are four main components of the M.Ed. programme, i.e. Common Core Courses, Specialization courses, Internship and Research leading to dissertation.

- i. **Common Core Courses:** Common Core courses encompasses three areas, viz., Perspective Courses, Tool Courses and Teacher Education Courses. Table 4.4 represents the details of the three components. The number mentioned in brackets represents the credit allotted.

Table 4.4: Components of the Three Common Core Courses
COMMON CORE COURSES

	COMMON CORE COURSES									
	Curriculum Framework for two year M.Ed. (Credit) NCTE (2014)	University 1	University 2	University 3	University 4	University 5	University 6	University 7	University 8	University 9
Perspective Courses (24 Credits)	Sociology- History- Political- Economy of Education (8)	Sociology of Education (4), Policy Perspectives and Education (4)	History and Political Economy of Education (4) Sociology of Education and Nai Talim (4)	Philosophical and Sociological Foundations in Education (4) Policy, Politics and Economics of Education (4)	Historical, Political and Economic Concerns of Education (4) (optional) Sociology of Education (4)	Sociological Foundation-1 (4) Sociology of Education-2	Historic- Political and Economic Concerns of Education (4) Sociological Foundations of Education (4)	Sociological, Historical, Political and Economic Perspectives on Education (4)	Sociology of Education (4) History and Political Economy of Education (4)	Sociology of Education (4) History and Political Economy of Education (4)
	Philosophy of Education (4)	Philosophy of Education (4)	Philosophy of Education and Nai Talim (4)	Indian Knowledge Systems (4)	Philosophy of Education (4)	Philosophy of Education (4)	Philosophical Foundations of Education (4)	Philosophical Perspectives of Education (4)	Philosophy of Education (4)	Philosophy of Education (4)
	Curriculum Studies (4)	Curriculum and	Curriculum Studies (4)	Curriculum, Planning,	Curriculum Studies in	Curriculum Studies (4)	Curriculum Studies (4)	Curriculum Studies (4)	Curriculum Studies (4)	Curriculum Studies (4)

		Educational Studies (4)		Evaluation and Research (4)	Education (optional)					
	Introduction to Education Studies (4)		Education Studies (4)		Educational Studies (4)	Education Studies-2 (4)	Educational Studies (4)	Educational Studies (4)	Educational Studies (4)	Education Studies (4)
	Psychology or Development and Learning (4)	Advanced Educational Psychology (4)	Psychology of Learning and Development (4)	Psychological Foundations in Education (4)	Psychology of Learning and Development (4)	Psychology of Learning and Development (4)	Psychology of Learning and Human Development (4)	Psychology of Learning and Development (4) Psychology Practical (1)	Psychology of Learning and Development (4)	Psychology of Learning and Development (4)
Tool Courses (12 Credits)	Research Methodology (Introductory and Advance Level) (8)	Methodology of Educational Research I (4), Methodology of Educational Research II (4)	Concept and Steps of Educational Research (4) Methods of Educational Research (4)	Methods of Research in Education I (4) Methods of Research in Education II (4)	Fundamental Concepts of Educational Research (4) Application of Descriptive Statistics in Research (4) (optional) Methods of Educational Research (4) Library Resources and Tool and Techniques in Educational Research (4) Treatment of Data and Research Report Writing (4)	Introduction to Research Methods (4) Advanced Research Method (4)	Introduction to Research in Education (4) Advanced Research Methodology in Education (4)	Research Methodology I (4) Research Methodology II (4) Methodology of Educational Research III	Methodology of Educational Research (A) (4) Methodology of Educational Research (B) (4)	Introduction to Research Methods (4) Advanced Research Methods (4)
	Communication Skill (including ICT), Expository and Academic Writing (3)	Communication and Expository Writing (1) Academic Writing (2)	Communication Skill and Academic Writing (1) Academic Writing Presentation (2)	Technology in Education (4) Academic Writing (4) Preparation and Presentation of Theme paper (2)	Preparation of Research Proposal (1) Seminar (1) Workshop (1), Preparation of Tool (1), Review of Previous Researches (1)	Academic and Expository Writing (1), Soft Skills (1), Communication Skills (2), Book Review (2) Research Paper Preparation (2),	Academic Writing (2) Academic Writing Development (2)	Communication and Expository Writing (1) Communication and Expository Writing (1)	Communication and Expository Writing (1) Academic Writing and Presentation (2)	Seminars on Current Issues in Education (1) ICT Skills (1) Library Skills (1), Communication Skills (1)

			Review of Related Literature (2)			Research paper Presentation (2) Counselling (1) Academic Writing (2)		Research Paper Presentation (1)		Research Paper Writing Workshop and Presentation (1)
	Self-Development (Gender & Inclusion, Yoga) (1)	Inclusive Education (4) Self-Development Yoga (1)	Self-Development (1)	Inclusion: Concept and Policy Framework (4)		Self-Development, Alternative Sciences, Yoga, Meditation (1)	Self-Development and Activities (2)	Self-Development (Yoga etc.) (4)	Self-Development (Yoga Education) (1)	Yoga (1)
Teacher Education Courses (8 Credit)	Institutions, Systems and Structures, Conceptual Basis of Teacher Education, Teacher Education Curriculum, Policy and Practice, Continuing Professional Development and In-service Teacher Education		Pre-service and In-service Teacher Education (4) Innovation and Research in Teacher Education (4)	Teacher Education (4)	Perspectives in Teacher Education (4)	Teacher Education-1 (4) Teacher Education-2 (4)	Teacher Education Directions (4) Pre-service Teacher Education II (4)	Teacher Education (4) Teacher Education II (4)	Teacher Education I (4) Teacher Education II (4)	Teacher Education I-Pre-service and In-service Teacher Education (4) Teacher Education II- Perspectives, Research and Issues in Teacher Education (4)

The above table describes the components prescribed by the NCTE Model Curriculum Framework for M.Ed. (2014) and the corresponding components in the M.Ed. Curriculums of different public universities in the state of Gujarat. It can be observed from the above table that all these universities are more or less following the NCTE Model Curriculum Framework for M.Ed. (2014) with a slight difference in the credit distribution.

Section II

The perception of M.Ed. students and teacher educators provide a valuable insight into the effectiveness and relevance of the M.Ed. curriculum. This Section II, provides a detailed description of how both the M.Ed. students and the teacher educators teaching them view various components of the M.Ed. programme including Core Courses, Academic and Expository Writing, Specialization Courses, Internship and Research leading to Dissertation.

4.3. Core Courses

Core courses are designed to develop a comprehensive perspective on education and teacher education. These courses aim to provide students with a deep understanding of the philosophical, sociological and psychological foundations of education while also addressing contemporary issues in the field. By engaging with core courses, students gain critical insights into the role education plays in society, the dynamics of teaching and learning and the broader policy and institutional frameworks that shape teacher education. This section provides the perspectives of M.Ed. students and teacher educators about how these courses are essential for preparing future educators to think critically and reflectively about their profession.

4.3.1. Analysis of data related to M.Ed. students' responses on Core courses:

The following table presents the findings from the quantitative data collected through the questionnaire for M.Ed. students on Core Courses:

Table 4.5: M.Ed. Students Responses on Core Courses (Frequencies)

S.No.	Item	SA(%)	A(%)	N(%)	DA(%)	SDA(%)	Mean
1	Core Courses help in understanding how different disciplines cognate with education.	113	108	9	3	2	4.08
2	Core Courses equip me with the theoretical knowledge to analyse emerging concerns in education.	87	116	23	5	4	3.88
3	National and state policies related to inclusive education are critically reflected.	91	106	31	3	4	3.88
4	Yoga and wellbeing are integrated in the curriculum.	89	73	29	29	15	3.55

5	ICT and Educational Technology skill development is one of the key areas in the programme.	89	86	16	4	13	3.92
6	Teacher education courses develop the attitude, values and skills needed to function as a teacher educator.	89	84	17	0	1	4.16
7	Innovative practices are used for the teaching -learning process.	89	88	32	20	11	3.63
8	Sufficient learning resources are provided to the students.	89	103	48	17	12	3.47
9	Learning difficulties are addressed.	89	107	49	13	12	3.49
10	Components of the M.Ed. curriculum are not sufficient to develop a good teacher educator.	89	58	57	41	41	2.83
11	The curriculum needs to be updated.	89	75	27	7	3	4.00

The responses on core courses from the students are presented in a stacked bar chart representing the percentage of the frequencies in the following graph.

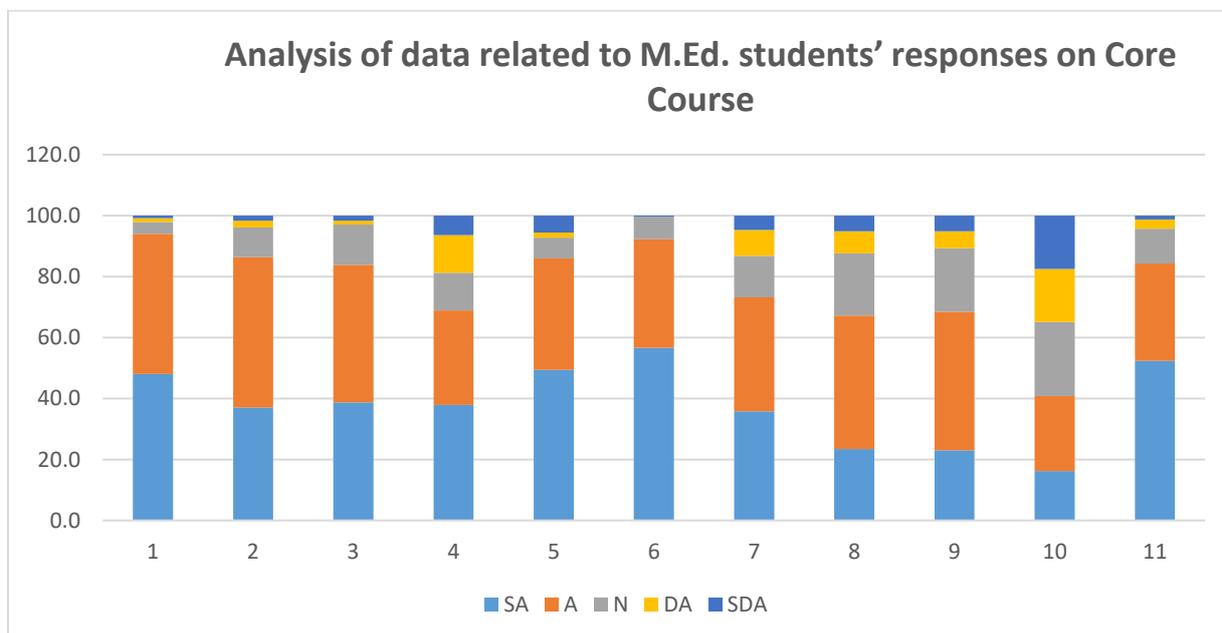


Figure 4.2.: M.Ed. Students Responses on Core Courses (Percentages)

- The survey findings reveal a consensus among respondents regarding the perceived efficacy of Core Courses in fostering a comprehensive understanding of diverse disciplines aligned with education. A substantial 48.1% expressed a strong agreement,

while 45.9% concurred, affirming that the Core Courses significantly contribute to students' comprehension of disciplines intersecting with the realm of education.

- A noteworthy 37% of respondents strongly agreed, with an additional 45.1% expressing agreement, highlighting the consensus on the curriculum's role in providing a theoretical foundation conducive to insightful analysis of contemporary educational concerns.
- A substantial 38.7% strongly agreed, while 31.1% agreed that the curriculum adequately reflects the directives outlined in national and state-level policies, showcasing a significant level of acknowledgment regarding the curriculum's responsiveness to overarching educational policies.
- The integration of Yoga and wellbeing within the curriculum garnered notable recognition from the respondents. The survey findings indicate that 37.9% strongly agreed, and an additional 31.1% agreed that the curriculum effectively incorporates these elements.
- 49.9% strongly agreed and 36.6% agreed that ICT and communication skill is one of the major component of the curriculum.
- A significant 56.6% of respondents strongly agreed, accompanied by 35.7% in agreement, indicating that Teacher Education courses are instrumental in fostering the requisite attitudes, values, and skills necessary to function effectively as a teacher educator.
- Regarding the incorporation of innovative practices in teaching and learning, a noteworthy 35.7% of respondents strongly agreed, with an additional 37.5% expressing agreement, signifying a consensus that innovative pedagogical approaches are actively utilized within the educational framework, contributing to an enriched learning experience.
- Addressing the nuanced domain of learning difficulties, a substantive 22.9% strongly agreed, complemented by 45.5% in agreement, indicating a collective recognition that the curriculum adequately addresses the challenges associated with learning difficulties.
- Conversely, opinions varied concerning the sufficiency of components within the M.Ed. curriculum to develop a proficient teacher educator. A notable 17.5% disagreed, 17.4% strongly disagreed, and 24.3% adopted a neutral stance, reflecting a diversity of

perspectives on the adequacy of the curriculum in fulfilling the requirements for cultivating effective teacher educators.

- A decisive majority of respondents expressed a consensus on the need for an updated M.Ed. curriculum, with 52.3% strongly agreeing and an additional 31.9% in agreement.

4.3.2. Findings from the qualitative data taken through the open ended questionnaire from the students on Core courses:

The qualitative data collected from the open-ended questionnaire revealed several major themes regarding students' perceptions of the current curriculum. These themes provide valuable insights into areas that require attention and potential revisions.

Theme 1: Logical Sequencing of Curriculum

A predominant concern among students is the lack of logical sequencing in the curriculum. Specifically, students highlighted the need for data analysis to be taught in the Research Methodology course before they are required to apply these skills in their dissertation projects. This indicates a gap in the progression of knowledge and skills, suggesting that the current curriculum does not adequately scaffold learning experiences to build upon previous knowledge in a coherent manner.

Theme 2: Avoiding Redundancy from B.Ed. Programme

Students expressed that content of the Core courses already covered in their Bachelor of Education (B.Ed.) program should not be repeated in the Master of Education (M.Ed.) program. Instead, they advocated for the inclusion of new topics that would expand their knowledge and skills beyond what they have already learned. This theme underscores the importance of curriculum differentiation between undergraduate and graduate programs to ensure advanced learning and avoid redundancy.

Theme 3: Curriculum Relevance and Alignment with National Education Policy 2020

There is a strong sentiment among students that the curriculum should be updated to reflect contemporary needs and align with the recommendations of the National Education Policy (NEP) 2020. This suggests a perceived disconnect between the current curriculum and the evolving educational landscape. Students believe that integrating NEP 2020 guidelines will make the curriculum more relevant and forward-thinking.

Theme 4: Emphasis on Information and Communication Technology (ICT)

Students stressed the importance of incorporating more ICT into the curriculum, not merely as a theoretical subject but with practical applications in teaching, organizational management, and research. This theme indicates a desire for hands-on experiences and a recognition of the critical role that ICT plays in modern education. Additionally, students recommended that teachers use innovative methods, including ICT, to enhance classroom engagement and learning outcomes.

Theme 5: Inclusion of Indian Knowledge Systems

There is a call for the inclusion of Indian Knowledge Systems as a part of Core courses in the M.Ed. curriculum. This theme reflects a growing interest in integrating indigenous knowledge and cultural heritage into the education system, promoting a more holistic and inclusive approach to learning.

Theme 6: Coverage of Latest Topics and UGC NET Exam Preparation

Students emphasized the need for the curriculum to cover the latest topics, particularly those relevant to the University Grants Commission National Eligibility Test (UGC NET) exam. They believe that a comprehensive and updated curriculum will better prepare them for this exam, which is crucial for their academic and professional advancement. This theme highlights the importance of aligning curriculum content with current academic and professional standards.

Theme 7: Enhanced Focus on Research Methodology and Statistics

Students identified a need for more time to be allocated to research methodology, especially the statistical component, which poses a significant challenge for those with an arts background. This theme points to a critical need for additional support and instruction in this area to ensure all students can competently conduct research.

Theme 8: Satisfaction with the Curriculum

Despite the various critiques, some students expressed satisfaction with the current curriculum. This indicates that while there are areas for improvement, there are also aspects of the curriculum that meet students' expectations and needs.

The themes emerging from the qualitative data through questionnaire for M.Ed. students reveals that students are seeking a curriculum that is logically sequenced, avoids redundancy,

aligns with contemporary educational policies, incorporates practical ICT skills, includes Indian Knowledge Systems, covers current and relevant topics, provides robust support in research methodology and statistics, and for some meets their educational needs satisfactorily. These insights provide a valuable foundation for curriculum developers to make informed revisions and enhancements.

4.3.3. Finding from the qualitative data collected through focus group discussions from the M.Ed. Students on Core Courses

The qualitative data from the focus group discussions with M.Ed. students revealed critical themes and insights about the Core courses in their curriculum. These verbatim responses provide a comprehensive understanding of the students' perspectives and highlight specific areas for potential curriculum improvement.

A predominant theme among the students is the need for the curriculum to be updated to reflect contemporary educational needs. One student succinctly expressed this sentiment by stating, *“Curriculum should be updated as per the contemporary needs.”* Another student reinforced this view, emphasizing that *“latest topics should be incorporated.”* These responses indicate a desire for the curriculum to include current and relevant content that prepares students for modern educational challenges and opportunities.

In addition to updating the curriculum to meet contemporary needs, some students expressed a desire for the curriculum to align with global standards. This perspective is captured in the statement, *“The curriculum should meet the global standards.”* This suggests that students are looking for an education that not only addresses local and national contexts but also equips them with knowledge and skills that are recognized and valued internationally.

Another significant theme that emerged is the concern regarding the quality and depth of assignments. Several students criticized the current nature of assignments, describing them as superficial and not conducive to deep learning. One student remarked, *“Assignments given are of copy-paste type; there is no in-depth learning through them.”* This highlights a critical issue where assignments are perceived as mere formalities rather than meaningful learning experiences.

Students also provided specific suggestions for improving assignments. One student emphasized, “*Assignments should be helpful in deepening our understanding about the topic.*” Another added, “*Assignments should be such that they help in assessing our understanding about a topic.*” These statements underline the need for assignments to be designed in a way that they facilitate deeper engagement with the material and effectively evaluate students' comprehension and critical thinking skills.

The interviews with M.Ed. students revealed a strong consensus on the necessity for curriculum updates to address contemporary needs and incorporate the latest topics. There is also a clear call for the curriculum to meet global standards, reflecting a desire for an education that is both relevant and internationally competitive. Furthermore, students expressed significant concerns about the quality and depth of assignments, advocating for tasks that promote deep learning and accurately assess their understanding. These findings provide valuable insights for curriculum developers aiming to enhance the theoretical courses within the M.Ed. program to better meet the needs and expectations of students.

4.3.4. Analysis of data related to Teachers educators’ responses on Core courses:

The following table represents the quantitative data collected through the questionnaire for Teacher Educators:

Table 4.6: Teachers educators’ responses on Core courses (Frequencies)

S.No.	Item	SA	A	N	DA	SDA	Mean
1	Theoretical Courses help in understanding the foundations of education.	21	13	0	0	0	4.62
2	The content taught in the theoretical courses are made relevant to the present context.	7	21	4	2	0	3.97
3	I try to develop interest among my students by employing varied methods of teaching.	23	10	1	0	0	4.65
4	The content taught sensitises the students about the current issues and challenges of education.	16	12	6	0	0	4.29
5	Gender Issues in Education are deliberated during the teaching learning process.	7	18	3	3	3	3.68
6	Education for marginalised groups of society is focussed during curriculum transaction.	5	18	7	4	0	3.71
7	ICT in education is offered as a part of curriculum.	20	8	4	2	0	4.35
8	Teacher Education acquaints students with the diversified teacher education at different:						

	i) Levels of education	17	13	4	0	0	4.38
	ii) Administrative structure.	15	14	4	1	0	4.26
9	Self-Development courses like Yoga in education are offered as a part of M.Ed. Curriculum.	21	8	3	2	0	4.41
10	Practicums (Seminar, conference, workshop, field-based activities) are well designed and implemented.	20	11	2	1	0	4.47
11	The content taught in Research Methodology is updated to cater the present research needs.	15	16	3	0	0	4.35
12	Practical exposure is given to the students so as to develop essential research skills.	18	12	3	1	0	4.38

The responses on core courses from the teacher educators are presented in a stacked bar chart representing the percentage of the frequencies in the following graph.

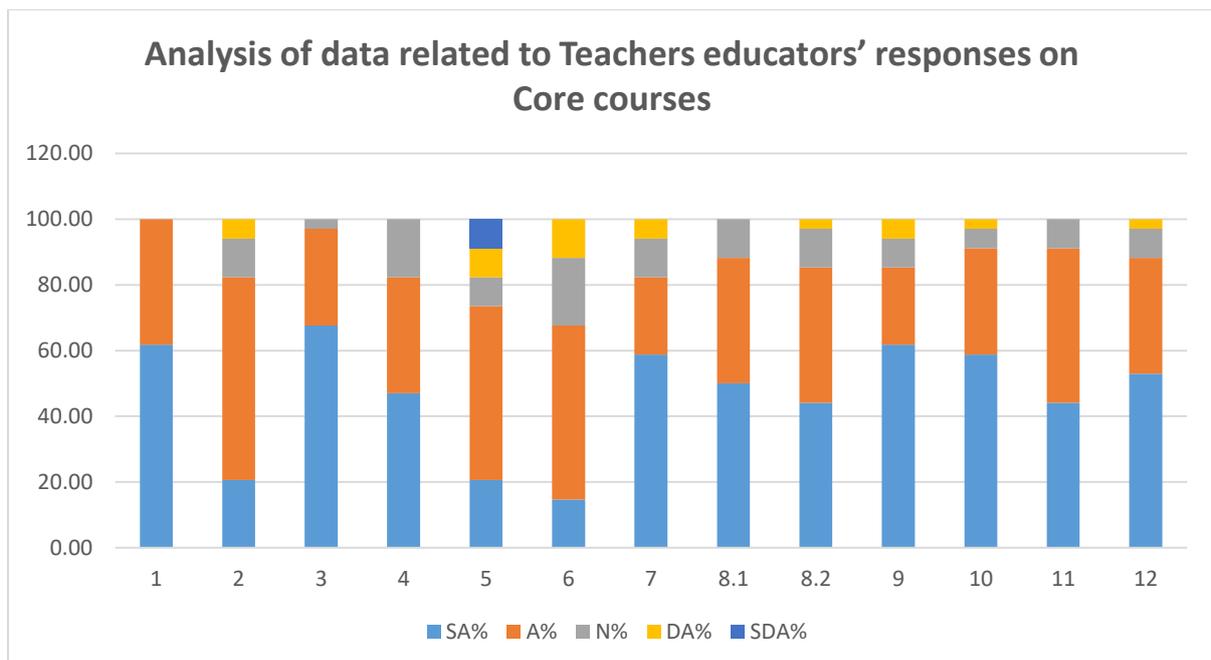


Figure 4.3: Teachers educators' responses on Core courses (Percentages)

- The survey findings indicate a strong consensus among teacher educators with 61.8% strongly agreeing and 38.2% agreeing on the importance of theoretical courses in understanding the foundations of education.

- It was found that 67.6% of teacher educators strongly agree and 29.4% agree that they endeavor to engage their students by utilizing diverse teaching methods.
- The survey findings reveal that 82.4% of teacher educators (47.1% strongly agreed and 35.3% agreed) believe that the content taught effectively sensitizes students to current issues and challenges in education.
- It was found that a majority of teacher educators acknowledge the inclusion of ICT in education within the curriculum, with 58.8% strongly agreeing and 23.5% agreeing.
- The survey findings reveal that 88.2% of teacher educators agree (50% strongly agree and 38.2% agree) that the Teacher Education program acquaints students with the diverse aspects of teacher education at various educational levels. Additionally, 85.3% of teacher educators agree (44.1% strongly agree and 41.2% agree) that the program familiarizes students with the administrative structure of education.
- The survey indicate that 85.3% of teacher educators agree (61.8% strongly agree and 23.5% agree) that self-development courses, such as Yoga in Education, are included in the M.Ed. curriculum.
- A significant majority of teacher educators, specifically 91.2% (58.8% strongly agreed and 32.4 agreed), concurred that practicums (including seminars, conferences, workshops, and field-based activities) are effectively designed and implemented.
- A significant percentage of teacher educators agree (52.9% strongly agree and 35.3% agree) that practical exposure is crucial for developing research skills among students.

4.3.5. Findings related to Core courses from the qualitative data taken through the open ended questionnaire from Teacher Educators:

The qualitative data collected from the open-ended questionnaire administered to M.Ed. teachers has unveiled several significant themes regarding the current curriculum and its alignment with the demands of the 21st century. These themes provide a comprehensive understanding of the teachers' perspectives and suggest areas for potential improvement in the curriculum.

Theme 1: Alignment with 21st Century Needs and National Education Policy 2020

A predominant theme among the M.Ed. teachers is the necessity for the curriculum to evolve in accordance with the requirements of the 21st century. Teachers strongly advocated for the curriculum to be updated based on the new National Education Policy (NEP) 2020. This recommendation underscores the need for a forward-looking

curriculum that incorporates contemporary educational philosophies, methodologies, and technologies to better prepare students for the modern educational landscape.

Theme 2: Inclusion of Practical Activities

Teachers emphasized the importance of integrating more practical activities into the curriculum. Given the extension of the M.Ed. program to two years, teachers believe that this additional time should be utilized effectively to enhance practical learning. This theme highlights the need for a balance between theoretical knowledge and hands-on experiences, ensuring that students can apply what they learn in real-world settings.

Theme 3: Enhanced Focus on Research Methodology

The teachers expressed a strong need for more workshops and practical sessions specifically tailored to the Research Methodology course. Despite students learning about various research designs and statistical techniques, there is a notable lack of confidence in their ability to analyze data and draw meaningful conclusions. Teachers recommended that more weightage should be given to research methodology within the curriculum, with a particular emphasis on practical exposure. This approach would help students overcome their apprehensions regarding statistical analysis and develop into competent researchers.

Theme 4: Guidance on Future Employability

Another significant theme is the necessity for guidance regarding future employability prospects for students. Teachers highlighted the importance of providing students with information and resources about potential career paths, helping them understand the diverse opportunities available post-graduation. This guidance would enable students to make informed decisions about their professional futures and better prepare them for the job market.

Theme 5: Addressing Teacher Shortage and Workload

Teachers also pointed out the critical issue of teacher shortages, which result in increased workloads and potential burnout. This theme calls for administrative attention to ensure that there are adequate faculty members to support the academic and professional needs of both students and faculty. Addressing this issue is essential for maintaining a high quality of education and preventing teacher burnout.

Theme 6: Sensitizing Students to Become Educational Leaders

The primary goal of the M.Ed. program, as highlighted by the teachers, is to prepare students to become effective teacher educators, curriculum designers, policy makers, and educational leaders. Teachers believe that the curriculum should be designed to sensitize and equip students with the skills and knowledge required to excel in these roles. This involves fostering a deep understanding of educational theories, practices, and leadership skills, ensuring that graduates are well-prepared to contribute meaningfully to the field of education.

In conclusion, the themes emerging from the qualitative data reflect the teachers' desire for a curriculum that is contemporary, practical, and aligned with the NEP 2020. There is a clear call for an increased focus on practical activities, enhanced research methodology training, and guidance on employability. Additionally, addressing teacher shortages and sensitizing students to become educational leaders are critical areas identified for improvement. These insights provide a valuable framework for curriculum developers to enhance the M.Ed. program, ensuring it meets the evolving needs of both students and educators.

4.3.6. Findings from the qualitative data collected through interviews from Teacher Educators:

The qualitative data gathered from interviews with teacher educators revealed several key themes and insights concerning the theoretical courses within the M.Ed. curriculum. The verbatim responses provided by the educators offer a rich and detailed understanding of their perspectives and suggestions for curriculum improvement.

A predominant finding from the interviews is the call for updating the theoretical curriculum to meet the demands of the 21st century. Teacher educators emphasized the need for the curriculum to reflect contemporary educational needs and advancements. One educator stated, “*Curriculum should be updated as per the needs of the 21st century*”, highlighting the necessity for modernizing the content to ensure it is relevant and effective for today's educational environment. Another educator reinforced this sentiment by asserting, “*Curriculum should be updated as per the vision of the National Education Policy 2020*”. This suggests a strong alignment with the NEP 2020, indicating that educators view the policy as a valuable framework for guiding curriculum updates.

Several teacher educators expressed concerns about redundancy within the curriculum, particularly the repetition of content already covered in the B.Ed. program. One educator noted, *“Instead of keeping components that are already studied in B.Ed., they should not be repeated in the M.Ed. Curriculum; in their place, latest topics can be incorporated.”* This underscores the importance of ensuring that the M.Ed. curriculum builds upon previous knowledge without redundancy and introduces new, advanced topics that enhance students' learning and professional development.

A significant theme that emerged from the interviews is the need for increased practical exposure within the theoretical courses. Many educators advocated for more hands-on experiences, as exemplified by the statement, *“Practical exposure should be increased, which helps the M.Ed. students get more exposure”*. This suggests that educators believe practical application is crucial for deepening students' understanding and preparing them for real-world educational challenges.

Regarding assessment, teacher educators expressed a preference for more holistic approaches rather than traditional methods. Several educators voiced their opinions on this matter, with one stating, *“Assessment should be done in a holistic way rather than just paper-pencil tests and some assignments”*. This indicates a desire for assessment strategies that encompass a broader range of student abilities and learning outcomes, moving beyond conventional exams and assignments to include more comprehensive evaluation methods.

4.4. Communication Skills, Expository and Academic Writing

Communication skills, expository and academic writing are designed to strengthen the M.Ed. students' abilities in key areas such as listening, conversing, speaking, presenting and articulating ideas clearly, both in groups settings and before the audience in academic setup. These skills are considered essential for professional in the field of education, as they are fundamental to effective teaching, leadership and scholarly discourse. The aim is to equip graduates with the competence to communicate complex ideas with clarity and confidence, which is a crucial expectation from educators across various roles. Following sub-sections describe the perceptions of M.Ed. students and the teacher educators about Communication skills, expository and academic writing component offered in the M.Ed. curriculum.

4.4.1. Analysis of Data Related to M.Ed. Students' Responses on Expository and Academic Writing:

The following table represents the quantitative data on Communication Skills, Expository and Academic Writing collected through the questionnaire for M.Ed. students:

Table 4.7: M.Ed. students' responses on Expository and Academic Writing (Frequencies)

S.No.	Item	SA	A	N	DA	SDA	Mean
1	Various workshops are conducted to familiarise students with different kind of writing styles (like Descriptive, Analytic, Persuasive, Critical etc.).	48	97	38	35	17	3.53
2	Students are oriented about the essential requirements of Expository and Academic writing.	66	101	43	14	11	3.84
3	Students are acquainted with different academic sources (Shodhganga, Shodhgangotri, E-Shodhsindhu, Proquest, JStor, Eric etc.)	132	71	22	6	4	4.37
4	Practical exposure is given to students on how to refer different academic sources.	47	87	44	35	22	3.43
5	Different citation styles (APA, Chicago, MLA etc.) are introduced to the students.	94	89	24	12	16	3.99
6	Demonstrations are given to the students on how to use different software applications used for citation (Like Mendley, Zotero etc.) and paraphrasing (Like Hemingway Editor, Grammarly etc.)	36	36	43	66	54	2.72
7	Practical exposure is given for developing competency in statistical packages for data analysis.	41	68	44	43	39	3.12
8	Students are trained how to write research papers.	87	78	25	16	29	3.76
9	Seminars are conducted for M.Ed. students to acquaint them with the culture of academic forums.	81	86	22	16	30	3.73
10	Students are given feedback to improve their communication skills while presenting their research work during seminars.	69	87	29	25	25	3.64
11	Students are familiarised with professional networks like Research Gate, Google Scholar etc. to disseminate their research work.	61	55	33	40	46	3.19
12	I use softwares (like Mendley, Zotero etc.) for citing the sources in my dissertation / research paper.	22	49	44	67	53	2.66
13	I use paraphrasing softwares (Like Hemingway Editor, Grammarly etc.) for my research work.	29	44	50	60	52	2.74

The responses on expository and academic writing from the students are presented in a stacked bar chart representing the percentage of the frequencies in the following graph.

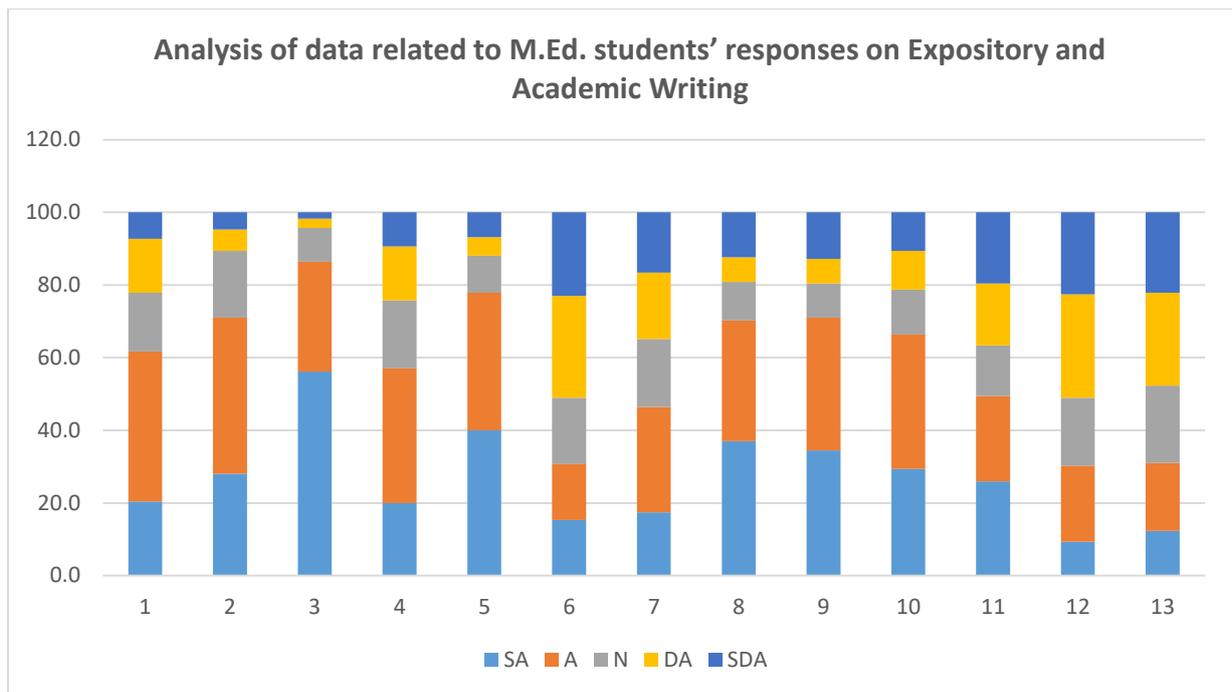


Figure 4.4: M.Ed. students' responses on Expository and Academic Writing (Percentage)

- A noteworthy 20.4% of respondents strongly agreed, and an additional 41.3% agreed that the curriculum incorporates workshops aimed at familiarizing students with diverse writing styles, encompassing Descriptive, Analytic, Persuasive, and Critical approaches.
- Regarding essential writing skills, 28.1% strongly agreed, and 42.9% agreed that students receive orientation on the crucial requirements of Expository and Academic writing, emphasizing the importance of foundational writing competencies.
- A substantial majority, with 56.2% strongly agreeing and 30.2% in agreement, attested to the inclusion of content familiarizing students with a spectrum of academic sources, including Shodhganga, Shodhgangotri, E-Shodhsindhu, Proquest, JStor, Eric, and others.
- Respondents acknowledged the provision of practical exposure, with 20% strongly agreeing and 37% agreeing that students are guided on referencing different academic sources, underscoring the commitment to hands-on learning.
- An impressive 40% strongly agreed, and 37.9% agreed that the curriculum introduces students to various citation styles such as APA, Chicago, and MLA, reflecting a comprehensive approach to academic writing conventions.

- There is a divergence of opinions on whether demonstrations are provided for using software applications like Mendley and Zotero for citation, with 28.1% disagreeing and 23% strongly disagreeing, suggesting an area for potential enhancement in instructional strategies.
- Responses indicated mixed views, with 17.4% strongly agreeing, 28.9% agreeing, and 18.7% remaining neutral regarding the provision of practical exposure for developing competency in statistical packages for data analysis.
- A significant 37% strongly agreed, and 33.2% agreed that students receive training on how to write research papers, highlighting a commitment to honing essential research and writing skills.
- The curriculum's emphasis on academic forums is apparent, as 34.5% strongly agreed, and 36.6% agreed that seminars are conducted for M.Ed. students. Additionally, 29.4% strongly agreed, and 37% agreed that students receive constructive feedback to enhance their communication skills during research presentations.
- Approximately 26% strongly agreed, and 23.4% agreed that students are familiarized with professional networks like Research Gate and Google Scholar, underscoring the importance of leveraging such platforms for disseminating research work.
- There were varied perspectives on the use of citation software (e.g., Mendley, Zotero), with 28.5% disagreeing, 22.6% strongly disagreeing, and 18.7% remaining neutral. Similarly, opinions diverged on the use of paraphrasing software (e.g., Hemingway Editor, Grammarly), with 25.5% disagreeing, 22.1% strongly disagreeing, and 21.3% remaining neutral, highlighting potential considerations for improving the integration of such tools into the curriculum.

4.4.2. Findings from the qualitative data taken through the open ended questionnaire from the students on Expository and Academic Writing:

The qualitative data collected from Master of Education (M.Ed.) students through open-ended questionnaires yielded several significant themes regarding the enhancement of academic writing skills. Each theme reflects specific insights and recommendations provided by the participants, highlighting their perspectives on how educational institutions can better support and facilitate effective academic writing among students.

Theme 1: Orientation about Different Expository and Academic Writing Styles

Participants emphasized the importance of receiving comprehensive orientation about various expository and academic writing styles. They highlighted the need for educational institutions to provide structured guidance that covers the fundamentals of different writing conventions, including scholarly formats such as APA, MLA, and Chicago styles. This orientation is viewed as essential for ensuring that students understand the expectations and standards of academic writing, thereby enabling them to communicate their ideas effectively within scholarly contexts.

Theme 2: Practical Exposure and Rigorous Drill

Another significant theme that emerged was the necessity for practical exposure and rigorous drills to understand and master academic writing styles used in research papers and articles. Participants stressed the value of hands-on experiences that simulate real-world writing tasks. They suggested that organizing regular workshops focused on practical exercises would be beneficial. These workshops are seen as opportunities for students to practice writing, receive constructive feedback, and refine their skills under guided supervision. Such practical exposure is crucial for developing proficiency and confidence in academic writing.

Theme 3: Practical Knowledge of Software Tools

Participants expressed a need for acquiring practical knowledge of various software tools that are instrumental in academic writing processes. They identified tools for writing, formatting, citation management, and data analysis as particularly useful. Proficiency in these tools was viewed as essential for enhancing efficiency, accuracy, and organization in academic writing tasks. Participants emphasized the importance of integrating training on these software tools into the curriculum to equip students with the technical skills necessary for successful academic writing.

Theme 4: Seminars as Meaningful Learning Experiences

The theme related to seminars highlighted the desire for these events to be more than mere formalities. Participants advocated for seminars that provide meaningful learning experiences, including opportunities for active participation and engagement. They stressed the importance of receiving proper feedback during seminars to improve presentation skills and academic discourse. Additionally, participants suggested that all

students should have the chance to take on roles such as Chairperson and presenter. This participatory approach is seen as fostering confidence, leadership skills, and a deeper understanding of academic discourse among students.

Theme 5: Guidance for Publication of Research Work

Lastly, participants underscored the importance of receiving comprehensive guidance for the publication of research work. They expressed a desire for mentorship and support in navigating the process of manuscript preparation, submission, peer review, and publication. Participants emphasized the need for institutions to provide clear and accessible guidance on scholarly publishing practices, ensuring that students are equipped to disseminate their research findings effectively and contribute to their academic fields.

The themes identified from the qualitative data highlight the multifaceted approaches necessary for enhancing academic writing skills among M.Ed. students. These themes encompass foundational orientation in writing styles, practical training through workshops and drills, proficiency in relevant software tools, meaningful seminar experiences, and comprehensive guidance for scholarly publication. Addressing these themes is crucial for equipping students with the necessary skills, knowledge, and confidence to excel in academic writing and make meaningful contributions to their respective fields of study.

4.4.3. Finding from the qualitative data collected through focus group discussions from the M.Ed. Students on Expository and Academic writing and Communication skills:

The focus group discussions with Master of Education (M.Ed.) students provided valuable insights into their perspectives on expository and academic writing, as well as communication skills. The findings can be summarized as follows:

Participants highlighted the importance of receiving comprehensive orientation about various expository and academic writing styles. They emphasized the need for structured guidance to understand and apply different writing conventions effectively. Multiple students expressed this sentiment, with one stating, *“Proper orientation about various academic writing styles will be very helpful.”*

There was a consensus among students regarding the benefits of practical sessions and workshops focused on academic writing. They recognized these activities as essential for developing the skills required for writing research papers and articles. One student emphasized, *“Practical sessions like workshops for academic writing will be very helpful in developing needed skills.”*

Students acknowledged the role of seminars in enhancing their presentation and communication skills. They emphasized the importance of receiving constructive feedback to improve their abilities. A participant reported, *“Seminars for M.Ed. students are organized to develop presentation and communication skills. Proper feedback in terms of do’s and don’ts would be very helpful.”*

Participants advocated for inclusivity in seminar activities, suggesting that *“rotating roles such as Chairperson and presenter among all students could boost confidence and provide valuable learning experiences.”* They believed that this approach would contribute to a supportive and collaborative learning environment.

Students expressed a clear need for guidance in the process of publishing research papers. They indicated a desire for support and mentorship to navigate the complexities of manuscript preparation, submission, and publication. One student noted, *“Guidance for paper publication is also needed.”*

The findings from the focus group discussions underscored the importance of structured orientation in academic writing styles, the effectiveness of practical workshops, the value of seminars with constructive feedback, the benefits of inclusive learning experiences through rotating roles, and the necessity of guidance for paper publication. These insights provide essential considerations for enhancing the educational experiences of M.Ed. students, ensuring they are equipped with the necessary skills.

4.4.4. Analysis of data related to Teachers educators’ responses on Expository and Academic writing and Communication skills:

The following table describes the findings related to the Communication skills, Expository and Academic Writing Skills based on quantitative data collected through the questionnaire for Teacher Educators:

Table 4.8: Teachers educators' responses on Expository and Academic writing and Communication skills (Frequencies)

S.No.	Item	SA	A	N	DA	SDA	Mean
1	Various workshops are conducted to familiarise students with different kind of writing styles.	5	16	8	5	0	3.62
2	Oriented students about the essential requirements of:						
	i) Expository writing	14	17	1	2	0	4.26
	ii) Academic writing.	14	18	1	1	0	4.32
3	Acquaint students with different academic sources and with how to refer them.	11	16	6	1	0	4.09
4	Introduce students with different citation style.	14	15	5	0	0	4.26
5	Train students how to use different software applications used for citation (Like Mendley, Zotero etc.) and paraphrasing (Hemingway Editor, Grammarly etc.)	10	8	12	3	1	3.68
6	Practical exposure is given to the students for different statistical packages used for data analysis.	9	14	8	1	2	3.79
7	Train students on how to write research papers.	17	12	4	0	1	4.29
8	Seminars are conducted to acquaint students with the culture of academic forums.	12	16	4	2	0	4.12
9	Feedback is given to improve the communication skills of students while presenting their research work during seminars.	16	14	3	1	0	4.32
10	Familiarised students with professional networks like Research Gate, Google Scholar etc. to disseminate their research work.	12	15	6	1	0	4.12
11	Students are sensitized about the importance of research ethics.	15	17	2	0	0	4.38
12	Students are trained for using plagiarism detection tools like Turnitin, Urkund etc.	8	12	8	6	0	3.65

The responses on expository and academic writing from the teachers' educators are presented in a stacked bar chart representing the percentage of the frequencies in the following graph.

Figure 4.5: Teachers educators' responses on Expository and Academic writing and Communication skills (Percentages)

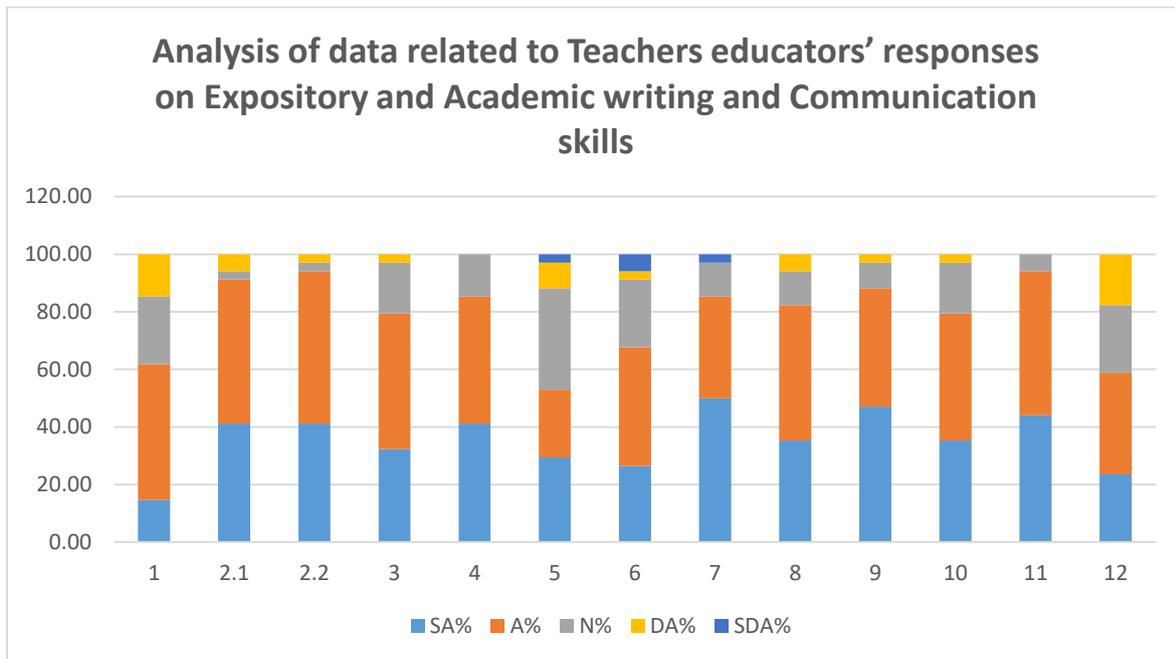


Figure 4.5.: Teacher Educators' responses on Expository and Academic Writing (Percentage)

Findings from the Teacher Educators' survey related to Communication Skills, Expository Writing, and Academic Writing revealed that:

- 61.8% of teacher educators agreed that workshops are conducted to familiarize students with various writing styles, while 23.5% remained neutral.
- 85.3% of teacher educators agreed that students are introduced to different citation styles. However, only 52.9% agreed that students are trained to use software applications for citation management (such as Mendeley, Zotero) and paraphrasing tools (like Hemingway Editor, Grammarly), with 35.3% remaining neutral.
- 67.7% of teacher educators agreed that students receive practical exposure to different statistical packages used for data analysis, while 23.5% remained neutral.
- 88.3% of teacher educators agreed that students receive feedback to improve their communication skills when presenting their research during seminars.

- 79.4% of teacher educators agreed that students are familiarized with professional networks like ResearchGate and Google Scholar to disseminate their research work, with 17.6% remaining neutral.
- 58.8% of teacher educators agreed that students are trained to use plagiarism detection tools such as Turnitin and Urkund, while 17.6% disagreed and 23.5% remained neutral.

4.4.5. Findings related to Communication skills, Expository and Academic Writing from the qualitative data taken through the open ended questionnaire from Teacher Educators

The qualitative analysis of data regarding challenges faced by teacher educators in teaching Expository and Academic writing among Master of Education (M.Ed.) students revealed several prominent themes, each reflecting significant obstacles and proposed solutions:

Theme 1: Initial Exposure and Effort in Learning Expository and Academic Writing:

Teacher educators identified the initial introduction of Expository and Academic writing to M.Ed. students as a substantial challenge. They noted that many students encounter these writing styles for the first time, requiring considerable effort and guidance to grasp the concepts effectively. Educators highlighted the necessity for more structured orientation and foundational training in various writing conventions.

Theme 2: Lack of Command on Language Skills

A pervasive challenge noted by the teacher educators was the insufficient command of language skills among M.Ed. students, which is crucial for proficient academic writing. They highlighted issues such as grammar, vocabulary, and sentence structure, which can hinder clarity and coherence in written work. Addressing these language deficiencies was seen as essential for enhancing the quality of academic writing outputs.

Theme 3: Limited Practice Opportunities Due to Busy Schedules

Teacher educators expressed concerns about the lack of rigorous practice in academic writing, often attributed to the busy schedules of M.Ed. students. They noted that academic demands and professional commitments sometimes restrict students'

opportunities for dedicated writing practice. This challenge impedes the development of fluency and proficiency in academic writing styles.

4.4.6 Suggestions by teacher educators for Improvement in Communication skills, Expository and Academic Writing:

In response to these challenges, teacher educators offered several recommendations to enhance the teaching and learning of Expository and Academic writing among M.Ed. students:

Theme 1: Regular Workshops

Teacher educators emphasized the importance of organizing regular workshops focused on academic writing. These workshops would provide structured opportunities for students to practice writing skills, receive guidance, and engage in hands-on activities.

Theme 2: Practice and Monitoring

They suggested implementing a system of consistent practice exercises and assignments to reinforce learning and improve writing proficiency. Regular monitoring of students' progress would help identify areas needing improvement and provide timely interventions.

Theme 3: Feedback Mechanisms

Teacher educators highlighted the critical role of constructive feedback in student learning. They proposed establishing clear feedback mechanisms that focus on both strengths and areas for improvement in academic writing. This approach aims to guide the M.Ed. students towards refining their writing skills effectively.

In conclusion, the qualitative data analysis highlighted significant challenges faced by teacher educators in teaching Expository and Academic writing to M.Ed. students, including initial learning efforts, language proficiency issues, and limited practice opportunities. The recommendations put forth by educators, such as regular workshops, practice exercises, and feedback mechanisms, offer practical strategies to overcome these challenges and enhance the academic writing skills of M.Ed. students effectively. Addressing these themes is crucial for preparing students to communicate effectively within scholarly contexts and contribute meaningfully to their fields of study.

4.4.7. Finding related to Communication skills, Expository and Academic Writing from the qualitative data collected through interviews from Teacher Educators:

The findings from interviews with teacher educators regarding theoretical courses, specifically related to expository and academic writing, reveal significant insights into challenges and observations within educational institutions:

Teacher educators highlighted that many students encounter expository and academic writing styles for the first time during their M.Ed. studies. This initial exposure often leads to ambiguity and requires substantial effort from educators to clarify concepts and guide students effectively. A common sentiment expressed by educators was summarized as, *“Students learn about expository and academic writing for the first time which initially causes a lot of ambiguity in them and so it needs a lot of efforts on the part of teacher educators.”*

Some institutions faced challenges due to shortages of staff, which affected the scheduling and organization of sessions dedicated to communication skills, expository writing, and academic writing. Teacher educators noted that these essential components of the curriculum could not always be structured and delivered as ideally planned, impacting the depth and quality of instruction. This observation reflects the broader systemic challenges faced by educational institutions in resource management and curriculum implementation.

Despite concerns over students’ command of language, educators observed that motivated students often view presentations and seminars as opportunities to overcome stage fear and improve their communication skills. This perspective highlights the resilience and adaptability of students when provided with supportive environments and encouragement. As one educator noted, *“Though students lack command on language, but when motivated by their teachers they also take presentations and seminars as an opportunity to overcome their stage fear.”*

These findings highlight the complex dynamics involved in teaching theoretical courses, particularly those related to expository and academic writing, within M.Ed. programs. They highlight the need for dedicated efforts to support students' initial understanding of writing styles, address institutional challenges such as staff shortages impacting curriculum delivery, and recognize the transformative potential of experiential learning opportunities like presentations and seminars. Addressing these findings can inform

strategies to enhance educational outcomes and support the holistic development of M.Ed. students in academic and professional contexts.

4.5. Specialization Course

The objective behind specialization area is to design a programme that prepares teacher educators with a deep understanding of a specific school stage, such as elementary, secondary or senior secondary education. Additionally, these prospective teacher educators will specialize in key areas, including curriculum, pedagogy, and assessment; policy, planning and economics; administration and leadership and inclusive education among others. In alignment with this goal, the specialization component of the curriculum has been structured accordingly. The table below outlines the specialization areas offered in the M.Ed. programmes across various public universities in the state of Gujarat. The number mentioned in the brackets represents the credits allotted:

Table 4.9: Specialized Courses in the M.Ed. Programme

Specialization Area	SPECIALIZATION COURSES									
	Curriculum Framework for two year M.Ed. (Credit) NCTE (2014)	University 1	University 2	University 3	University 4	University 5	University 6	University 7	University 8	University 9
Elementary Education	Institutions Systems and Structure at school stage level	ECCE and Elementary Education Core I (4)	Elementary Level: Institutional Planning and Management (4)	Foundational and Preparatory Stage in Education (4)	Childhood Education	Specialization at Elementary Level (4) Or Specialization at Pre-school (4)	System of Elementary Education in India (4)	Specialization Course in Elementary Education I (4)	Specialized Core in Elementary Education I (4)	System, Structure and Issues in Elementary Education (4)
	Stage specific status, issues and concerns	ECCE and Elementary Education Core II (4)	Elementary Level: Issues and Trends in Education (4)		Any two from: Issues and Challenges in primary Education (4)	Any Three from: Curriculum Pedagogy and Assessment (4) Educational Policy Economics and Planning (4) Educational Management,		Specialization Course in Elementary Education II (4)	Specialized Core in Elementary Education II (4)	
	Stage specific general course on curriculum,	Language Education / Mathematics	<u>Elective Specialization Group I:</u>							Any Three of the following:

	pedagogy and assessment (focusing on policy and practice)	Education / Science Education / Social Science Education (Elective Specialization) (4)	(Educational Guidance, Educational Counselling, Psychological Testing in Guidance)		Pedagogy of Curriculum in Primary Education (4) Educational Management and Organization in Primary Education (4)	Leadership and Administration (4) Educational and Vocational Guidance (4) Methods of Statistics in Education (4) Psychological Testing (4) Value Education and Human Rights (4) Environmental Education (4) Distance Education (4) Language Education (4) Science Education (4) Mathematics Education (4) Guidance and Counselling (4)			Educational Management, Administration and Leadership (4) Guidance Counselling and Inclusive Education (4) Educational Technology (4) Special Education (4) Measurement and Evaluation (4)	in Elementary Education (4)
	Education Policy, Economics and Planning		Or							Select any one of the following: (Pedagogy and Assessment, educational Management and Leadership, Inclusive Education, Educational policy and Policy Research, Educational Finance in India) (4)
	Education Management, Administration and Leadership		<u>Elective Specialization Group 2:</u> (Fundamentals of Educational Technology, Information Communication & Educational Technology, New Education Policy and Educational Technology) Guidance)							
	Inclusive Education	Education of Children with Diverse Needs (Elective Specialization) (4)	Information Communication & Educational Technology, New Education Policy and Educational Technology) Guidance)							
	Education technology/ ICT	Educational Technology (Elective Specialization) (4)	Or							
	Other Theme Based Areas based on Institutional strengths		<u>Elective Specialization Group 3:</u> (Curriculum Designing and Development, Educational Pedagogy, Assessment of Learning)					Contemporary Elementary Teacher Education in India (4)		Any one of the following: (ICT in Education, Educational Administration and Leadership, Guidance and Counselling, Value Education and Huma Rights, Planning in Education) (4)

Secondary Education	Institutions Systems and Structure at school stage level	Secondary and Higher Secondary Education Core I (4)	Secondary Level: Institutional Planning and Management	Middle and Secondary Stage in Education / Higher Education (4)	Higher Education	Specialization at Secondary and Senior Secondary Level (4)	Secondary Education in India and Policy Perspectives	Specialization Course in Secondary and Higher Secondary Education I (4)	Specialized Core in Secondary and Higher Secondary Education I (4)	System, Structure and Issues in Secondary Education (4)
	Stage specific status, issues and concerns	Secondary and Higher Secondary Education Core II (4)	Secondary Level: Issues and Trends in Education		Any two from: Issues and Challenges in Secondary Education (4)	Any Three from: Curriculum Pedagogy and Assessment (4) Educational Policy Economics and Planning (4) Educational Management, Leadership and Administration (4) Educational and Vocational Guidance (4) Methods of Statistics in Education (4) Psychological Testing (4) Value Education and Human Rights (4) Environmental Education (4) Distance Education (4) Language Education (4) Science Education (4) Mathematics Education (4) Guidance and Counselling (4)		Specialization Course in Secondary and Higher Secondary Education II (4)	Secondary and Higher Secondary Education II (4)	
	Stage specific general course on curriculum, pedagogy and assessment (focusing on policy and practice)	Language Education / Mathematics Education / Science Education / Social Science Education (Elective Specialization) (4)	<u>Elective Specialization Group 1:</u> (Educational Guidance, Educational Counselling, Psychological Testing in <u>Guidance</u>) <u>Elective Specialization Group 2:</u> (Fundamentals of Educational Technology, Information Communication & Educational		Pedagogy of Curriculum in Secondary Education (4) Educational Management and Organization in Secondary Education (4)			Curriculum and Assessment in Secondary Education (4)	Any Three of the following: Educational Management, Administration and Leadership (4) Guidance Counselling and Inclusive Education (4) Educational Technology (4) Special Education (4) Measurement and Evaluation (4)	Curriculum Management and Pedagogy in Secondary Education (4)
	Education Policy, Economics and Planning		Technology, Information Communication & Educational							Select any one of the following: (Pedagogy and Assessment, educational Management and Leadership, Inclusive Education, Educational policy and Policy Research, Educational
	Education Management, Administration and Leadership		Technology, New Education Policy and Educational Technology) <u>Guidance</u>)							
	Inclusive Education	Education of Children with Diverse Needs (Elective Specialization) (4)	Technology, New Education Policy and Educational Technology) <u>Guidance</u>)							
	Education technology/ ICT	Educational Technology (Elective	<u>Elective Specialization Group 3:</u>							

		Specialization) (4)	(Curriculum Designing and Development, Educational Pedagogy, Assessment of Learning)							Finance in India) (4)
	Other Theme Based Areas based on Institutional strengths						Contemporary Secondary Teacher Education in India (4)			Any one of the following: (ICT in Education, Educational Administration and Leadership, Guidance and Counselling, Value Education and Huma Rights, Planning in Education) (4)

The analysis of the M.Ed. curriculum revealed that, while the specialization courses are well-conceived and theoretically robust, practical challenges hinder their full implementation. Specifically, discussions with department heads across various universities indicated that specialization in elementary education, despite being included in the curriculum, is not currently offered in any institution. The primary reason cited for this is a significant shortage of faculty to teach the specialized courses in elementary education. Additionally, it was found that very few students enrolling in the M.Ed. programme possess a prior degree or background in elementary education, further limiting the demand and feasibility of offering this specialization. This gap in both faculty resources and student preparedness highlights a critical area that requires attention for the successful execution of the intended objectives of the M.Ed. curriculum.

4.6. Internship

The organization of the internship is intended to offer M.Ed. students meaningful opportunities to observe and participate in key educational activities while interacting with practitioners in real-world settings. This component allows M.Ed. students to actively engage with educational practices, gain first hand experiences in various aspects of curriculum development, pedagogy and institutional functioning. This practical exposure intent to allows students to apply theoretical knowledge to actual educational scenarios, enhancing their understanding of the complexities involved in teaching, learning and educational management. The following table describes the internship component offered in various public universities of Gujarat:

Table 4.10: Internship Component of the M.Ed. Programme in the Various Universities

S. No.	Name of University	First Internship Activities	Second Internship Activities
1	University 1	Semester 2: Internship in Schools Credit: 4 Credits Duration: 4 weeks Activity: Attachment with Elementary / Secondary and Higher Secondary schools	Semester 3: Internship in Teacher Education Institutions Credit: 4 Credits Duration: 4 weeks Activity: Associated as interns in Teacher Education Institutions at secondary level.
2	University 2	Semester 2: Internship in Teacher Education / Post Basic Institution Credit: 4 Credits Duration: 20 days	Semester 3: Internship in Teacher Education / Post Basic Institution Credit: 4 Credits Duration: 20 days
3	University 3	Semester 2: Internship in Teacher Education / Post Basic Institution Credit: 2 Credits Duration: 4 weeks Activity: Supervising Microteaching / Simulation Lessons of B.Ed. students; Visit to an agency of Curriculum development/ textbook board/	Semester 3: Internship in Teacher Education / Post Basic Institution Credit: 2 Credits Duration: 4 weeks Activity: Associated as interns in Teacher Education Institutions

		DIT/ GCERT/ Teacher Education Institution	
4	University 4	Semester 2: Visit to Special School; Internship (two weeks) Credit: 1+2	Semester 4: Visit to Inflibnet, Central Library, Resource Centres; Visit to Educational Institute Credit: 1+1
5	University 5	Semester 2: Internship in Teacher Education Institution Credit: 4 Credits Duration: 3 weeks	Semester 3: Internship related to Specialization- NCTE/ NCERT/ NIEPA/ UGC/ SCERT/ SITE/ Textbook development Beauru etc. Credit: 4 Credits
6	University 6	Semester 2: Internship in Teacher Education Institution Credit: 4 Credits Duration: 15 days	Semester 3: Internship related to Specialization in School Credit: 2 Credits Duration: 15 days
7	University 7	Semester 2: Internship in Teacher Education Institution Credit: 2 Credits Duration: 4 weeks	Semester 3: Internship in Teacher Education Institution Credit: 4 Credits Duration: 15 days Semester 4: Visit to Educational Institution (1Credit)
8	University 8	Semester 3: Internship in Teacher Education Institution Credit: 4 Credits Duration: 4 weeks	Semester 4: Internship in Schools/ DIETs/ CTEs/ IASEs Credit: 4 Credits Duration: 4 weeks
9	University 9	Semester 3: Internship in Teacher Education Institution Credit: 4 Credits Duration: 4 weeks	Semester 4: Internship related to specialization Credit: 4 Credits Duration: 4 weeks

The perceptions of M.Ed. students and teacher educators on this component are described as under:

4.6.1. Analysis of data related to M.Ed. Students responses on Internship programme:

Quantitative data collected through the questionnaire for M.Ed. students about their opinions on Internship programme:

Table 4.11: M.Ed. Students Responses on Internship Programme (Frequencies)

S.No.	Item	SA	A	N	DA	SDA	Mean
1	Internship is conceptualized into two parts.	123	65	3	14	30	4.01
2	In one phase of the internship, students are interned in a teacher education institution.	162	61	5	1	6	4.58
3	In the other phase of internship, students are associated with a field site relevant to the area of specialisation.	65	65	39	39	27	3.43
4	Duration of both the internships is not less than three to four weeks.	84	79	22	7	43	3.66
5	Students are oriented before the internship.	135	67	12	5	16	4.28
6	Internship helps in realistically understanding the roles and functions expected of them by observation during their internship period.	174	42	16	2	1	4.64
7	Students are engaged in various activities in the interning institute.	152	66	11	4	2	4.54
8	Going to the different institutions for internship is very inconvenient.	75	65	34	37	24	3.55
9	Teaching the B.Ed. students is a part of internship.	169	55	7	3	1	4.65
10	Appropriate feedback is given by the teachers of the interning institution.	128	79	17	9	2	4.37
11	Performance of students during their internship is assessed by the M.Ed. teachers of my institution.	89	74	25	17	30	3.74
12	Teachers of our institution visit the interning institution regularly during internship.	59	82	34	30	30	3.47
13	Lot of challenges are faced in working with the interning institution.	74	65	39	40	17	3.59
14	Teachers help to solve the problems faced during the internship.	99	90	25	13	8	4.10
15	Duration of the Internship is not sufficient.	69	60	53	33	20	3.53

The responses on internship programme from the students are presented in a stacked bar chart representing the percentage of the frequencies in the following graph.

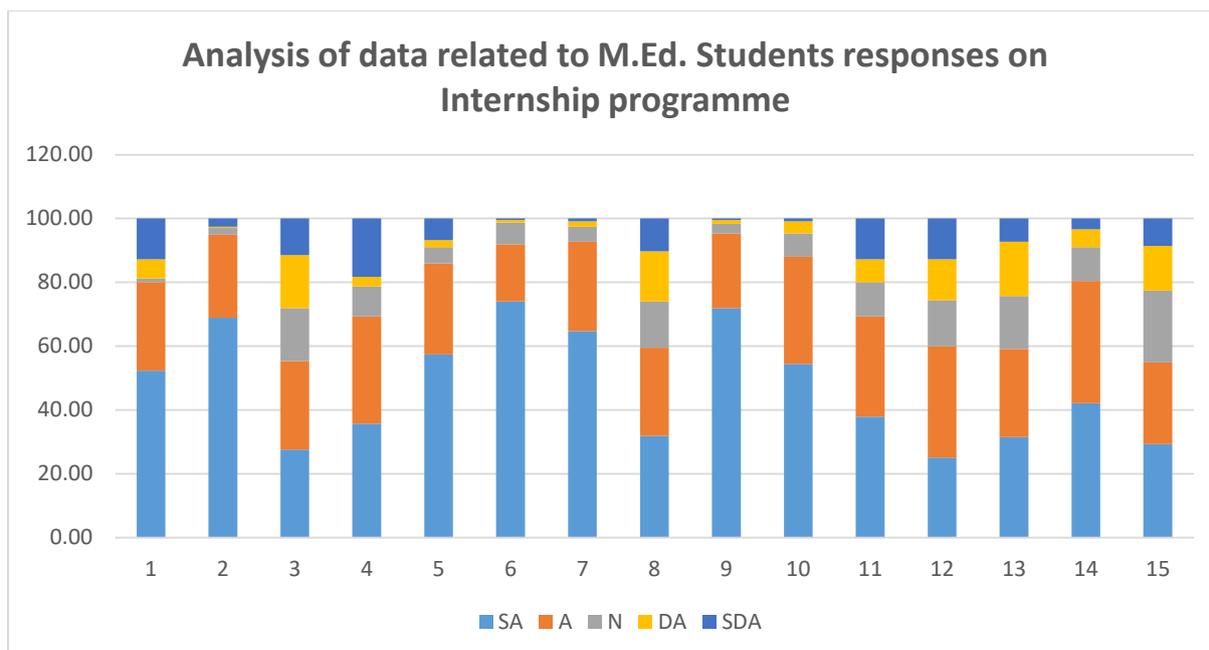


Figure 4.6: M.Ed. Students Responses on Internship Programme (Percentages)

The following research findings elucidate the perspectives of M.Ed. students regarding various facets of their internship experiences, presenting nuanced insights:

- With regards to the conceptualization of internship into two parts, a significant proportion of students strongly agreed (52.3%), followed by 27.7% who agreed, 1.3% who remained neutral, 6% who disagreed, and 12.8% who strongly disagreed.
- Notably, 68.9% of students strongly agreed, and an additional 26% agreed that their internship transpired within a teacher education institution during the M.Ed. Programme. Conversely, 0.4% disagreed, 2.6% strongly disagreed, and 2.1% students maintained a neutral stance on this matter. 27.7% Strongly agreed, 27.7 Agreed, 16.6% Disagreed, 11.4% Strongly Disagreed while 16.6% responded neutral that their institution associated the M.Ed. students with a field site relevant to the area of specialization.
- A diverse range of opinions emerged, with 27.7% strongly agreeing, 27.7% agreeing, 16.6% disagreeing, 11.4% strongly disagreeing, and 16.6% remaining neutral regarding the association of M.Ed. students with a field site relevant to their area of specialization for internship.

- Concerning the duration of the internship, 35.7% strongly agreed, and 33.6% agreed that the duration of both internships is not less than three to four weeks. Conversely, 3% disagreed, 18.3% strongly disagreed, and 9.4% remained neutral on this matter.
- A substantial majority, comprising 57.4% who strongly agreed and 28.5% who agreed, attested to being adequately oriented before their internship. Conversely, 5.1% expressed neutrality, while 2.1% disagreed, and 6.8% strongly disagreed with the notion of pre-internship orientation.
- The majority of 74% strongly agreed, accompanied by 17.9% in agreement, asserted that the internship significantly contributed to their realistic understanding of the roles and functions expected of them by observation during the internship period. A minor proportion responded neutrally (6.8%), while 0.9% disagreed, and 0.4% strongly disagreed.
- Concerning engagement, 64.7% strongly agreed, 28.1% agreed, 4.7% responded neutrally, and 1.7% disagreed, with 0.9% of students strongly disagreeing that they were involved in various activities during their internship at the institution. Opinions varied regarding the inconvenience of going to the institutions for internship purposes, with 31.9% strongly agreeing, 27.7% agreeing, 14.5% responding neutrally, 15.7% disagreeing, and 10.2% strongly disagreeing with this notion.
- A substantial consensus of 71.9% strongly agreed, and 23.4% agreed that teaching B.Ed. students was an integral part of their internship. Meanwhile, 3% responded neutrally, 1.3% disagreed, and 0.4% strongly disagreed.
- A majority, comprising 54.5% who strongly agreed and 33.6% who agreed, acknowledged the receipt of appropriate feedback from teachers at the interning institution. Conversely, 3.8% disagreed, 0.9% strongly disagreed, and 7.2% responded neutrally.
- A spectrum of opinions surfaced, with 37.9% strongly agreeing, 31.5% agreeing, 10.6% responding neutrally, 7.2% disagreeing, and 12.8% strongly disagreeing that the performance of students during the internship was assessed by their M.Ed. teachers.
- Regarding the regular of visits by M.Ed. teachers to the interning institution, the opinions of the respondents were diverse, with 25.1% strongly agreeing, 34.9% agreeing, 14.5% responding neutrally, 12.8% disagreeing, and 12.8% strongly disagreeing.

- Reflecting on challenges encountered, 31.5% of M.Ed. students strongly agreed, 27.7% agreed, 16.6% responded neutrally, 17% disagreed, and 7.2% strongly disagreed that they faced a multitude of challenges during their internship.
- 42.1% strongly agreed, 38.3% Agreed that the problems faced by them during the internship were resolved by their M.Ed. Teachers, while, 5.5% disagreed and 3.4% strongly disagreed and 10.6% responded neutral.
- 29.4% strongly agreed, 25.5% Agreed that the duration of the internship was not sufficient on the contrary 14% disagreed and 8.5% strongly disagreed to it and 22.6% responded neutral.

4.6.2. Qualitative data from the M.Ed. students regarding the internship component

The qualitative data collected from M.Ed. students through open-ended questionnaires highlighted many significant themes. Following are the critical themes regarding the challenges they faced by M.Ed. students during their Internship program:

Theme 1: Need of Proper Orientation

A prominent issue identified by the M.Ed. students was the lack of proper orientation before the commencement of their internships. Many students reported that they were not adequately informed about their roles and responsibilities. This lack of initial guidance resulted in confusion and uncertainty, hindering their ability to effectively navigate the internship experience and perform their duties confidently.

Theme 2: Hesitation in Teaching

Students also expressed considerable hesitation in teaching and addressing the problems of students. Some students opined that it is because of the age proximity that created a challenging dynamic, making it difficult for M.Ed. interns to establish authority and engage effectively with their students. Additionally, some interns reported that the students in the interning institutions showed a lack of interest in the classes, which further demotivated the M.Ed. students, negatively impacting their teaching experience and morale.

Theme 3: Misalignment of Internship Placements

Another significant theme was the allocation of internship institutions without considering the specialization areas of the M.Ed. students. This misalignment reduced the relevance

and potential benefits of the internship experience, making it less impactful and less aligned with the students' professional development needs.

Theme 4: Transportation Problem

Transportation emerged as a major barrier for many students. The interning institutions were often located far away or in different cities, making daily commutes challenging. For those interning in nearby towns or villages, reaching the institutions on time, especially early in the morning, posed a significant difficulty. The daily commute was not only time-consuming but also physically and mentally exhausting, affecting the students' overall well-being and their ability to perform effectively during their internships.

Theme 5: Language Barrier

The medium of instruction posed a substantial challenge for students who were not fluent in Gujarati or whose primary language of instruction was English. This language barrier hindered effective communication and teaching, making it difficult for these students to fully engage with their responsibilities and connect with their students. It also added an extra layer of stress and complexity to the internship experience.

Theme 6: Lack support from the Internship Staff

Many M.Ed. students reported that the staff at the interning institutions were not very supportive. This lack of support created an unwelcoming and challenging environment, making it difficult for interns to seek guidance and assistance. The unsupportive behavior of the staff further compounded the difficulties faced by the M.Ed. students during their internship experience.

Theme 7: Excessive Workload and Daily Report Writing

The workload during the internship was reported to be very high. In addition to their teaching and other responsibilities, M.Ed. students were required to produce detailed internship reports documenting their activities and experiences. This documentation work was perceived as excessively burdensome and exhausting, detracting from the overall learning experience and contributing to stress and burnout among the students.

Theme 8: Positive Experiences During the Internship

Despite the challenges identified, majority students also reported highly enjoying their internship experience. They appreciated the opportunity to gain first-hand teaching

experience at a teacher education institution. This practical exposure was instrumental in polishing their teaching skills, enhancing their communication abilities, and boosting their overall confidence. The internship provided a valuable platform for students to apply theoretical knowledge in real-world settings, contributing significantly to their professional growth and development.

The data collected through open ended questions from the M.Ed. students highlighted several critical issues affecting their internship experiences. The lack of proper orientation, hesitation and demotivation in teaching, misalignment of internship placements, transportation challenges, language barriers, unsupportive behavior of internship staff, and excessive workload and documentation requirements were identified as significant problems. Addressing these issues is essential to enhance the effectiveness and satisfaction of the M.Ed. program, ensuring that students are better prepared and supported throughout their internships.

4.6.3. Analysis of data related to Teacher educators' responses on Internship

The following table represents the teacher educators' responses on internship:

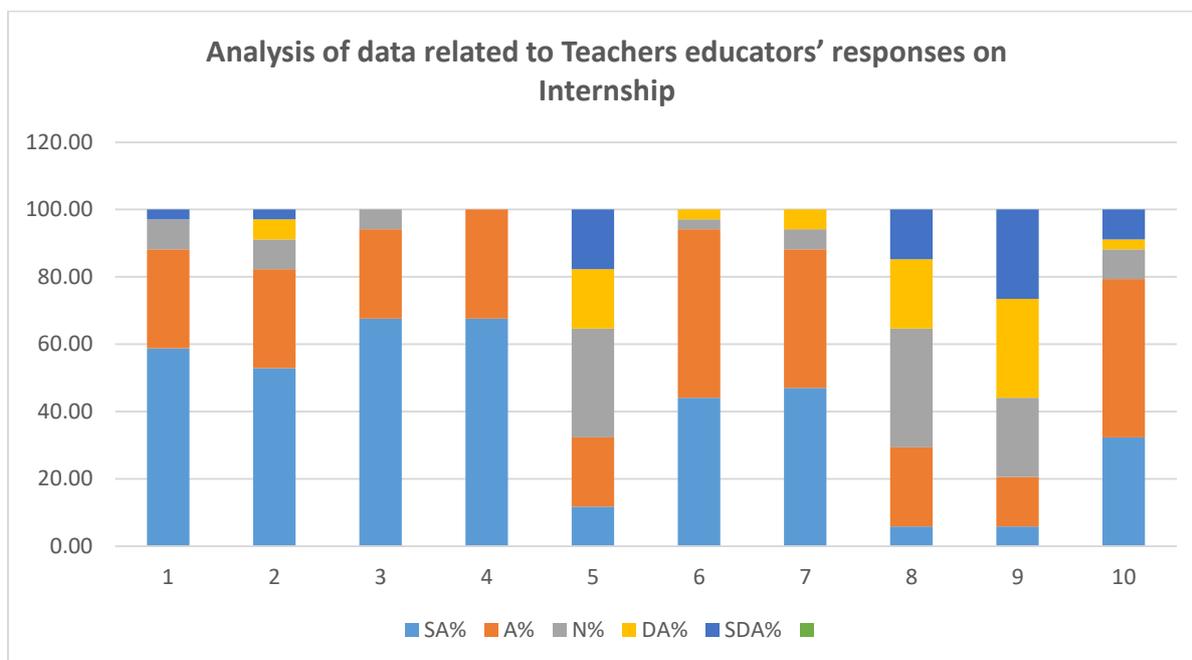
Table 4.12: Teachers Educators' Responses on Internship

S. No.	Item	SA	A	N	DA	SDA	Mean
1	Internship is conceptualized into two parts (i.e., attachment with a teacher education institution and interning / associating with a field site relevant to the area of specialisation).	20	10	3	0	1	4.41
2	Duration of both the internships is not less than three to four weeks.	18	10	3	2	1	4.24
3	Orient students before the internship so as to make them realistically understand the roles and functions expected of them by observation during their internship period.	23	9	2	0	0	4.62
4	Students are engaged in various activities in the interning institute.	23	11	0	0	0	4.68
5	Lot of problems are faced in working with the interning institution.	4	7	11	6	6	2.91
6	Appropriate feedback to the students is given during internship.	15	17	1	1	0	4.35
7	Performance of students during their internship is	16	14	2	2	0	4.29

	assessed by the teachers of interning institution.						
8	Going to different Institutions for supervision in interning institutions is very inconvenient.	2	8	12	7	5	2.85
9	Duration of the Internship is not sufficient.	2	5	8	10	9	2.44
10	Assessment of interning students is done by the teachers during the internship.	11	16	3	1	3	3.91

The responses on internship from the teacher educators are presented in a stacked bar chart representing the percentage of the frequencies in the following graph.

Figure 4.7: Teachers Educators' Responses on Internship



The research findings related to the teacher educators' perspectives on internship practices reveal the following insights:

- A significant 88.2% of teacher educators affirmed that the internship is effectively conceptualized into two parts—one involving attachment with a teacher education institution and the other involving association with a field site relevant to the area of

specialization. Among them, 58.8% strongly agreed, and 29.4% agreed with this structure.

- Regarding the duration of the internships, 82.3% of teacher educators agreed that the duration for both parts of the internship is appropriately set to not less than three to four weeks. Within this group, 52.9% strongly agreed, while 29.4% agreed.
- An overwhelming 94.1% of teacher educators agreed that students receive proper orientation before the internship, ensuring they have a realistic understanding of the roles and functions expected of them. Specifically, 67.6% strongly agreed, and 26.5% agreed with this approach.
- All teacher educators unanimously agreed that students are actively engaged in various activities within the interning institution during their internship.
- In contrast, 17.6% of teacher educators disagreed, 32.4% remained neutral, and 17.6% strongly disagreed with the notion that significant challenges are faced when working with the interning institution.
- A large majority, 94.1% of teacher educators, agreed that appropriate feedback is provided to students during the internship. Among them, 44.1% strongly agreed, and 50% agreed.
- Similarly, 88.3% of teacher educators agreed that the performance of students during their internship is assessed by the teachers of the interning institution, with 47.1% strongly agreeing and 41.2% agreeing.
- There were mixed responses regarding the convenience of supervising students across different institutions. While 35.3% of teacher educators disagreed (20.6% disagreed, 14.7% strongly disagreed), another 35.3% remained neutral on the statement that visiting different institutions for supervision is highly inconvenient.
- On the issue of internship duration, 55.9% of teacher educators disagreed that the current duration is insufficient, with 29.4% disagreeing and 26.5% strongly disagreeing. Meanwhile, 23.5% of respondents remained neutral.
- Lastly, 79.5% of teacher educators agreed that the assessment of interning students is conducted by the teachers during the internship. Of these, 32.4% strongly agreed, and 47.1% agreed with the current assessment practices.

These findings underscore the overall positive perception among teacher educators regarding the structure, duration, and assessment of internships, while also highlighting areas of concern,

particularly around supervision logistics and the challenges associated with collaborating with interning institutions.

4.6.4. Qualitative data from the M.Ed. students regarding the internship component:

The qualitative data collected from teacher educators through open-ended questionnaires highlighted on challenges faced by the teacher educators they encountered in collaborating with interning institutions, challenges during the organization of internships for M.Ed. students and suggestions provided by them to enrich the internship experience of the M.Ed. students. These points have been described below:

Qualitative data from the teacher educators regarding the internship component:

4.6.4.1. Major Themes from qualitative data on challenges Faced by Teacher Educators in collaborating with the interning institution for the M.Ed. Internship program:

The qualitative data collected from M.Ed. teachers through open-ended questionnaires highlighted many significant themes. Following are the critical themes regarding the challenges they faced in collaborating with the interning institution for the M.Ed. Internship program:

Theme 1: Disproportionate Demand for Method-Wise Students

One of the most significant challenges reported by teacher educators was the disproportionate demand from interning institutions for students with specializations in specific subjects, particularly mathematics, science, and English. Interning institutions often preferred students with these specializations, making it difficult for teacher educators to balance placements of M.Ed. students for internship across different institutions. Given the diverse specialization areas within the M.Ed. cohort, fulfilling the preferences of the interning institutions while ensuring all students received appropriate placements posed a significant logistical challenge.

Theme 2: Clashes in Institutional Timetables

Another critical challenge was the frequent clashes in timetables between the M.Ed. program and the interning institutions. Teacher educators reported difficulties in coordinating and organizing internships due to scheduling conflicts. These conflicts arose from various factors, such as exam periods, the timing of practice teaching

internships for the interning institutions' own B.Ed. students, and other institutional commitments. The lack of synchronization between the schedules of the M.Ed. program and the interning institutions created significant obstacles in planning and executing the internships smoothly, often leading to delays or reduced internship duration for the M.Ed. students.

Theme 3: Insufficient Practice Teaching Time

Teacher educators also expressed concerns about the insufficient time allotted by interning institutions for M.Ed. students to practice their teaching skills. Interning institutions were often reluctant to provide adequate teaching time, fearing that it might dilute the quality of their own academic programs. This reluctance limited the opportunities for M.Ed. students to engage deeply with the teaching process, hindering their ability to develop practical teaching skills and apply theoretical knowledge in a real-world setting. The restricted teaching time not only affected the students' learning experience but also compromised the overall objectives of the internship program.

The above qualitative data revealed several critical challenges faced by teacher educators in collaborating with interning institutions while organizing internships for M.Ed. students. The disproportionate demand for method-wise students, clashes in institutional timetables, and insufficient practice teaching time are significant obstacles that hinder the effective execution of the internship program. Addressing these challenges requires improved coordination between the university offering the M.Ed. programme and interning institutions to ensure that the internships provide meaningful and comprehensive learning experiences for all students.

4.6.4.2. Major Themes from Qualitative Data on Challenges Faced by Teacher Educators in Organizing Internships for M.Ed. Students:

The qualitative data collected from teacher educators through open-ended questionnaires highlighted several key challenges encountered during the organization and management of internships for M.Ed. students. These challenges are:

Theme 1: Insufficient Teaching Opportunities and Lack of Cooperation

One of the predominant challenges reported by teacher educators was the complaint from M.Ed. students regarding insufficient opportunities to teach during their internships. Many students expressed frustration at not being given enough classes to practice their teaching skills, which they attributed to a lack of cooperation from the interning institutions. This issue not only limited the practical experience that is crucial for the professional development of M.Ed. students but also created a sense of dissatisfaction and demotivation among them. The limited teaching opportunities undermined the overall effectiveness of the internship program.

Theme 2: Absenteeism and Lack of Engagement from B.Ed. Students

Another significant challenge was the absenteeism of B.Ed. students in the interning institutions, which further complicated the teaching experience for M.Ed. interns. Teacher educators noted that when M.Ed. students were assigned classes, the attendance of B.Ed. students was often poor. Additionally, when B.Ed. students were present, they sometimes did not take the lessons taught by M.Ed. students seriously. This lack of engagement from B.Ed. students not only disrupted the learning environment but also hindered the M.Ed. interns' ability to effectively practice and refine their teaching skills.

Theme 3: Difficulty in Visiting Interning Institutions

Logistical challenges also emerged as a significant concern, particularly the difficulty in visiting interning institutions. Teacher educators highlighted that, due to the large number of institutions involved in the internship program and the limited number of staff available, it was often challenging to provide adequate supervision and support to M.Ed. students. The inability to regularly visit and monitor the interning institutions meant that teacher educators struggled to address issues as they arose and ensure the quality of the internship experience across all participating institutions.

Theme 4: Positive Experiences Despite the Challenges

Despite these challenges, some teacher educators reported positive experiences, noting that they did not encounter any significant problems during the internship period. These educators expressed satisfaction and even joy when observing M.Ed. students teaching with confidence and competence. These positive experiences suggest that, while there

are challenges, successful collaborations between M.Ed. programs and interning institutions are achievable and can lead to meaningful professional development for the students.

The qualitative data reveals a range of challenges faced by teacher educators in organizing and managing internships for M.Ed. students, including insufficient teaching opportunities, absenteeism and lack of engagement from B.Ed. students, and logistical difficulties in visiting interning institutions. However, these challenges are balanced by instances of positive experiences, where teacher educators witnessed the successful and confident teaching of their students. Addressing the identified challenges through improved collaboration, better planning, and enhanced support structures could further enhance the effectiveness of M.Ed. internships, ensuring that all students receive the practical experience they need to thrive as future educators.

4.6.4.3. Major Themes from Qualitative Data on Suggestions for Improving the Internship Component of the M.Ed. Program:

The qualitative data collected from teacher educators through open-ended questionnaires provides insightful suggestions for enhancing the internship component of the M.Ed. program. These suggestions focus on optimizing the duration, fostering cooperation, and improving the overall experience for both M.Ed. trainees and the institutions involved.

Theme 1: Increasing the Duration of the Internship

One of the primary suggestions from teacher educators was to extend the duration of the internship. The educators felt that a longer internship period would provide M.Ed. trainees with more time to engage in meaningful teaching experiences, refine their pedagogical skills, and gain a deeper understanding of the dynamics within educational institutions. An extended internship would also allow for a more comprehensive integration of theory and practice, thereby better preparing the trainees for their future roles as educators.

Theme 2: Enhancing Cooperation from Interning Institutions

Another significant suggestion was the need for greater cooperation from the interning institutions. Teacher educators emphasized that the success of the internship largely depends on the support and collaboration provided by these institutions. They

recommended that interning institutions be more accommodating and proactive in facilitating the teaching and learning experiences of M.Ed. trainees. This includes offering sufficient teaching opportunities, providing constructive feedback, and creating a supportive environment that encourages the professional growth of the trainees.

Theme 3: Encouraging Cooperation from B.Ed. Students

Teacher educators also suggested that B.Ed. students in the interning institutions should be encouraged to cooperate more actively with M.Ed. trainees. The cooperation of B.Ed. students is crucial for creating an effective learning environment where M.Ed. trainees can practice their teaching skills. Teacher educators recommended that B.Ed. students be made aware of the importance of their participation and engagement during the M.Ed. trainees' teaching sessions, as this would not only benefit the trainees but also enhance the overall educational experience for all students involved.

Implementing these suggestions would contribute to a more robust and enriching internship experience, ultimately enhancing the professional development of M.Ed. students.

4.7. Research component leading to Dissertation:

The dissertation is envisioned as a crucial component of the curriculum, where students under the close mentorship and guidance of the teacher educator, learn the essential skills of planning and conducting research, as well as writing a dissertation. This process serves not only as a platform for developing expertise in research but also as an opportunity for M.Ed. students to integrate and apply the educational theories they have studied in their taught courses to real world research contexts. This section explores the perceptions of M.Ed. students and teacher educators regarding the dissertation component:

Table 4.13: M.Ed. Students' responses on the Research component leading to Dissertation (Frequencies)

S.No.	Item	SA	A	N	DA	SDA	Mean
1	Dissertation work starts right from the first year of the M.Ed. Programme.	153	61	8	7	6	4.48
2	Adequate time and guidance is given by the guide for dissertation work.	143	55	18	12	7	4.34

3	Students are motivated to choose the topic of their dissertation themselves based on their area of interest.	118	63	16	19	19	4.03
4	Guide is not at all cooperative.	36	39	24	46	90	2.51
5	Rate yourself for how efficiently you can do the following:						
	<ul style="list-style-type: none"> Deciding appropriate sampling procedures for a research study 	100	98	27	8	2	4.22
	<ul style="list-style-type: none"> Framing the Research Questions 	110	90	27	6	2	4.28
	<ul style="list-style-type: none"> Framing the Objectives of a research study 	97	105	25	6	2	4.23
	<ul style="list-style-type: none"> Deciding the appropriate Methodology 	93	92	36	14	0	4.12
	<ul style="list-style-type: none"> Employing various Statistical Techniques 	60	90	42	30	13	3.66
	<ul style="list-style-type: none"> Using various Statistical Packages for Data Analysis 	51	78	53	36	17	3.47
	<ul style="list-style-type: none"> Employing various citation styles 	70	85	41	31	8	3.76
	<ul style="list-style-type: none"> Drawing the findings of the Research Study 	71	87	35	34	8	3.76
	<ul style="list-style-type: none"> Prepare research proposal independently. 	109	86	19	14	7	4.17
6	The following components are assessed for dissertation work:						
	<ul style="list-style-type: none"> Developing the research Proposal 	143	74	11	5	2	4.49
	<ul style="list-style-type: none"> Presenting the research proposal 	119	87	17	4	8	4.30
	<ul style="list-style-type: none"> Sincerity in conducting the research 	118	89	19	3	6	4.32
	<ul style="list-style-type: none"> Presenting the first draft of the Dissertation 	99	73	26	15	22	3.90

	<ul style="list-style-type: none"> Final presentation of Dissertation 	110	69	23	16	17	4.02
	<ul style="list-style-type: none"> Dissertation Document 	150	69	12	1	3	4.54
	<ul style="list-style-type: none"> Viva -Voce 	177	44	9	3	2	4.66
7	Guidance for publication of research work is given by the teachers.	60	55	46	42	32	3.29
8	Plagiarism check is compulsory before submitting final document of dissertation.	39	54	41	49	52	2.91
9	I have learnt to conduct a research study independently.	61	83	53	31	7	3.68

The responses on research components leading to dissertation from the students are presented in a stacked bar chart representing the percentage of the frequencies in the following graph.

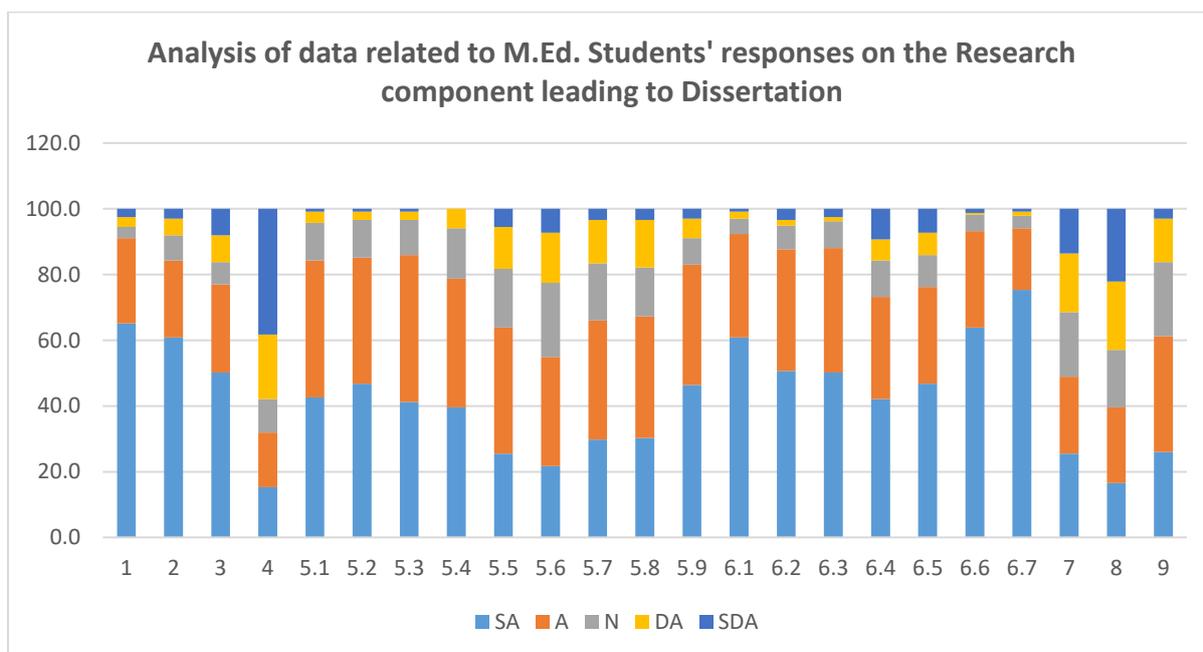


Figure 4.8: M.Ed. Students' responses on the Research component leading to Dissertation (Percentages)

The quantitative analysis of M.Ed. students' responses regarding their experiences with dissertation work reveals several key findings:

- A significant majority of M.Ed. students (92.4%) reported that dissertation work begins from the first semester itself in their university. This indicates a structured approach to integrating research early in the program.

- A substantial 84.3% of students agreed that they receive adequate time and guidance from their dissertation guide. Additionally, 77% of students indicated that their guide encouraged them to independently select their dissertation topic, reflecting a supportive and empowering mentoring approach. A majority (57.9%) also found their guide to be cooperative, further underscoring the positive guidance experience.
- A majority of students reported thorough assessment across different aspects of their dissertation. Specifically, 92.4% of students stated that the sampling procedures they employed were assessed, 87.6% indicated that the presentation of their research proposal was evaluated, and 88.1% mentioned that the sincerity with which they conducted their research was assessed. Moreover, 76.2% of students responded that their final dissertation presentation was assessed, 93.2% confirmed that the dissertation document itself was evaluated, and 94% of students reported that a viva voce was conducted to assess their dissertation work.
- Nearly half of the students (48.9%) reported that they received guidance from teachers on publishing their research work, highlighting a gap in support for disseminating research findings.
- Only 39.6% of students agreed (16.6% strongly agreed and 23% agreed) that a plagiarism check is compulsory before submitting the final dissertation document. Conversely, 43% of students disagreed with this statement, while 17.4% remained neutral, indicating variability in the enforcement of plagiarism checks.
- A notable 61.3% of students felt that they learned to conduct a research study independently. However, 16.2% disagreed, and a significant 22.6% responded neutrally, suggesting that while most students gained independence, a portion may require further support in developing these skills.

These findings reflect a generally positive experience among M.Ed. students regarding the initiation, guidance, and assessment of their dissertation work, while also identifying areas for improvement, particularly in promoting research publication and ensuring consistent plagiarism checks.

4.7.1. Major Themes from Qualitative Data on Challenges Faced by M.Ed. Students during Dissertation Research

The qualitative data collected from M.Ed. students regarding the challenges they encountered during their dissertation research reveals several critical themes. The major themes that evolved from the responses of the M.Ed. students are as follows:

Theme 1: Difficulty in Deciding the Research Method

A common challenge expressed by M.Ed. students was the difficulty in selecting an appropriate research method for their study. Many students reported feeling uncertain about which research approach—qualitative, quantitative, or mixed methods—would best suit their research objectives. This uncertainty often stemmed from a lack of prior experience in conducting research, leading to confusion and delays in the research process.

Theme 2: Challenges in Obtaining Permission for Data Collection

Another significant challenge faced by students was obtaining permission for data collection, particularly in schools. Many students reported that gaining access to schools and securing the necessary approvals from school authorities was a time-consuming and often frustrating process. This barrier not only delayed data collection but also added stress to the students, who were working within tight deadlines.

Theme 3: Difficulty in Deciding on Statistical Analyses

Students also highlighted the challenges they faced in determining which statistical techniques to use for data analysis. For many, this aspect of the research process was particularly daunting, especially for those who lacked a strong background in statistics. The selection of appropriate statistical tools was often a source of anxiety, as students were unsure about how to analyze their data effectively and accurately.

Theme 4: Struggles with Statistical Software

The use of statistical analysis software, such as SPSS, was another area where students encountered difficulties. Despite having theoretical knowledge of statistical methods, many students struggled with the practical application of these techniques using software. The learning curve associated with mastering SPSS was steep, and students

often found themselves spending considerable time trying to understand how to use the software effectively.

Theme 5: Insufficient Guidance Due to Staff Shortages

In some universities, students reported that staff shortages led to an uneven distribution of dissertation supervision. As a result, many students were assigned to a single guide who was responsible for supervising multiple dissertations. This situation made it challenging for the guide to provide adequate time and attention to each student, despite their best intentions to help.

Theme 6: Mismatch between Student and Guide Research Interests

Another challenge noted by students was the difficulty in getting their preferred research topics approved by their guides. In cases where the student's research interests did not align with those of the guide, students felt pressured to choose topics that matched the guide's expertise rather than their own interests. This mismatch sometimes led to dissatisfaction and a lack of motivation during the research process.

Theme 7: Positive Learning Experiences of M.Ed. students

Despite the challenges, many students also reported positive experiences during their dissertation research. They expressed that the process of conducting research was ultimately rewarding, as it provided them with valuable skills and insights. The experience of navigating these challenges helped them grow as researchers, enhancing their confidence and competence in the field of educational research.

The challenges faced by M.Ed. students during their dissertation research highlight the complexities involved in the research process. Addressing these challenges through better support, clearer guidance, and more aligned supervision could significantly enhance the research experience for future students. Despite the difficulties, the positive learning outcomes reported by many students underscore the value of the research process in their academic and professional development.

4.7.2. Suggestions for Improving the Dissertation Component in the M.Ed. Curriculum: Insights from M.Ed. Students

The qualitative data gathered from M.Ed. students regarding their suggestions for enhancing the research component of the M.Ed. curriculum reveals several key themes. These themes reflect as under:

Theme 1: Alignment of Research Interests between Students and Guides

One of the primary suggestions from the students was the need for better alignment between their research interests and those of their guides. Students emphasized that guides should be allotted based on a mutual interest in specific research areas. This alignment would prevent situations where dissertation topics are imposed on students, allowing them to pursue research that genuinely interests them. Such a match would not only enhance student motivation but also lead to more meaningful and in-depth research outcomes.

Theme 2: Adequate Guidance on Research Methodology

Another significant suggestion was the need for comprehensive guidance on selecting appropriate research methodologies. Students expressed the need for clearer instructions and support from their guides in choosing the research methods that best suit their study objectives. This would help students feel more confident in their methodological choices and improve the overall quality of their research.

Theme 3: University and Faculty Support for Data Collection

Students also highlighted the importance of institutional support during the data collection phase. They suggested that the university, along with the teacher educators, should provide assistance in securing permissions for data collection, particularly in schools and other educational settings. A formal permission letter issued by the university was seen as a potential tool that could facilitate access to data collection sites, thereby reducing the challenges students face in this crucial stage of their research.

Theme 4: Guidance on Statistical Analysis and Software Usage

Another area where students felt improvement was necessary was in the guidance provided on statistical analysis. Students suggested that supervisors should offer more detailed instructions on selecting the appropriate statistical techniques and provide

training on using software like SPSS or NVivo. This support would help students overcome the technical challenges they often encounter when analyzing their research data.

Theme 5: Sufficient Time and Attention from Supervisors

Lastly, students emphasized the need for adequate time and attention from their supervisors. They suggested that the issue of staff shortages, which often leads to supervisors being overburdened with multiple students, should be addressed by the university. Ensuring that supervisors have the time to provide personalized and in-depth guidance would greatly enhance the dissertation experience for M.Ed. students.

The suggestions put forth by M.Ed. students highlight the critical areas where improvements can be made to the research component of the M.Ed. curriculum. By addressing these concerns like aligning student and guide research interests, providing better methodological guidance, offering institutional support for data collection, enhancing statistical training, and resolving staff shortages, the universities can significantly improve the quality of the dissertation process and consequently the overall experience of M.Ed. students.

4.7.3. Analysis of data related to Teacher Educators’ responses on the Research component leading to dissertation:

The following table presents the data related to Teacher Educators’ perception on the Research Component Leading to Dissertation:

Table 4.14: Teacher Educators’ responses on the Research component leading to dissertation (Frequencies)

S.No.	Item	SA	A	N	DA	SDA	Mean
1	Dissertation work starts right from the first year of the M.Ed. Programme.	24	8	0	1	1	4.56
2	Adequate time and guidance is given to the students working under me for dissertation work.	20	10	3	1	0	4.44
3	Students are motivated to choose the topic of their dissertation themselves based on their area of interest.	18	15	1	0	0	4.50
4	The institution provides concept note on dissertation	14	14	5	1	0	4.21

	component that clearly specifies about expected standards, assessment rules and procedures, and guidelines for students						
5	The following components are assessed for dissertation work:						
	• Developing the research Proposal	29	5	0	0	0	4.85
	• Presenting the research proposal	27	6	0	0	1	4.71
	• Sincerity in conducting the research	20	11	2	0	1	4.44
	• Presenting the first draft of the Dissertation	22	6	2	2	2	4.29
	• Final presentation of Dissertation	22	5	4	2	1	4.32
	• Dissertation Document	26	8	0	0	0	4.76
	• Viva -Voce	28	5	0	0	0	4.76
6	Students are guided to publish the research work done for their dissertation.	10	13	7	2	2	3.79
7	Plagiarism check is compulsory before final submission of the dissertation.	10	8	4	4	8	3.24

The responses on research component leading dissertation from the teacher educators are presented in a stacked bar chart representing the percentage of the frequencies in the following graph.

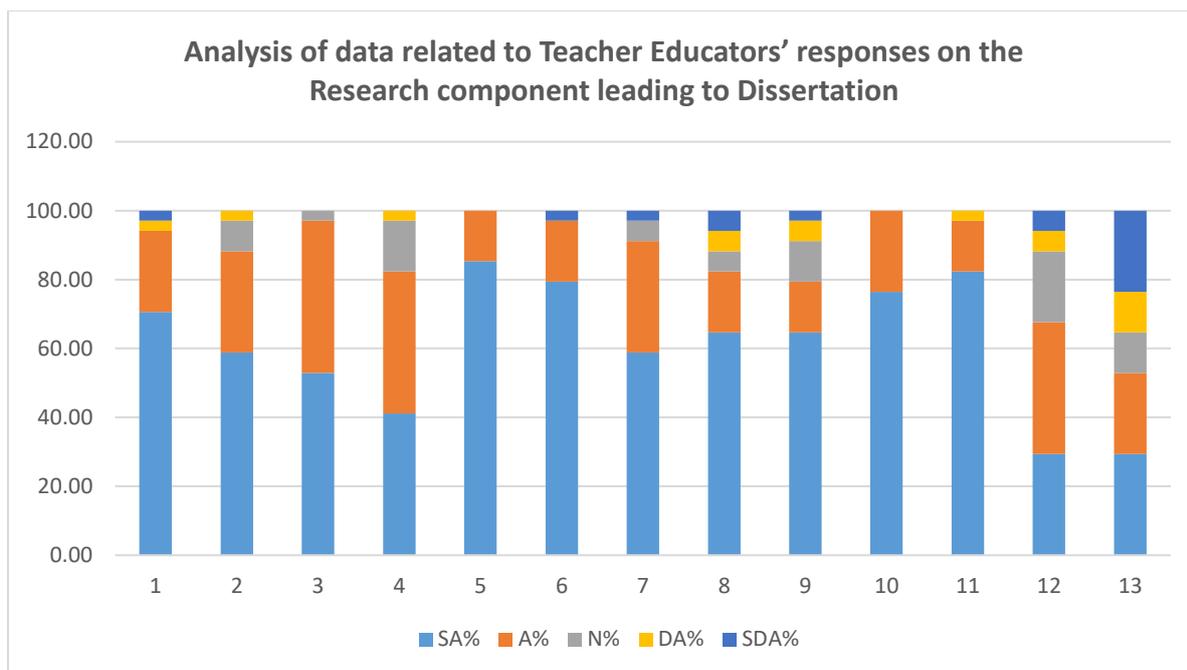


Figure 4.9: Teacher Educators' responses on the Research component leading to dissertation (Percentages)

The findings from a survey of teacher educators regarding the research component of the M.Ed. curriculum as revealed in the above table are described below:

- A significant majority of the respondents (70.6% strongly agreed and 23.5% agreed) indicated that dissertation work commences from the first year of the M.Ed. program.
- Furthermore, 88.2% of teacher educators (58.8% strongly agreed and 29.4% agreed) affirmed that sufficient time and guidance are provided to students for their dissertation work. This highlights the program's commitment to fostering a supportive research environment.
- Regarding student autonomy in selecting dissertation topics, a substantial 97% of the educators (52.2% strongly agreed and 44.1% agreed) reported that students are encouraged to choose their dissertation topics based on their own interests.
- Additionally, 82.4% of teacher educators (41.2% strongly agreed and 41.2% agreed) agreed that the institution offers a concept note on the dissertation component, which clearly specifies the expected standards, assessment rules and procedures, and guidelines for students.
- In terms of assessment, there is a comprehensive evaluation process for various components of dissertation work. All teacher educators agreed that the research

proposal and the final dissertation document are assessed, and assessments based on viva voce are also conducted. Moreover, 97% of educators agreed that the presentation of the research proposal is evaluated, 91.2% affirmed that the sincerity in conducting research is assessed, 82.3% agreed that the first draft of the dissertation is reviewed, and 79.4% confirmed that the presentation of the final dissertation is evaluated.

- Additionally, 67.6% of the educators (29.4% strongly agreed and 38.2% agreed) reported that students are guided to publish their dissertation research, reflecting an emphasis on disseminating research findings. However, only 52.9% of the educators (29.4% strongly agreed and 23.5% agreed) indicated that a plagiarism check is mandatory before the final submission of the dissertation.

Overall, the survey results indicate a strong emphasis on research within the M.Ed. curriculum, with comprehensive support and assessment structures in place. However, there may be room for improvement in ensuring consistent practices around academic integrity and the publication of student research.

4.7.4. Major Themes from Qualitative Data on Challenges Faced and Suggestion proposed by Teacher Educators Related to Dissertation:

Based on thematic analysis of qualitative data collected from teacher educators through open-ended questionnaires and semi structured interview the following key challenges and suggestions for enhancing the dissertation component of the M.Ed. program were identified.

Theme 1: Language barrier

Teacher Educators reported that students struggle with writing the dissertation, particularly in structuring arguments, articulating research questions and synthesizing literature. To overcome this problem, peer review mechanisms can be sought.

Theme 2: Deficiencies in Writing Skills and Typing Proficiency

Many students lack experience in writing structured documents, leading to disorganized research reports. This also include incorrect referencing, difficulty in writing research findings concisely. Typing inefficiency further delays the writing and revision process, with some students depending on external help.

Theme 3: Teacher educators face challenges in teaching M.Ed. students due to their deficiencies in research skills, particularly in selecting appropriate methodologies, statistical tools and research design. Many students struggle in sampling techniques, often relying on faculty for decisions rather than engaging critically. Difficulties in

statistical analysis, especially among those with weak mathematical backgrounds result in hesitation, errors in interpretation etc. Additionally, students' lack of training in statistical software like SPSS, MS Excel etc. leads to lack of confidence in handling large data sets and hence seek for external help. To address these issues, teacher educators suggest structured and more rigorous training in research methodology and statistical analysis, workshops on software tools and fostering independent problem solving skills through hands –on practice and guided mentorship, ensuring students develop competence and confidence in research.

Theme 4: Challenges due to staff shortage:

Due to inadequate number of permanent faculty, each teacher educator often supervises more than eight dissertation students, limiting the depth of mentorship. Heavy work loads results in insufficient time for individualized feedback, reducing the quality of guidance provided. The lack of subject specific mentors further constrains students' ability to gain specialized research insights. To overcome this problem, teacher educators proposed that universities should prioritize recruiting faculties to maintain optimal student-teacher ratio.

4.7.5. Self-Evaluation

This section offers the M.Ed. students a structured opportunity to engage in self-evaluation by assessing their proficiency in a range of critical skills. Through this self-evaluation, the M.Ed. students can reflect on their personal and professional development, identifying areas of excellence as well as skills that require further improvement to succeed in their role as future educators and leaders in the field of education.

Table 4.15: Self -Evaluation by M.Ed. Students Self – Evaluation of their proficiency in different areas

S. No.	STATEMENT	Proficient	Needs Improvement
1	Academic Writing skills	46.4%	53.6%
2	Communication Skills	59.1%	40.9%
3	Presentation Skills	60.0%	40.0%
4	Research Skills	47.7%	52.3%

5	Pedagogical Skills	64.7%	35.3%
6	Leadership Skills	63.8%	36.2%
7	Self-Management Skills	74.9%	25.1%
8	Human Relations Skills (Social Skills)	71.5%	28.5%
9	Emotional Intelligence	67.2%	32.8%
10	General Knowledge/Awareness	49.4%	50.6%
11	ICT Skills	48.1%	51.9%
12	Global Concerns of Education	33.2%	66.8%
13	International Comparative Education Perspectives	31.5%	68.5%
14	Indian Knowledge Systems	53.2%	46.8%
15	National Policy 2020 and its Priorities	51.1%	48.9%

The findings revealed a significant insights into various skill areas crucial for their academic and professional development:

- A slight majority (53.6%) of students believe they need improvement in academic writing with 46.4% considering themselves proficient. This suggests that academic writing is a key area requiring attention in the M.Ed. curriculum.
- 59.1% of students feel proficient in communication, while 40.9% express the need for improvement. This indicates a fairly positive perception of their ability to convey ideas effectively, though nearly half still seek development in this area.
- Similar to communication, 60% of students consider themselves proficient in presentation skills with 40% needing improvement. Effective communication is viewed as a strength for a majority of students.
- With 52.3% feeling they need improvement and 47.7% considering themselves proficient, research skills appear to be a key concern, emphasising the need for further training in research methodologies and tools.
- The majority of students (64.7%) feel confident in their pedagogical abilities, indicating a strong grasp of teaching methodologies. However, 35.3% still feel need for improvement.

- Leadership is another strength with 63.8% of students feeling proficient and 36.2% needing improvement. This suggests a solid foundation in leadership qualities but indicates that some students could benefit from further leadership development opportunities.
- A significant majority (74.9%) are confident in their self-management skills, with only 25.1% feeling they need improvement. This suggests that students are generally adept at managing their time, responsibilities and personal organization.
- With 71.5% proficiency, students are largely confident in their interpersonal and social skills. However, 28.5% still feel need for learning to build and maintain professional relationships.
- 67.2% of students consider themselves proficient in emotional intelligence while 32.8% feel they need to improve their ability to manage emotions and understand others.
- Regarding the perception of students about their general awareness and knowledge beyond their specific field of study, 49.4% feel they are proficient and 50.6% feel they need improvement.
- Proficiency in digital skills is a concern as 51.9% of students need improvement and 48.1% consider themselves proficient, indicating a growing need for tech skills in education.
- Only 33.2% students feel proficient in understanding global educational issues while 66.8% feel they need improvement, highlighting a substantial gap in global education perspectives. Similarly, 68.5% students feel they need improvement in this area, with only 31.5% feeling proficient, point to the need for more exposure to international education systems and comparative analysis.
- A majority (53.2%) feel proficient, while 46.8% seek improvement in their understanding of Indian Knowledge Systems, suggesting a relatively balanced perception of their grasp on indigenous educational philosophies and practices.
- 51.1% of students consider themselves proficient in understanding the NEP 2020 and its priorities and its priorities, while 48.9% feel they need more knowledge, indicating a need for further exploration for national education reforms.

Overall, the findings highlight areas of strength, particularly in self-management, emotional intelligence and pedagogical skill but also identifies significant areas for improvement, especially in academic writing research, global education concerns and international comparative education perspectives.

Section III

This section describes the perception of the Heads of Departments of Education regarding physical facilities, faculty position, curriculum transaction and evaluation.

4.8. Findings from the Heads of Departments of Education:

The qualitative findings from the interviews conducted with the Heads of Departments (HoDs) of Education regarding the issues and challenge in implementing the two-year M.Ed. curriculum reveal several key areas of concern, specifically in terms of physical facilities, faculty positions, curriculum transaction and evaluation. These challenges are interconnected and reflect systematic issues within the institutions.

In terms of physical facilities majority of the HoDs reported that they have sufficient physical facilities, except for one. Regarding availability of library resources, all the HoDs opined that their central libraries have access to updated research journals and books relevant to M.Ed. programme. The practical problem that students face is that all the material is available in English with which Gujarati medium students are not comfortable, which make it difficult for students to engage in independent research and dissertation work. Though majority of the universities reported that they are well equipped with the ICT facilities, heads of two university departments reported that there is a scope of better internet access and technological tools which affects students' ability to develop ICT skills.

It was observed that in six out of nine universities, faculty members are complying with their duties, despite there being a shortage of faculties. Two Heads of Departments directly reported the inability to offer specialization courses as there are enough faculty members to cover specialized areas (Elementary Education). Other Heads reported that they do not offer specialization in Elementary education because they do not get application from students with prior degrees in elementary education. It was also reported that shortage of staff not only lead to challenges in maintaining the quality of education but also create a range of other challenges. The shortage of faculty makes it difficult for teacher educators to visit schools during students' internship, affecting quality of mentoring and assessment during his crucial phase. Due to limited number of faculty, one teacher is often guiding multiple students for their dissertations, leading to insufficient supervision and support for quality research work.

The heavy workloads prevent faculties from engaging their own professional development, attending conferences or conducting their own research, further affecting the quality of teaching and curriculum transaction in the long run.

The findings highlighted the pressing need for improving physical and ICT infrastructure, filling vacant faculty positions and restructuring curriculum transaction and evaluation processes. The shortage of staff not only compromise the quality of education but also results in a host of additional challenges, including limited specialization courses, poor supervision during internships and dissertations, increased work loads of faculty and an imbalance in teacher-pupil ratio. These issues collectively affect the overall academic environment and the ability of M.Ed. students to receive the comprehensive education and mentorship they require to become effective teacher educators and researchers in future. Addressing these challenges is essential for the effective implementation of the two-year M.Ed. programme. Without systematic changes, including hiring additional faculty and upgrading facilities, it will be difficult for departments to maintain the quality and rigor expected of M.Ed. programme.

Section IV

This fourth section describes triangulated findings from the different sources like M.Ed. students, Teacher Educators and Heads of Departments of Education of the public universities in the state of Gujarat.

4.9. Triangulation of Quantitative and Qualitative Data:

In the present study, the findings emerged from the quantitative and qualitative data collected from the M.Ed. students, teacher educators and department heads was triangulated. Additionally, the researcher's observation during field visits and interaction with these stakeholders were considered. The insights gained through these direct interactions were integral to shaping the researcher's perspectives and contributed significantly to the overall analysis.

Regarding the **Core Courses**, the collated data from the M.Ed. students and the teacher educators revealed that the Core courses play a significant role in developing the understanding of the M.Ed. students about the different courses intersecting with the

realm of education. These courses also help in sensitizing the M.Ed. students about the educational processes and current issues and challenges in education. However, both M.Ed. students and the teacher educators expressed a consensus on the necessity for updating the M.Ed. curriculum to better align with the demands of the 21st century and the recommendations outlined in the National Education Policy 2020. Interaction with the M.Ed. students and teacher educators highlighted that some topics in the M.Ed. curriculum are repeated from the B.Ed. course which can be modified. There is a scope for incorporating emerging concepts and knowledge that are relevant to current educational needs which would not only enhance the relevance of the course but also help the M.Ed. students better prepare for UGC NET Exam and improve their chance of success.

Both M.Ed. students and teacher educators strongly advocated for an increased emphasis on the Research Methodology courses. They recommended the incorporation of additional workshops and practical sessions to ensure that all students develop the necessary skills to conduct research independently and efficiently. Information and Communication Technology (ICT) and Communication skills are fundamental components of the curriculum. However, interaction with M.Ed. students revealed that including this topic only within theoretical courses does not fulfil its intended purpose. There is a need for a more rigorous approach that emphasizes the practical application of ICT and communication skills in teaching, organizational management and research. The M.Ed. students highlighted that integrating these skills into practical, hands-on experiences would better prepare them for real-world scenarios and enhance their effectiveness in these areas.

The analysis of the M.Ed. curriculums of the different universities highlighted that these curriculums are predominantly influenced by western theories and perspectives. Sue (2001) pointed the potential limitation of applying Western theories across diverse cultural contexts, indicating that these theories may not fully address the unique educational needs and cultural nuances of non-Western societies. The NEP (2020) further underscores the need of an education system that is deeply rooted in Indian ethos, reflecting the country's diverse traditions, cultural heritage and socio-economic realities. This vision calls for a curriculum that is globally informed and locally grounded.

Regarding the **Communication skills, Expository and Academic Writing**, the triangulated findings reveal several points of consensus and divergence between M.Ed. students and Teacher Educators. Both the state holders acknowledged that sessions are organized to familiarize students with various writing styles, a range of academic sources (such a Shodhganga and JSTOR) and citation management tools (like Mendley and Zotero). However, interactions with the M.Ed. students highlighted the need for more practical exposure and intensive drills to better understanding and master these academic writing styles, software tools and citation methods. Additionally, the M.Ed. students emphasized the necessity of more hands-on practice sessions on statistical packages which is crucial for developing robust research and writing skills.

In terms of seminar experiences, both teacher educators and M.Ed. students agreed that seminars are conducted and feedback are provided to enhance communication skills, particularly in research presentations. However, students pointed out that while they found seminars to be valuable learning experiences, they felt that receiving more constructive feedback during these presentations would significantly improve their presentation skills and academic discourse abilities.

Teacher educators identified a significant challenge for students in academic writing because of lack of proficiency in the English language of students. A notable practice observed at Krantiguru Shyamji Krishna Verma Kachch University, which attempted to address this issue by offering an option of pursuing English Language Foundation Course through BAOU during the semester break. This approach is an innovative solution to support the language skills of M.Ed. students and can be adopted by the other universities facing similar challenges.

Regarding professional networking, the majority of M.Ed. students agreed that they were introduced to platforms such a ResearchGate and Google Scholar. However, students also expressed the need for more comprehensive guidance on the process of publishing their research work.

Regarding **Internship**, both M.Ed. students and teacher educators affirmed that internship is structured into two distinct parts: one based on the area of specialization and the other at a teacher education institution. The duration of both the internship phases is 3-4 weeks. During their internships, students are actively engaged in a variety of activities within the interning institutions, providing them with a realistic

understanding of the roles and responsibilities. This hands-on experience is invaluable in preparing them for their future profession as a teacher education. While a substantial majority of students reported that they were oriented before their internship, the focus group discussions with M.Ed. students revealed a need for more comprehensive and systematic orientation prior to the commencement of the internship. Additionally, responses from the students highlighted several logistical challenges that need to be addressed, including transportation issues, the placement of students in institutions that align with their areas of specialization and matching the needs of the interning institutions.

Although it was acknowledged that faculty shortages make it difficult for teacher educators to regularly visit the interning institutions, a need was felt for more active engagement between teacher educators and the interning institutions. This involvement would enhance the level of support and guidance to M.Ed. students from the interning institutions, contributing to a more effective and enriching learning experiences.