

TWO YEAR M.ED. TEACHER EDUCATION PROGRAMME AS PER NCTE REGULATIONS 2014: A REVIEW

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ABSTRACT

Teacher education is the important component of educational system of a country. Education system changes from time to time due to government policies and to bring improvement in quality as well. National Council for Teacher Education (NCTE) Regulations 2014, made changes in M.Ed. teacher education programme and proposed two-year duration which came into the force from 2015-2016 academic years onwards. This paper discuss about the various reviews on the study of two year M.Ed. teacher education programme. Various studies were carried by different researchers to analyze the effectiveness of the two year M.Ed. teacher education programme. After the extensive reviews of the researches done in the field of two year M.Ed. teacher education programme, it can be said that students have diversified opinions and multiple responses towards the two year M.Ed. programme regarding increased duration of the programme, curriculum, internship, and other facilities. The reviews reflects that mostly students were not in favour of the increased M.Ed. programme. It is very important to assess why the previous studies are not much satisfactory in context of the various dimensions as per NCTE Regulations 2014.

KEY-WORDS:- M.Ed. Programme, NCTE Regulations 2014

INTRODUCTION

Teacher education plays a vital role in restructuring the system of education and rebuilding the nation. Teacher education is a global profession that needs to be understood properly. Teacher education in the present century is concerned with the challenges of providing knowledge and skills required for the progress of society. A Teacher education programme is related to the development of teacher's proficiency and competence that would enable

and empower the teachers to meet the requirements of the profession and face the challenges therein. The fresh curriculum of M.Ed. has been implemented with new prospects and priorities across the nation. The objectives of M.Ed. programme are to provide a suitable learning environment to the prospective teacher educators for developing an understanding about the school education system in philosophical, social, cultural, political, economic and historical perspectives. 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, specializing in selected areas and also develop research capacities, leading to specialization in either elementary education or secondary education.

RATIONALE

National Council for Teacher Education has made drastic change in the teacher education programme. The one year M.Ed. Programme is increased to two year programme with new norms and standards for duration of the course, working days, intake capacity, eligibility, admission procedures, curriculum, programme implementations etc was emphasized, so as to bring quality in two year teacher education programme. NCTE plays a vital and crucial role to ensure quality in teacher education in the form of various standards and norms prescribed by it as per the requirement of the prevailing conditions throughout the country in the field of teacher education.

There are studies which were carried by different researchers to analyze the effectiveness of the two year M.Ed. teacher education programme. In this context the study conducted by Mohammad and Begum (2019), Prameela (2018) studies on two year M.Ed. programme showed that, students were not in favor of the increased M.Ed. programme as they opined that there is no guarantee of job after completion of course and also concludes that age is one of the important factor that students don't want to join M.Ed. programme. Ahmed (2018), Chavan and Khandagale(2017), Amin (2016) studies shows that students were not satisfied with the two year M.Ed. programme, due to heavy fee structures. Studies in this context show diversified opinion regarding the two year M.Ed. programme proposed by NCTE Regulations 2014.

REVIEW ON TWO YEAR M.ED. TEACHER EDUCATION PROGRAMME

Mohammad and Begum (2019) study on **The perception of teacher educators towards two year M.Ed. programme in Tamil Nadu** tried to find out the perception of 69 Teacher Educators working in the government and government aided institutions about 2 years M.Ed. programme. Survey method was used with closed as well as open ended questionnaire. Finding was that majority of the teacher educators (80% to 90%) expressed that government institutions are better in maintaining quality in the teacher education programme. 86% of teacher educators expressed their opinion that parents also not willing towards two years of duration. 82% of teacher educators rejected the opinion that more job opportunities are available due to two-year programme. The overall perception of the teacher educators shows that there are no positive changes or development due to increasing the duration of the course.

Prameela (2018) conducted **A Study of problems and challenges in effective implementation of 2year M.Ed. Course in Mysore**. The study primarily focused to find out the problems and challenges of faculty and students of M.Ed. in Mysore City. It also focuses on effective implementation of 2 year M.Ed. programme,

structure, internship, dissertation, school visits and related issues. The major findings show that 90% of students have positive opinion regarding internship in two year programme. And 50% have problems with syllabus of educational psychology that it is over loaded. There are positive responses for negative statements where the respondents totally agree for the following items that school field attachment in M.Ed. Practicum is a repetition of internship undergone in B.Ed. programme, two year is a long period to get in to M.Ed. programme, 2 year M.Ed. programme is unnecessary expansion of 1 year M.Ed. programmes, students lose interest in attending classes, compound to other education programme 2 year M.Ed. programme consumers more years, and concludes that age is influential factor for getting in to occupation, job opportunities for those who obtain 2 years M.Ed. programme.

Ahmed (2018) conducted **A study of curriculum difficulties in two year M.Ed. new course in Jammu region**. The study aimed to prepare an attitude scale for measuring attitude of M.Ed. students towards two year M.Ed. course curriculum. To identify the curriculum difficulties in M.Ed. two year new course curriculum programme. To find whether there are significant differences in the attitude of M.Ed. students belonging to different sex i.e. boys and girls towards curriculum difficulties in two year M.Ed. course. And also, to study the attitude of M.Ed. students belonging to different localities (urban and rural) towards curriculum difficulties in two year M.Ed. course. The sample of the 120 students including boys and girls from different schools of Jammu using simple random sampling method was used. Result was found that 50.39% of M.Ed. students agree whereas 17.3% of students strongly agree about the benefits of M.Ed. two year new course curricular programme has been found that 45.66% of M.Ed. students agree and 22.33% strongly agree about the pupil teacher relation or collaboration in M.Ed. new course curriculum programme.

Chavan and Khandagale (2017) made **A Study of the M.Ed. Internship Programme Perceived by Student Teacher-Educators** to analyze the M.Ed. Internship programme keeping the base as per the guidelines and objectives (NCTE Guidelines 2014). The study was conducted at the P.G. levels. The data was collected by using open ended questionnaire & semi-structure interview of student-teacher educators of Department of Education, Shivaji University, Kolhapur. The M.Ed. teacher educators responded that they had actively participated in all activities of the M.Ed. internship programme & they got enriched with various experiences during the internship. The challenge perceived by the most of the student-teacher educators was classroom management, insufficient time for innovative teaching technique, 'long distance from teacher education institution to practicing school.

Amin (2016) finding of the study **Two Year Duration of B.Ed. and M.Ed. Courses: Constrains and Expected Solutions** explores immediate constrains and its expected solutions of two year B.Ed. and M.Ed. programme carried out in Gujarat and particularly in India. The major constrains in two year programme are faculty, financial crunches, and enhancement of infrastructural facilities on the part of government as well as self-financing teacher education institutions. The students seeking admission in teacher education programme were burdened with heavy fee with the extended duration which ultimately ceases them to pursue their desired course. Hence, most of students demand to move back to one year B.Ed and M.Ed. programme.

ANALYSIS OF THE REVIEW

After going through the several reviews on two year M.Ed. teacher education programme, result shows that the introduction of two year M.Ed. programme has brought so many challenges to the teacher educators. However, few reviews show that two year M.Ed. programme is helpful for students to extend as well as deepen their knowledge and understanding of education and also to give good exposure in research. The reviews reflect that one of the remarkable changes due to introduction of two year M.Ed. teacher education programme is enrollment of students have drastically decreased. After successful implementation of two year M.Ed. teacher education programme, it is still unanswered question that whether this two year programme is effectively implemented and the aims and objectives of NCTE Regulations (2014) and NCFTE (2009) norms and guidelines are constructively fulfilled in enhancing the quality in two year M.Ed. teacher education programme or not. It is mandatory for teacher education institutions to fulfill certain minimum norms and standards prescribed by NCTE Regulations 2014. It has become a crucial issue to study the various pros and cons of two year M.Ed. teacher education programme as per NCTE regulations 2014.

CONCLUSION

The importance of teacher education in the educational programme of the country is of great significance. The teacher education Programme M.Ed. is one of the most important professional courses as it moulds teacher educators who can nourish the potentials of the future generation. In today's scenario, the changes brought by the Government in Teachers education programme structure were receiving both positive and negative reviews from the public. In the case of teacher education, we also need attitudinal changes among all the stakeholders. The new NCTE regulations 2014 were made for qualitative improvement in teacher education. The teacher education institutions should be put under strict control of this regulatory body (NCTE) for the selection of teacher, students and provisions of good infrastructure etc. There is need to provide more resources to the teacher educators to deal with the changed curriculum. There should be continuous professional up-gradation of teacher education programme. The increased fee structure of two year M.Ed. programme is affecting the financial status of teacher - educator which is an area of concern. There is need to give more encouragement to quality research in teacher education. The reconstruction of teacher education curriculum has become a pressing need of the hour. There should be open forums and public debates on teacher education policy rather than leaving it to some selected committees, for the effective and successful outcome of the two year M.Ed. programme.

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