



## OPINION OF PROSPECTIVE TEACHER- EDUCATORS TOWARDS TWO-YEAR MASTER OF EDUCATION PROGRAMME

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### ABSTRACT:

*In India, the teacher education system is drastically changing from the last two decades, for seeking any change holds a way-out for attaining goals in a successful way by avoiding detriments judiciously. Increasing the duration of the teacher education program (M.Ed.) would be considered as an optimistic clue that the quality of teacher-training and education could be brought into the streamline. As per NCTE norms, the duration of M.Ed. programme has been increased from one-year to two-year. The two-year Master of Education programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas, and also develop research capacities, leading to specialization in either elementary education or secondary education (NCTE, 2014). Keeping the length of programme in mind, the investigators made an attempt to explore the convictions of prospective teacher-educators. Prior to commencing any programme, it is constantly obligatory to cognize the outlooks of aspirants in the light of new norms and regulation of any autonomous body. The aim of the present research is to discern the views of prospective teacher-educators, know-hows in curricular & co-curricular activities and their expectations towards two-year M.Ed. programme. The present study adopted the descriptive survey method. A total of thirty-eight M.Ed. students had been taken purposively, and a self-constructed semi-structured questionnaire and Likert-type five-point scale were administered to the target-group. The study revealed that majority of them (81.57%) expressed that M.Ed. programme was necessary to offer as a two-year programme, related to joining two-year programme (71%) and also opined that two-year M.Ed. programme really produces quality teacher-educators, but only 47.40% of them self-assessed that they fitted for the teaching profession. Majority of the participants conveyed that they were having stage-fear (92%) and assumed to be able to overcome it in due course. The study also bore that 86.84% of them were agreed to having a specific dress-code (uniform) in this profession. Some of the suggestions have been drawn in the light of major findings of the study.*

**KEYWORDS:** Prospective Teacher-Educators, Opinions, Two-year M.Ed. programme.

### 1. INTRODUCTION

Teacher Education system in India is drastically changing from last two decades, for seeking any change embraced with a way-out for achieving aims and goals in a successful way by avoiding detriments judiciously. The focus of quality of teaching is to humanize the humanity, imparting knowledge, required competencies and inculcating moral and values, are determining factors for the growth and development of any nation. Nevertheless, it is only possible to realize through preparing competent and knowledgeable teachers who have holistic understanding of learners and their learning styles. The influence of teacher is invariably an unavoidable one on pupils' personalities. Therefore, the role

of teachers are very significant on making the constructive citizens and accountable people. National Policy on Education (1986) rightly emphasized that "The status of the teachers reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers". It denotes that teachers invariably play a crucial role in preparing communities and societies towards exploring new horizons and achieving higher levels of progress and development. It is a fact that a teacher always remains as a prime agent who brings change in both at materialistic and non-materialistic (human) aspects of the society. National Curriculum Framework for Teachers Education (2009) has rightly stated that the importance of competent teachers to the nation's school system can in no way be overemphasised. It is well-known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. Further, it mentioned that the length of academic preparation, the level and quality of subject matter knowledge, repertoire of pedagogical skills the teachers possess to meet the needs of diverse learning situation, the degree of commitment to the profession, sensitivity to contemporary issues and problems as also to learner and the level of motivation critically influence the quality of curriculum transaction in the classroom and thereby pupil learning and the larger processes of social transformation. Hence, for making quality citizens, preparation of teacher educators needs to be prioritized in terms of qualitatively rather than quantitatively. The objectives of teacher education are as follows: **(i) Better Understanding of the Student (ii) Building Confidence (iii) Using Methodology of Teaching (iv) Building Favourable Attitude (v) Familiarizing with the Latest in Education (vi) Making Familiar with School Organisation (vii) Creating social Insight (viii) Improving Standards (ix) Training for Democracy.** It is widely accepted fact that the chief aim of teaching profession stresses on creation of good humane.

## 2. NEED AND SIGNIFICANCE OF THE STUDY

From the inception of teacher education, many changes have been occurred regarding preparation of teacher-educators, modification of curriculum, nature of transaction, practice-teaching, allocation of time to various activities, and length of programme, etc. All these vicissitudes are not accounted abruptly, but considering the changes taken place at individual and societal needs from local to global-level. In any profession, especially in teaching, welcoming the change implies not only leads to the progress, but also a way-out for certain detriments. It is an obligatory for modern teachers to cope-up with advanced science and technology and also to make vibrant citizens for the bright future of the nation. Keeping in view, many policies and commissions have been fetched to strengthen the teacher education in India for making skillful human-power to see the desirable growth and development of the nation. For providing quality education and making constructive citizens, teacher education plays a vital role and it must concentrate on two-levels; firstly, imparting knowledge and inculcating required values in prospective-teachers and, secondly, providing effective training to improve skills and competencies through teachers' preparation. An adequate time for this commitment is a key factor to create dynamic teachers; otherwise realizing all prescribed tasks within a time-bound is just serve for cumulating professional degree-holders rather generating quality/competent teachers. Keeping in view of time constrains to produce proficient teachers; National Council of Teacher Education (NCTE, 2014) has brought new regulations by increasing the duration of teacher education programmes from one-year to two-years from 2014 onwards. The two-year M.Ed. programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of education, specialize in select areas, and also develop research capacities, leading to specialization in either elementary education or secondary education (NCTE, 2014). Increasing the duration of master of education programme (M.Ed.) would be considered as an optimistic sign that the quality of teacher-training and education could be brought into the streamline. But, it is also an imperative to look into stakeholders' readiness and their viewpoints regarding the duration of programme for pursuing and obtaining professional degrees. Therefore, the investigators made an attempt to ascertain the views of prospective teacher-educators about the two-year master of education programme. In order to examine

the views of prospective teacher-educators scientifically, the following research questions have been formulated. They are as follows:

### 3.1 Research Questions

1. How do prospective teacher-educators perceive the duration of master of education programme?
2. What kind of expectations do the prospective teacher-educators have about the nature of two-year M.Ed. programme?
3. What do prospective teacher-educators believe about their strengths and weaknesses regarding academic and non-academic activities?
4. What challenges do prospective teacher-educators encounter while taking admission to M.Ed. programme through digital-mode?

### 3.2 Statement of the Study

The study is entitled as "Opinion of Prospective Teacher-Educators towards Two-Year M.Ed. Programme".

### 3.3 Objectives of the Study

- To ascertain the opinion of the prospective teacher-educators towards two-year Master of education programme with respect to Will/Desire to join the Programme, Duration of the Programme, Admission procedure, and Fee structure.
- To explore the expectations of prospective teacher-educators about the two-year M.Ed. programme with regard to (a). Mode of Teaching (b). Professional skills (c). Medium of instruction
- To identify the strength and weaknesses of prospective teacher-educators pertaining to curricular and extra-curricular activities.

### 3.4 Explanation of the Terms Used

**3.4.1 Prospective Teacher-Educators:** They are aspirants who are degree-holders in masters or bachelors in arts/sciences/commerce along with graduation in education, pursuing two-year master of education programme during collecting the required data for the study.

### 3.5 Delimitation of the Study

The present research-work was confined to the first-semester students of two-year Master of Education (M.Ed.) programme, at Department of Educational Studies, Central University of Jammu, and academic year - 2017 to 2018 only.

## 4. METHODOLOGY OF THE STUDY

### 4.1 Research Design

The present study was descriptive survey-type in nature where the investigators made an effort to ascertain the opinion of prospective teacher-educators towards two-year Master of Education programme (M.Ed.).

### 4.2 Sample of the Study

All the students of semester-one of M.Ed. (Two-year) programme were purposefully considered as a sample of the study. The total sample of the study was thirty-eight prospective-teacher educators.

### 4.3 Tools employed for data collection

For obtaining required data from the study-population, the investigators constructed and employed a semi-structured questionnaire and a three-point Likert-type scale. The semi-structure questionnaire had been developed under four dimensions viz. Duration of the programme (three-items), Admission procedure (four-items), Expectation of aspirants concerning the M.Ed. Programme (four-items), Opinion about the Medium of Instruction to be followed (two-items) and Strength and

Weakness of Prospective Teacher-Educators (four-items). A total of eighteen-items had been used in the questionnaire, out of which three of them were solely open-ended items. The three-point Likert-type scale was also constructed under four-dimension viz., Will/Desire to join the programme, Teaching, Duration of the programme and Professionalism. Hence, a total of twenty-items have been considered to measure the opinion of the aspirant under three-point scale and data also gathered.

**5. ANALYSIS AND INTERPRETATION OF DATA**

As the questionnaire included both closed and open-ended items, the congregated data were analyzed with the help of both the qualitative and quantitative inquiry techniques. The numerical data were analyzed by using the frequency and percentage-count while the descriptive data (written responses) were analyzed through content analysis technique. The following Table 5.1 shows the responses of participants regarding component of teaching.

**Table -I: Opinion of prospective teacher-educators towards teaching**

S. No.	Statements	Agree	Neutral	Disagree
	Apt for the teaching profession	47.40 % (18)	2.63% (1)	47.40% (18)
	Everyone can perform the duty of teaching well	78.94% (30)	7.89% (3)	13.15% (5)
	Teaching is an easy profession	5.26% (2)	7.89% (3)	86.84% (33)
	Teaching is highly correlated with passion of teacher in the particular field	89.47% (34)	5.26% (2)	5.26% (2)
	Teaching is an hereditary	15.78% (6)	15.78% (6)	68.42% (26)

From the Table 5.1, it can be understood that nearly-half of the participants believed that they were fit for the teaching profession whereas the rest of them were in opposite view. The majority of them alleged that teaching was not an easy profession (86.84%), but if one was provided training, then only teaching would be effective (78.94%). Sixty-eight percentage of prospective teacher-educators responded that skills of teaching could not be acquired through hereditary, but it was highly correlated with the passion of teacher in a particular field. The subsequent Table 5.2 shows the responses of the participants regarding their Will/Desire to get admission to the programme.

**Table 5.2: Opinion of Prospective Teacher-Educator towards Will/Desire**

S. No.	Statements	Agree	Neutral	Disagree
	I got admission easily in M.Ed. programme therefore I joined it	29.94% (11)	7.89% (3)	63.15% (24)
	It is easy to get a job in the teacher education field	52.63% (20)	13.15% (5)	34.21% (13)
	Teaching field is such a profession that one can easily settle well in their life	44.73% (17)	21.05% (8)	34.21% (13)
	Joined this programme because I was forced/guided to pursue it	15.78% (6)	15.78% (6)	68.42% (26)
	Ready to work at low pay-scale in this field	36.84% (14)	23.68% (9)	47.40% (18)

From the Table 5.2, it can be observed that majority of the participants (68.42%) replied that they were neither forced nor guided to join this programme, but only through their self-interest made them to take admission and also expressed getting seat in this programme was not easy. Fifty-three percentage of them presumed that getting a job in the teacher education field easy and also settling in this profession (44.73%). It can also be noticed that only 36.84% specified that they were agreeing to



work even at low pay-scale, whereas 47.40% disagreed and 23.68% of the aspirants' responses were recorded at neutral. The succeeding Table 5.3 indicates the responses of the participants towards the teaching profession.

**Table 5.3: Opinion of Prospective Teacher-Educators towards Profession (N=38)**

S. No.	Statements	Agree	Neutral	Disagree
	Degree fetches respectful employment	76.31% (29)	10.52% (4)	13.15% (5)
	Self-evaluation does not require in this profession	7.89% (3)	2.63% (1)	89.47% (34)
	It is a suitable profession where I utilize my knowledge and abilities at the best	94.73% (36)	2.63% (1)	2.63% (1)
	Teaching profession is a challenging task	71.05% (27)	13.15% (5)	15.78% (6)
	Employment opportunities are more in this field than the other professions	26.31% (10)	26.31% (10)	47.36% (18)
	Requirement of Dress-code in profession	86.84% (33)	2.63% (1)	10.52% (4)

From the Table 5.3, it can be understood that 76.31% joined this programme because M.Ed. degree provides reverential job, but only a few of them (26%) uttered more employment opportunities in this profession. A majority of the participants replied (89.47%) self-evaluation required for developing professionally in this field and also believed teaching field was suitable to utilize the knowledge and abilities at the best (94.73%). Although, they inclined to this profession, 71.05% of them declared that teaching is a challenging task to them whereas 15.78% disagreed, and 13.15% of them were taken neutral stand. With regarding dress-code like in other professions (lawyers & doctors), 86.84% of prospective teacher-educators were claimed to have specific dress-code in this profession whereas 10.52% were denied and 2.63% of them were stood at neutral. The subsequent Table 5.4 provides views of prospective teacher-educators about the length of time of the M.Ed. programme.

**Table 5.4: Opinion of Prospective Teacher-Educators towards Duration of the Programme**

S. No.	Statements	Agree	Neutral	Disagree
	Two-year duration is necessary for teacher education programme	76.31% (29)	7.89% (3)	15.78% (6)
	Duration is not a matter of teacher education programme for producing quality teachers	47.36% (18)	7.89% (3)	44.73% (17)
	Quality teacher-educators can be produced if the program being pursued at two-year	73.68% (28)	10.52% (4)	15.78% (6)
	Happy for joining two-year M.Ed. programme	71.05% (27)	18.42% (7)	10.52% (4)
<b>Responses obtained through questionnaire regarding duration of the programme</b>				
S. No.	Item	Agree	Disagree	
	M.Ed. Programme needs to be offered as a two-year programme	81.57%	18.43%	
	Spending two-year for M.Ed. programme is a waste of time	13.15%	86.85%	
	Two-year programme enhances the quality of teacher-educators	86.84%	13.16%	

Table 5.4 shows that majority of the participants (81.57%) expressed that teacher education programme (M.Ed.) was necessary to offer as a two-year programme and also believed that pursuing two-year programme was really produce quality teacher educators and also enhance the qualities of prospective teacher-educators such as teaching competencies, communication skills, and abilities, etc. But on the same-line, 47.36% thought that duration of the teacher education programme was only not a matter for producing quality teachers, but other aspects such as quality training provided, availability of resources, mentoring & concern of teachers of the department were equally given priority. It can also be discerned that most of them expressed happy for pursuing Master of Education programme at length of two-years (71.05%). The following Table 5.5 shows the response of the participants regarding admission procedure.

**Table 5.5: Opinion of Prospective Teacher-Educators about Admission procedure**

S. No.	Item	Agree	Disagree
	Common entrance exam is a suitable mechanism	94.73%	5.27%
	Comfortable with submission of application form through online-mode	89.47%	10.53%
	Getting confusion for filling online application form	23.68%	76.32%
	Comfortable to pay the fee through online-mode	94.73%	5.27%

From the Table 5.5, it can be observed that 94.73% of the participants responded that common entrance exam was an appropriate strategy for admission to Master of Education programme. A majority of the participants (89.47%) conveyed that they were comfortable with submission of application form through online-mode, no confusions to fill online application form (76.32%) and easy to remit the fee through online-mode (94.73%). The succeeding Table 5.6 indicates the responses about expectation about the M.Ed. Programme and its medium of instruction.

**Table-5.6: Expectation of Prospective Teacher-Educators about the M.Ed. Programme**

S. No.	Item	Agree	Disagree	
	Getting adequate knowledge through this programme	94.73%	5.27%	
	Able to become a competent teacher-educator	100%	-	
	Going to get required skills/competencies to get job	94.73%	5.27%	
	Teaching profession has reverence	94.73%	5.27%	
Medium of Instruction				
	Item	English	Hindi	Both Medium
5.	Interested to listen lectures only	1.30%	1.34%	97.36%
6.	Opting medium for examination	84.21%	-	19.79%

From the Table 5.6, it can be observed that the majority of the participants expected that they were going to get adequate knowledge and required skills through this programme, perceived to become a competent teacher-educator and also believed that this profession had reverence. Regarding the medium of instruction, 97.36% interested to listen lectures in both English as well as Hindi. But, when it comes to appearing for examination, 84.21% claimed to take exams in English medium only, whereas 19.79% were favorable to have a choice of both mediums (i.e. English & Hindi). The subsequent Table 5.7 provides the response of the participants about their strength and weaknesses with respect to curricular and extra-curricular activities.

**Table 5.7 Responses of the participants about their strength and weaknesses**

S. No.	Item	Agree	Disagree
	Possessed required skills for teaching	14.76%	85.27%
	Stage-fear	92.10%	7.90%
	After completion of programme, able to overcome stage-fear	71.05 %	28.95%
	Able to organize extra-curricular activities	89.47%	10.53%
	Games	26.47%	-
	Cultural activities	29.4%	-
	Social awareness activities	50%	-
	e. Literary activities	23.53%	-

It can be observed from the Table 5.7 that 85.27% of the participants reported that they were lacking demanded skills for which teaching field demands whereas 14.76% claimed to possess them. The Majority of them (92.10%) declared that they were having stage-fear and also strongly believed to be able to overcome it by completion of the programme. 89.47% of them confirmed that they possessed the skills for organizing extra-curricular activities such as social awareness activities (50%), games (26.47%), cultural activities (29.41%), and literary activities (23.53%)

### MAJOR FINDINGS OF THE STUDY

- The study revealed that only 47.40% of the prospective teacher-educators opined that they were fit for the teaching profession. A majority of them stated that teaching was not an easy task (86.84%), and it was a challenging task (71.05%) in fact, if training was provided carefully, then only teaching was expected to be effective (78.94%).
- The study found that 76.31% of the prospective teacher-educators joined this programme because M.Ed. degree provides reverential job opportunities and also opined that it was easy to get a job in the teacher education field (53%).
- The study revealed that 86.84% of prospective teacher-educators were agreed to have a specific dress-code in this field, whereas 10.52% disagreed and 2.63% of them were stood at neutral position.
- The study also discerned that majority of them (71.05%) were happy to pursue Master of Education programme at length of two-year.
- Majority of the participants (81.57%) expressed that teacher education programme (M.Ed.) was necessary to offer as a two-year programme and also believed that pursuing two-year programme would produce quality teacher educators and also improves the teaching skills, competencies, communication skills, and abilities, etc.
- Majority (94.73%) of the prospective teacher-educators responded that common entrance examination was an appropriate strategy for admission to Master of Education programme.
- A majority of the participants also conveyed that they were comfortable with the submission of application form through online-mode (89.47%), no confusions for filling online application form (76.32%) and easily able to remit the fee through online-mode (94.73%).
- Eighty-five percentage of participants self-declared that they were lacking required skills which teaching field demands whereas 14.76% of them were claimed to possess them.
- Majority of the participants opined that they would gain adequate knowledge and required skills through this two-year programme, and also expressed that they were going to become a competent teacher-educator by the completion of the programme.
- Majority of the participants (92.10%) announced that they were having stage-fear and also strongly opined that they would be able to overcome it in due course.

## CONCLUSION

Teaching is a complex activity which demands a variety of skills and competencies from the teacher-side, and it also seeks the cooperation, support, availability of resources, adequate time for the administrators, pupils and parents from another side. But, 'teacher training' is central a key aspect which needs to draw attention on procedural aspects rather merely looking at outcomes (completion of number of tasks). In order to make quality teacher educators, sufficient time and affirmative attitude from the stakeholders is essential. It found from study that majority of the participants were happy and favorable to pursue M.Ed. programme at the length of two-year. They also had an optimistic view that competent teachers-educators would be made because there is a lot of scope for attaining necessary skills and to overwhelm their weaknesses in curricular and extra-curricular domain in due course. In any programme, aspirants tend to pursue because of their expectations so it is the liability of administrators and academician to streamline them and scaffolding for elevating quality of thinking for teaching determinately. Although, the study proved positive symptoms towards increasing the duration of the programme, it points that for refining the skills of prospective teacher-educators, creating congenial environment to learn at their own space and both theory and practical must be equally prioritized to bring quality in teaching.

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