
The Insight of Teacher Educators towards Two Year M.Ed. Programme in Chennai

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ABSTRACT

Teaching is an interesting and fulfilling endeavour According to the Justice Varma Committee, our nation's teacher education program has changed significantly since 2014. This includes extending the duration of the B.Ed. and M.Ed. programs from one to two years. Through the use of both closed-ended and open-ended survey questions, this study aims to gather the opinions of 70 teacher educators employed by the government and government-aided institutions on two-year M.Ed. programs. According to the majority of teacher educators (75–85%), government institutions are better at preserving the calibre of teacher education programs, and they are open to switching to a one-year M.Ed. degree. Additionally, compared to government institutions, self-finance institutions are of lower quality. Additionally, it is recommended that government and government-aided universities be given preference when it comes to admission to M.Ed. programs through the single window system.

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INTRODUCTION



One crucial element of a nation's educational system is teacher education. The foundation of the educational system is teacher education. In order to get insight into teacher educators, all teacher training schools import not only academic information but also practical knowledge and abilities in teaching various subjects. Government policies cause the educational system to alter periodically in order to improve quality. Regulations from the National Council of Teacher Education (NCTE) in 2014 changed teacher education programs, especially those for B.Ed. and M.Ed. programs, and suggested a two-year length. These modifications took effect for the 2015–2016 school year. The difficulties of imparting the information, skills, and abilities necessary for societal advancement are the focus of teacher education in the twenty-first century. Justice Verma Commission (2012) recommended that M.Ed. the programme should be of two-year programme. 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. Teacher education encompasses teaching ability skills, and knowledge of pedagogical theories and professional skills. People come to teacher education with beliefs, values, commitment, personality traits and moral values from their upbringing and schooling. One of the main goals of teacher education is to assist teacher candidates in critically analysing their values and beliefs in relation to teaching, learning, and subject matter. They should also develop a vision of effective teaching to direct and motivate their work and learning. Like any other educational intervention, teacher education can only address professional commitments or dispositions that are changeable.

MASTER'S DEGREE IN EDUCATION (M.Ed.)

The two-year M.Ed. program is intended to give students the chance to broaden and deepen their knowledge and comprehension of education, allowing them to specialise in particular fields and build their research skills, ultimately leading to a secondary or elementary education specialisation. For people with a Bachelor of Education who are currently teaching, a Master of Education (M.Ed.) degree may be a next step. Teachers who want to further their careers by learning more about their present topic, becoming Teacher Educators, becoming administrators, or establishing a new speciality are often the ones who decide to pursue a Master's degree in education. Only after earning a standard bachelor's degree in education from an accredited university may one enrol in this course. Students might choose a rewarding profession in teaching thanks to the course. In addition to receiving academic knowledge in the field of teaching, students also receive hands-on training. Candidates are chosen for the course based on their



performance on the M.Ed. entrance exam administered by universities and institutions or their merit in the qualifying exam.

NEED FOR THE STUDY

Since they prepare teachers and teacher educators to develop the potential of the next generation, the B.Ed. and M.Ed. teacher education programs are the most significant professional courses. In the current situation, the public's perceptions of the government's modifications to the framework of the teachers' education program were mixed. Knowing how teacher educators who are now employed in the sector felt about the structural adjustments made to teacher education programs is essential. Hence M.Ed. Programme in Chennai”.

REVIEW OF RELATED LITERATURE

According to **Sharma and Chahal (2022)**, insight is crucial to the overall growth of student teachers. Any teacher education program must include field participation, much as all other professional programs. **Acharya and Kumar (2021)** began by stating that in order to raise the calibre of the teacher education program, the Insight program needed to be well coordinated. **Jogan and Sushma (2019)** evaluated the efficacy of school insight and discovered that the internship program gave teachers insight into real work, allowed them to integrate theory and practice, allowed them to plan and deliver lessons, allowed them to critically analyse teaching styles, and allowed them to improve their performance based on feedback from the supervisors. **BuniLiegise-KhotoleKhieya (2017)** Conducted an evaluation of Two-year B.Ed. Course in Nagaland with respected to initiatives and issues. Only few studies are available in the Indian scenario regarding two years duration of the teacher education programmes in our country. **Jayakumar (2016)** conducted a study titled “Programme: two years B.Ed. In India” using survey method and concluded that with the need for an updated curriculum in the teaching-learning process and the need to sustain it. This study also formed that the students from any field can do B.Ed. But there is no job security for such students. **Nalawade-Jadhav Vandana (2015)** found that institutions faced many constraints in infrastructure management, admission procedure, teacher’s recruitment and school intership after the implementation of two-year B.Ed. Programme. A study on the "attitude of teacher educators towards two years B.Ed. Program" was carried out by **Sushma (2014)**. The main goal of this study is to determine if attitudes regarding the two-year B.Ed. program for teacher educators differ significantly across the subsamples categorised by gender, kind of institution, and experience. The findings show that there is no



discernible difference in the attitudes of government-sponsored, assisted, and unaided teacher educators towards the two-year B.Ed. program, nor between male and female teacher educators.

OBJECTIVES

The following are the objectives of the present study

To study the Insight of Teacher educators towards Two-year M.Ed. Programme, with respect to

- a) Shifting back to one-year M.Ed. Programme.
- b) Entrollment
- c) Quality of Education
- d) Pursuing higher education eligibility exam
- e) Fees structure
- f) Job opportunity
- g) Competencies.

METHODOLOGY

For the study, the survey approach was used. In fields like demographics and social research, the survey technique is utilised to expand knowledge. Surveys are frequently used to gauge people's thoughts, feelings, and views. Surveys might have more general, global objectives or be more restricted and focused. Seventy teacher educators from government institutions, universities, and colleges of education were included in the study's sample size. They were chosen at random from among Chennai's several universities and colleges of education. A well-structured questionnaire was utilised to collect the data. The results from the teacher education were obtained using both closed-ended and open-ended questionnaires.

DATA COLLECTION

Seventy teacher educators were personally given the questionnaire. The purpose of the questionnaire was to get teacher educators' opinions on a variety of topics, including enrolment, educational quality, the cost of pursuing higher education, employment opportunities, returning to a one-year M.Ed. program, etc. The



teacher educators' answers to each dimension are shown in the accompanying tables, which provide insight into their opinions on the two-year M.Ed. program.

DATA ANALYSIS

The descriptive analysis was used to examine the data. Normative or descriptive surveys are frequently conducted as a prelude to more rigorous control and objective procedures used by researchers. Planning different educational programs is made easier with descriptive analysis. Perhaps the most common use of the descriptive method in educational planning is the school census, which is carried out to help with curriculum, teaching strategies, learning objectives, and other issues (C.R. Kothari, 2004).

Table: 1

Insight of Teacher educators towards Two-Year M.Ed. Programme

Dimension	Number of Respondents	Accepted	Rejected	Accepted %	Rejected %
Two-year M.Ed. Programme is very essential	70	26	44	37	63

63% of teacher educators expresses their opinion against the two years M.Ed. Programme in Table 1. Only 37% of the teacher educators show their willingness for two-year M.Ed. Programme.

Table: 2

Insight of Teacher educators towards Entrollment of students

Dimension	Number of Respondents	Accepted	Rejected	Accepted %	Rejected %
Increases Private	70	45	25	65	35



college Entrollment					
Decreases Govt/ Aided colleges/ university Enrollment	70	60	10	87	13

35% of teacher educators disagreed with the statement that enrolment at private institutions is rising, whilst 65% of them agreed. While 13% of teacher educators disagree, 87% of them concur that fewer students are enrolled in government education institutions and university departments in Table 2.

Table: 3

Insight of Teacher educators towards Quality of education

Dimension	Number of Respondents	Accepted	Rejected	Accepted %	Rejected %
Private colleges are better in quality than Govt / Aided Institutions	70	8	62	11	91
Govt college/ universities are better in quality than self-finance institutions	70	54	16	78	22



Merely 11% of teacher educators concurred that private colleges offer higher-quality instruction than government schools, whilst 91% disagreed in Table 3. Approximately 78% of teacher educators agreed that government colleges and universities are of higher calibre than privately funded ones. Twenty-two percent of teacher educators disagreed.

Table: 4

Insight of Teacher educators towards Research and higher education

Dimension	Number of Respondents	Accepted	Rejected	Accepted %	Rejected %
Obstacle entering in to higher education	70	40	30	59	41
Helpful to prepare for NET/SET exam	70	33	37	47	53
The students get good exposure in research	70	40	30	58	42
Engolve innovative teaching methods	70	24	46	35	65

- 41% of teacher educators disagreed with the 59% of teacher educators who said that a two-year M.Ed. program was a barrier to pursuing a Ph.D. or other higher education degree.
- 53% of teacher educators disagreed with 47% of them who stated that a two-year M.Ed. program helps students prepare for the UGC-NET/SET exam.



- According to 58% of teacher educators, a two-year M.Ed. program helps students have good exposure to research. However, 43% of the teacher educators disagreed in Table 4.
- Sixty-five percent of teacher educators disagreed with the notion that a two-year M.Ed. program would assist students in using creative teaching-learning techniques.

Table: 5**Insight of Teacher educators towards fees structure**

Dimension	Number of Respondents	Accepted	Rejected	Accepted %	Rejected %
Two-year M.Ed. Fee Structure is a burden	70	48	22	69	31
The parents willing towards two years	70	11	59	15	85

- 69% of teacher educators informed is that two-year M.Ed. Programme will create more financial burden. Whereas 31% of the Teacher educators are against this opinion in Table 5.
- Only 14% of Teacher Educators accepted that parents have willingness towards two-year M.Ed. Programme while 85% of the teacher educators told that parents are not willing forward's Two Year M.Ed. Programme.

Table: 6**Insight of Teacher educators towards Job opportunity**

Dimension	Number of Respondents	Accepted	Rejected	Accepted %	Rejected %
Two-year M.Ed.	70	57	13	83	17



Programme delays the job opportunities.					
More scope for job opportunities	65	12	53	19	81

- 81% of teacher educators informed is that two-year M.Ed. Programme delays the Job opportunities, where as 19% of the teacher educators are against the above-said opinion in Table 6.
- Only 19% of teacher educators have positive opinion that the two-year programme has more scope than one year for job opportunities. While 81% of the teacher educators rejected that opinion.

Table: 7

Insight of Teacher educators towards competence gained

Dimension	Number of Respondents	Accepted	Rejected	Accepted %	Rejected %
Two-year M.Ed. Programme develop competence among the students	70	22	48	31	69

31% of the teacher educators informed that two-year M.Ed. Programme will develop competencies, among the students while 69% of teacher educators were against that opinion in Table 7.

Table: 8

Insight of Teacher educators towards Shifting back to one year



Dimension	Number of Respondents	Accepted	Rejected	Accepted %	Rejected %
The opinion about reverting in to one year	65	50	15	80	20
The recommend for one year again?	70	50	20	70	30

- According to Table 8, 80% of teacher educators are in favour of making the two-year M.Ed. degree a one-year program again, while 20% are against it.
- 70% of teacher educators suggested for one-year M.Ed. Programme whereas 30% of teacher educators did not recommend.

Table: 9**Insight of Teacher educators towards Challenges and changes**

Dimension	Number of Respondents	Accepted	Rejected	Accepted %	Rejected %
The students overcome current challenges and changes.	65	15	40	22	62
Changes in the curriculum are essential.	70	64	6	91	9



The changes due to two-year programme	65	14	45	25	75
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- While 22% of teacher educators rejected the two-year M.Ed. program, 62% of them agreed that it equips students to face today's difficulties.
- Nine percent of teacher educators disagreed with curricular modifications, while ninety-one percent agreed that they are necessary in Table 9.
- Seventy-five percent of teacher educators believe that nothing has changed, whereas 25 percent have a good view of the improvements brought about by the two-year M.Ed. program.
- The most notable shift brought about by the two-year program is the sharp decline in M.Ed. student enrolment.

CONCLUSION

- According to the results, around 65% of teacher educators believed that the two-year duration of the M.Ed. program was unnecessary because students had previously completed two years of B.Ed. study. It takes a long time to earn an M.Ed. A student must complete three years of undergraduate studies, two years of graduate school, two years of B.Ed., and two years of M.Ed. (3+2+2+2). Students who want to pursue teacher education research will be hampered by it.
- The most significant finding was that 85% of teacher educators said they would be open to curricular modifications.
- Eighty-five percent of teacher educators disagreed that private schools are superior.
- According to 85% of teacher educators, parents are likewise unwilling to commit to a two-year program.
- 85% of teacher educators said that fewer students are enrolled in government university and education departments.
- Eighty-one percent of teacher educators disagreed that the two-year degree had increased employment chances.
- It should be mentioned that eighty percent of teacher educators supported the return to a one-year M.Ed. program.



- Currently, nearly every government college and university department in Chennai is having trouble filling the 50 seats available for M.Ed. The pitiful state of affairs is that pupils are only enrolled in one digit.
- According to the teacher educators' overall perspective, lengthening the course has not resulted in any improvements or advancements.
- Since self-financing institutions encourage irregular attendance, their enrolment should be closely watched.
- Seats at government institutions should be filled before those in private institutions in accordance with the single window method of M.Ed. admission.

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