

**Chapter 4**  
**Data Analysis and Interpretation**

## **CHAPTER-4**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

The previous chapters in the study deal with the conceptual and theoretical aspects of the study, detailed review of literature, and methodology in the following chapter. After that objectives and hypotheses of the research are collected, followed by scoring and tabulation of the data, the analysis and finally the interpretation with the help of descriptive and inferential statistics are done. The present study focuses mainly on the analysis and interpretation of the data that were collected for the study. This chapter consists of the demographic profile of the teacher educators. Under this demographic profile part various aspects are described such as total teacher educator population in the study area, their sex ratio, and disciplinary background.

#### **4.2 Analysis of the Data**

Data is collected form of facts for extracting factual information from the set of raw data. Analysis of data is a structured and systematic procedure of categorizing, arranging, ordering, and summarizing the data to discover facts and for getting answers related to the research purpose. The basic purpose of data analysis is to reduce data into a simple and interpretable form so that inferences may be drawn from it (Kothari, 2004). Analysis and interpretation of data is helpful in knowing the relationship between the variables and to draw appropriate conclusions. Data analysis is the process of breaking the data into smaller parts to extract useful information for forecasting the outcomes. Careful analysis with the help of appropriate statistical techniques leads to better prediction and accurate assessment. Therefore, data analysis is an important step that involves a whole composite procedure for assessing data utilizing appropriate descriptive and inferential statistics.

#### **4.3 Objective wise Analysis, Interpretation and Discussion of Results**

To facilitate and bring clarity, the entire analysis is presented and the results based on it are discussed under the following sections –

### **Section 1: Descriptive Statistics- Frequency and Percentage**

In the present study, it is used to know the numbers of teacher educators those are aware about the opening of teacher education programmes in multidisciplinary centres and also to know about the opinions of the teacher educators towards opening of teacher education programmes in multidisciplinary centres based on their responses on each formulated statement.

### **Section 2: Inferential Statistics-Independent Sample t-test**

In the present study the investigator used the independent sample t-test to study the significant difference between dependent variable (awareness) and independent variable (gender and disciplinary background) on which the hypotheses are formulated.

## **SECTION 1**

In section-1 of this chapter the investigator devoted to discuss the data obtained from the respondents by means of Google forms. This part is devoted to examine the first and second objectives of this study i.e.,

- To study the awareness of teacher educators regarding the opening of teacher education programmes in multidisciplinary centres.
- To study the opinions of teacher educators towards the opening of teacher education programmes in multidisciplinary centres.

The findings of these objectives are awareness and opinions based respectively. For this purpose different MCQs were formulated to check the awareness level and different statements were formulated to know the opinions of the respondents respectively. Awareness related to the opening of teacher education programmes in multidisciplinary centres would help to know about the knowledge and understanding of the teacher educators regarding the various recommendations given in NEP-2020. Opinions related to the opening of teacher education programmes in multidisciplinary centres would help to know about the perspectives about the upcoming changes proposed by the NEP-2020 and how much these recommendations are going to change the Indian education system and whether it has the potential to change the whole education system or not. Thus the investigator is mainly tried to find out the awareness of teacher educators regarding the recommendations of NEP-2020 on opening of teacher education programmes in

multidisciplinary centres and also their opinions about the upcoming changes which would address different problems might fall in the way for the implementing strategies of NEP-2020 and also would give some suggestions directly or indirectly to minimize the difficulties in implementing and also some required changes in the recommendation of NEP-2020.

#### **4.3.1 Awareness of Teacher Educators regarding the Opening of Teacher Education Programmes in Multidisciplinary Centres:**

The knowledge and understanding of the teacher educators regarding the opening of teacher education programmes in multidisciplinary centres is known through their awareness of it. The present study sought the awareness of teacher educators on it. The study consists of 25 MCQs to check the awareness of the, where the maximum mark allotted per question is 1 and minimum mark allotted per question is 0 and the results are categorized into three distinct categories; which are Good, Moderate and Poor. These categories are formulated based on the secured marks by the respondents, which are as follows:

**Table No. 4.1**

*Response categories with allotted marks*

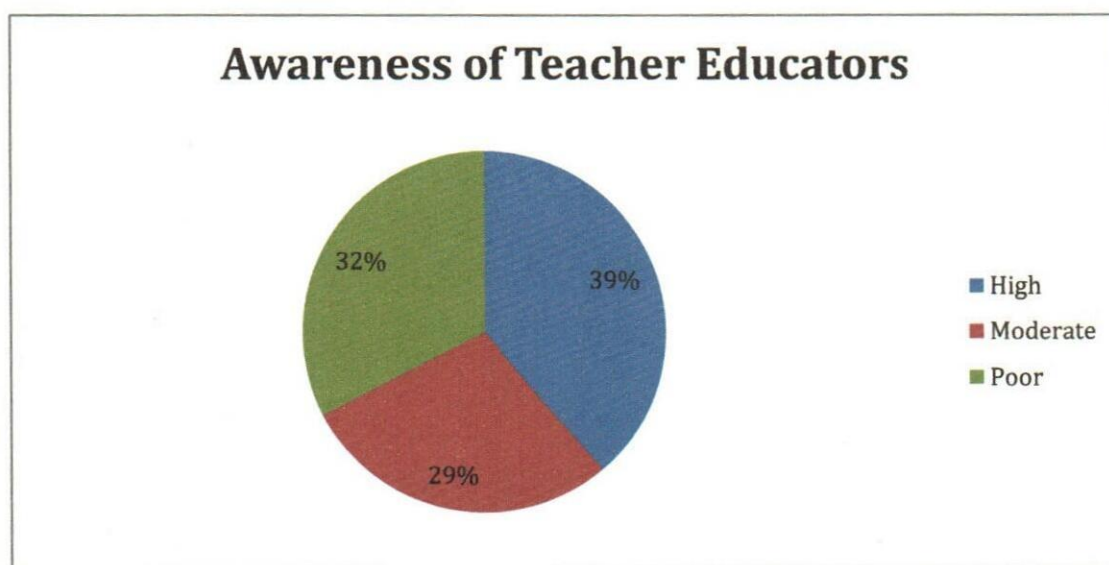
<b>Response Categories</b>	<b>Allotted Marks</b>
<b>High</b>	15-25
<b>Moderate</b>	10-15
<b>Poor</b>	Below 10

The result shows that 38.75% respondents have high awareness level, 28.75% respondents have moderate awareness level and 32.5% respondents have poor awareness level respectively regarding the opening of teacher education programmes in multidisciplinary centres.

**Table No. 4.2**

*Awareness of Teacher educators regarding Opening of Teacher Education Programmes in Multidisciplinary Centres*

Response Categories	Frequency	Percentage
High	31	38.75%
Moderate	23	28.75%
Poor	26	32.5%
Total	80	100.0%



**Figure No. 4.1:** Awareness of teacher educators regarding the opening of teacher education programmes in multidisciplinary centres

**4.3.2 Opinions of Teacher Educators towards the Opening of Teacher Education Programmes in Multidisciplinary Centres:**

The thinking and perspectives of the teacher educators towards the opening of teacher education programmes in multidisciplinary centres is known through their opinions of it. The present study sought the opinions of teacher educators on it. The study consists of statements to check the opinions of the, where the three point scales used in each

statement where three distinct categories of responses are there; which are Positive, Neutral and Negative.

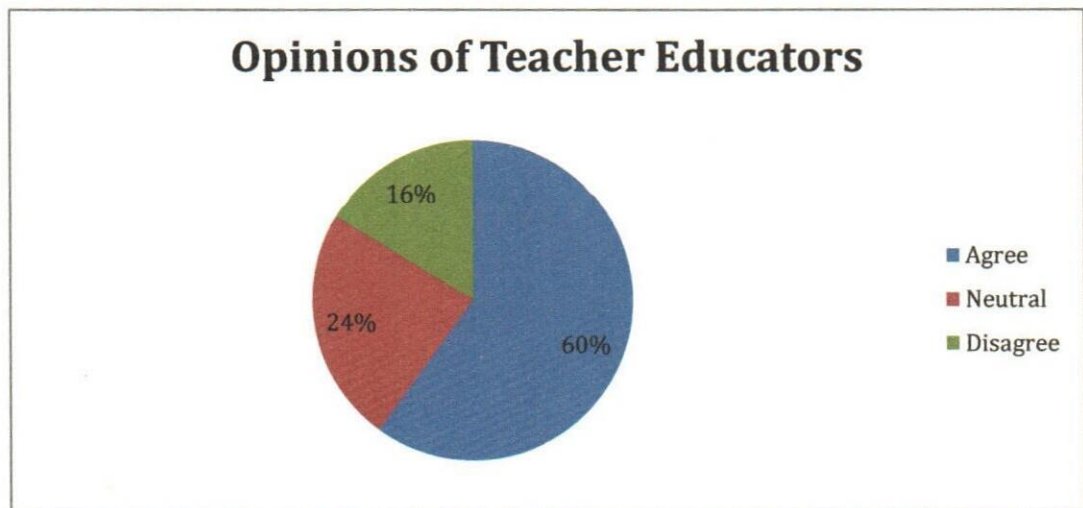
**4.3.2.1 Opinions of Teacher Educators towards the Revamping of Indian Education System with the Aspirational Goals of 21st Century Education:**

The table no. 4.3 below depicts the opinions of teacher educators towards the revamping of the Indian education system with the aspirational goals of 21st century education. From the study it is found that 60% of the respondents have expressed positively that there is a need for revamping of the Indian education system with the aspirational goals of 21st century goals whereas 23.75% respondents expressed neutral opinions and 16.25% respondents have expressed negative opinions towards it.

**Table No. 4.3**

*Opinions of Teacher Educators towards the Revamping of Indian Education System with the Aspirational Goals of 21st Century Education*

Responses	Frequency	Percentage
Agree	48	60%
Neutral	19	23.75%
Disagree	13	16.25%
Total	80	100.0%



**Figure No. 4.2:** Opinions of teacher educators towards the revamping of Indian education system with the aspirational goals of 21st century education

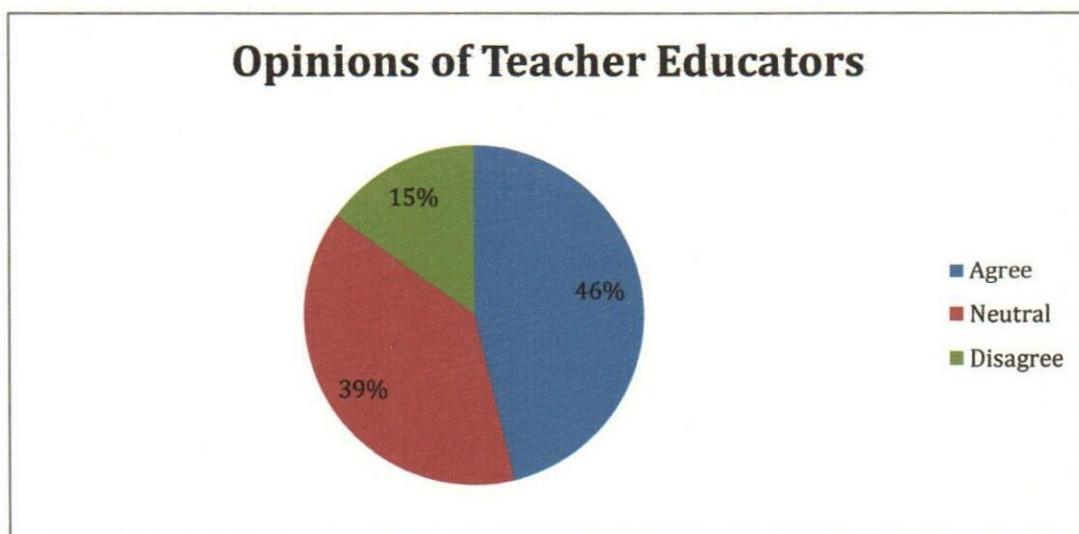
#### 4.3.2.2 Opinions of Teacher Educators towards the upcoming Recruitment Process for Teaching Profession to be conducted by NTA:

The table no. 4.4 below depicts the opinions of teacher educators towards the upcoming recruitment process for teaching profession to be conducted by NTA. From the study it is found that only 46.25% of the respondents have expressed positively that NTA will ensure the recruitment of very best and brightest candidates to enter into the teaching profession whereas 38.75% respondents expressed neutral opinions and 15% respondents have expressed negative opinions towards it.

**Table No. 4.4**

*Opinions of Teacher Educators towards the upcoming Recruitment Process for Teaching Profession to be conducted by NTA*

Responses	Frequency	Percentage
Agree	37	46.25%
Neutral	31	38.75%
Disagree	12	15%
Total	80	100.0%



**Figure No. 4.3:** Opinions of teacher educators towards the upcoming recruitment process for teaching profession to be conducted by NTA

#### **4.3.2.3 Opinions of Teacher Educators towards the Knowledge of Teacher Educators in the Latest Advances in Education and Pedagogy along with the Indian Values, Languages, Ethos and Traditions:**

The table no. 4.5 below depicts the opinions of teacher educators towards the surety of teacher educators to be well versed in the latest advances in education and pedagogy along with the Indian values, languages, ethos and traditions. From the study it is found that only 52.5% of the respondents have expressed positively that the NEP-2020 will ensure the teacher educators to be well versed in the latest advances in education and pedagogy along with the Indian values, languages, ethos and traditions whereas 36.25% respondents expressed neutral opinions and 11.25% respondents have expressed negative opinions towards it.

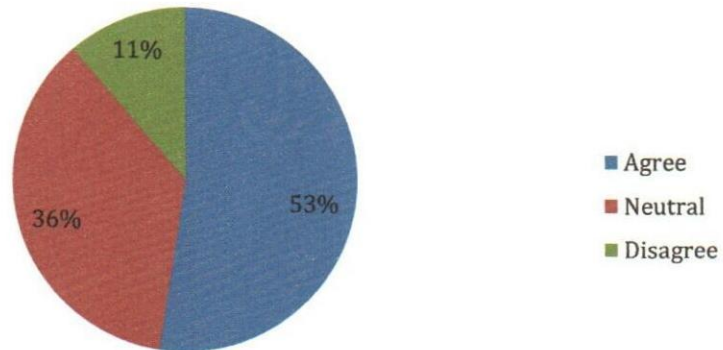
**Table No. 4.5**

*Opinions of Teacher Educators towards the Knowledge of Teacher Educators in the Latest Advances in Education and Pedagogy along with the Indian Values, Languages, Ethos and Traditions*

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Agree</b>	42	52.5%
<b>Neutral</b>	29	36.25%
<b>Disagree</b>	9	11.25%
<b>Total</b>	<b>80</b>	<b>100.0%</b>



## Opinions of Teacher Educators



*Figure No. 4.4:* Opinions of teacher educators towards the knowledge of teacher educators in the latest advances in education and pedagogy along with the Indian values, languages, ethos and traditions

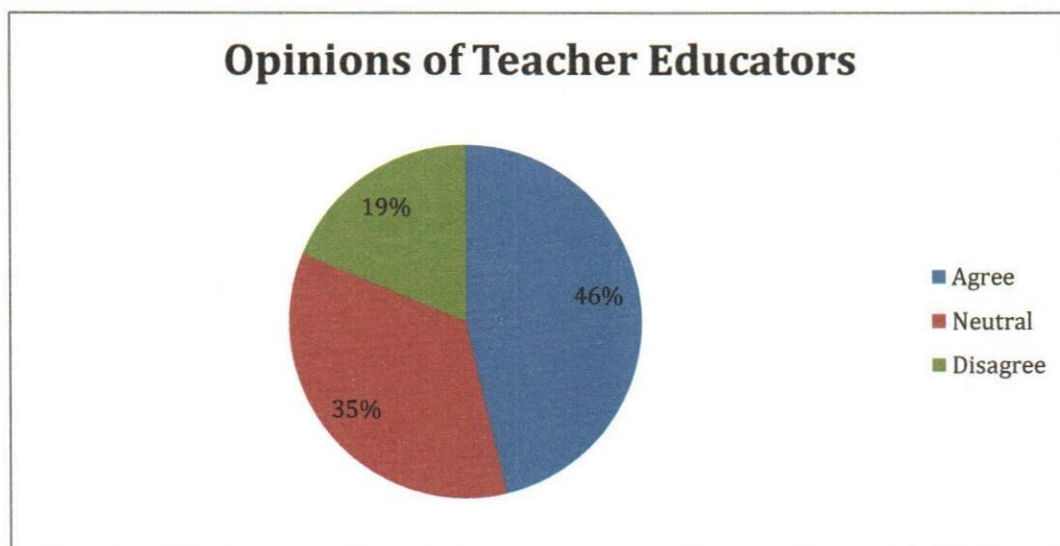
### 4.3.2.4 Opinions of Teacher Educators towards the proposed Radical and Stringent Action by NEP-2020 against the Substandard and Dysfunctional TEIs:

The table no. 4.6 below depicts the opinions of teacher educators towards the proposed radical and stringent action by NEP-2020 against the substandard and dysfunctional TEIs. From the study it is found that only 46.25% of the respondents have expressed positively that the proposed radical and stringent action by NEP-2020 against the substandard and dysfunctional TEIs will ensure to raise standards, integrity and credibility of the teacher education system whereas 35% respondents expressed neutral opinions and 18.75% respondents have expressed negative opinions towards it.

**Table No. 4.6**

*Opinions of Teacher Educators towards the proposed Radical and Stringent Action by NEP-2020 against the Substandard and Dysfunctional TEIs*

Responses	Frequency	Percentage
Agree	37	46.25%
Neutral	28	35%
Disagree	15	18.75%
Total	80	100.0%



**Figure No. 4.5:** Opinions of teacher educators towards the proposed radical and stringent action by NEP-2020 against the substandard and dysfunctional TEIs

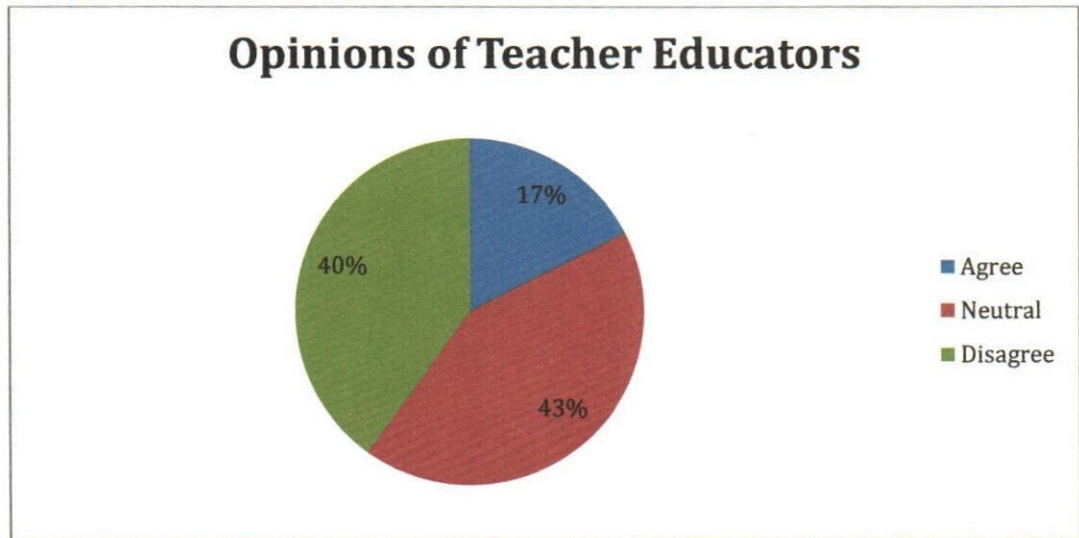
**4.3.2.5 Opinions of Teacher Educators towards the Possibilities to convert all the existing TEIs into Multidisciplinary Institutions by 2030:**

The table no. 4.7 below depicts the opinions of teacher educators towards the possibilities to convert all the existing TEIs into multidisciplinary institutions by 2030. From the study it is found that only 17.5% of the respondents have expressed positively that there is a possibility to convert all the existing TEIs into multidisciplinary institutions by 2030 whereas 42.05% respondents expressed neutral opinions and 40% respondents have expressed negative opinions towards it.

**Table No. 4.7**

*Opinions of Teacher Educators towards the Possibilities to convert all the existing TEIs into Multidisciplinary Institutions by 2030*

Responses	Frequency	Percentage
Agree	14	17.5%
Neutral	34	42.05%
Disagree	32	40%
Total	80	100.0%



**Figure No. 4.6:** Opinions of teacher educators towards the possibilities to convert all the existing TEIs into multidisciplinary institutions by 2030

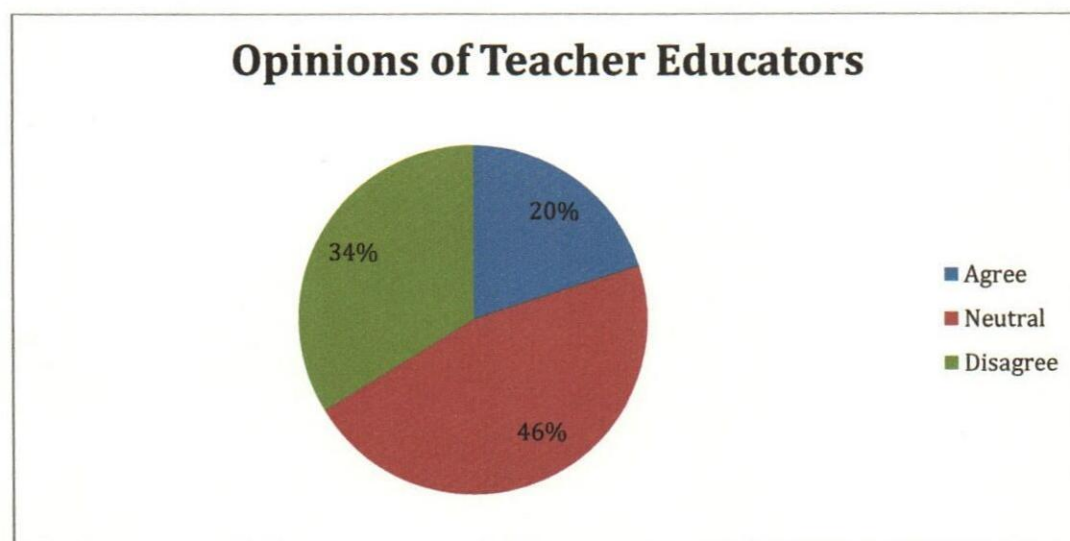
**4.3.2.6 Opinions of Teacher Educators towards the Integration of Anganwadi Workers and Social Workers with the School Complex:**

The table no. 4.8 below depicts the opinions of teacher educators towards the integration of anganwadi workers and social workers with the school complex. From the study it is found that only 20% of the respondents have expressed positively that the integration of anganwadi workers and social workers with the school complex will ensure the retention of the school age children whereas 46.25% respondents expressed neutral opinions and 33.75% respondents have expressed negative opinions towards it.

**Table No. 4.8**

*Opinions of Teacher Educators towards the Integration of Anganwadi Workers and Social Workers with School Complex*

Responses	Frequency	Percentage
Agree	16	20%
Neutral	37	46.25%
Disagree	27	33.75%
Total	80	100.0%



**Figure No. 4.7:** Opinions of teacher educators towards the integration of anganwadi workers and social workers with the school complex

**4.3.2.7 Opinions of Teacher Educators towards the Introduction of 4-year Integrated B.Ed. as the Dual Major Holistic Degree:**

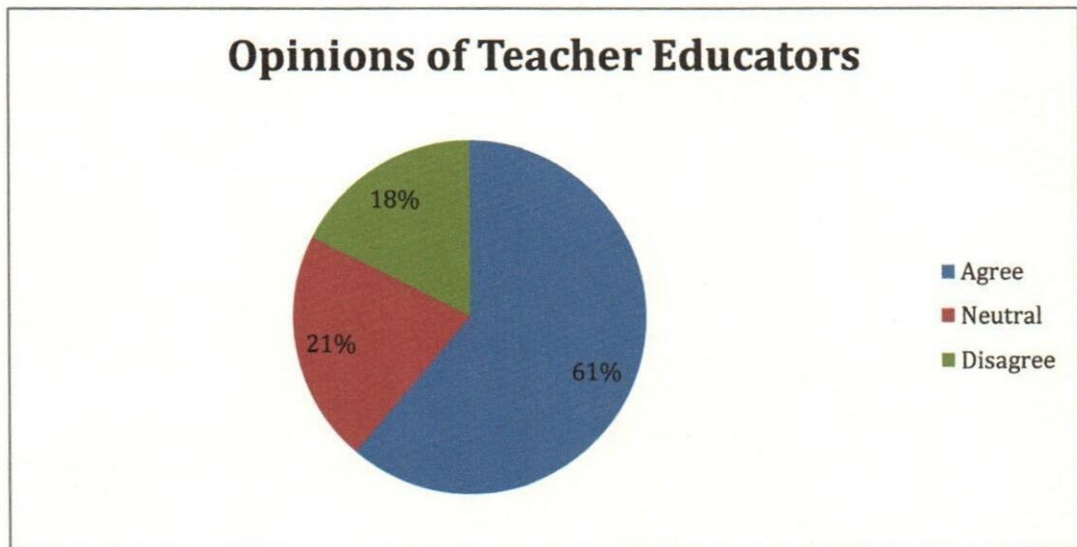
The table no. 4.9 below depicts the opinions of teacher educators towards the introduction of 4-year integrated B.Ed. as the dual major holistic degree. From the study it is found that 61.25% of the respondents have expressed positively that the introduction of 4-year integrated B.Ed. degree as the dual major holistic degree qualification will help in the holistic development of an individual whereas 21.25%

respondents expressed neutral opinions and only 17.5% respondents have expressed negative opinions towards it.

**Table No. 4.9**

*Opinions of Teacher Educators towards the Introduction of 4-year Integrated B.Ed. as the Dual Major Holistic Degree*

Responses	Frequency	Percentage
Agree	49	61.25%
Neutral	17	21.25%
Disagree	14	17.5%
<b>Total</b>	<b>80</b>	<b>100.0%</b>



**Figure No. 4.8: Opinions of teacher educators towards the introduction of 4-year integrated B.Ed. as the dual major holistic degree**

**4.3.2.8 Opinions of Teacher Educators towards the Surety of the Uniform Standards for Admission to Teacher Education Courses to be ensured by NTA:**

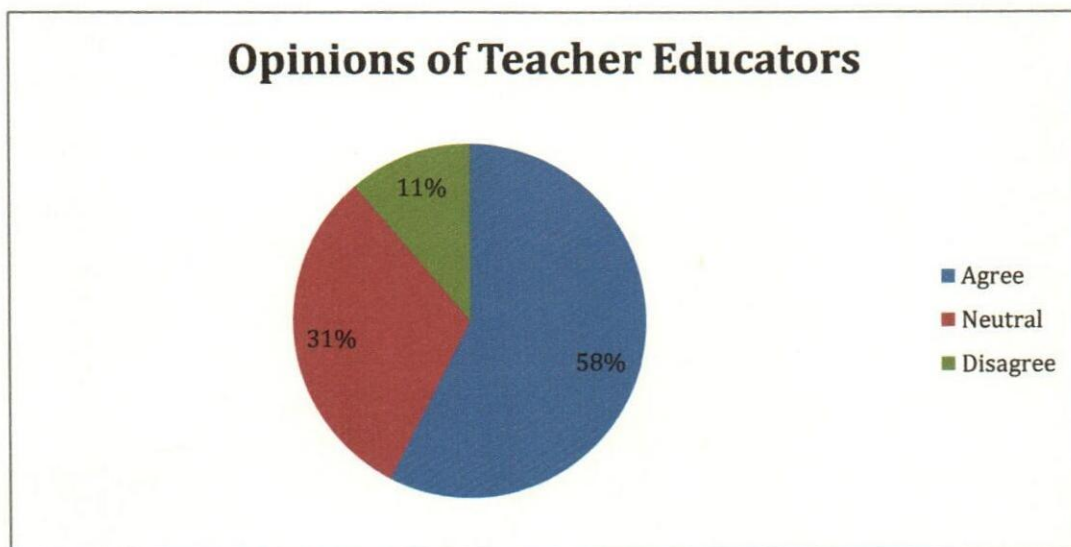
The table no. 4.10 below depicts the opinions of teacher educators towards the surety of the uniform standards for admission to teacher education courses to be ensured by NTA. From the study it is found that 57.5% of the respondents have expressed positively that the NTA will ensure the uniform standards for admission to teacher education courses

whereas 31.25% respondents expressed neutral opinions and only 11.25% respondents have expressed negative opinions towards it.

**Table No. 4.10**

*Opinions of Teacher Educators towards the Surety of the Uniform Standards for Admission to Teacher Education Courses to be ensured by NTA*

Responses	Frequency	Percentage
Agree	46	57.5%
Neutral	25	31.25%
Disagree	9	11.25%
<b>Total</b>	<b>80</b>	<b>100.0%</b>



**Figure No. 4.9: Opinions of teacher educators towards the surety of the uniform standards for admission to teacher education courses to be ensured by NTA**

**4.3.2.9 Opinions of Teacher Educators towards the Use of ICT Platforms such as SWAYAM/DIKSHA for Online Training of Teachers:**

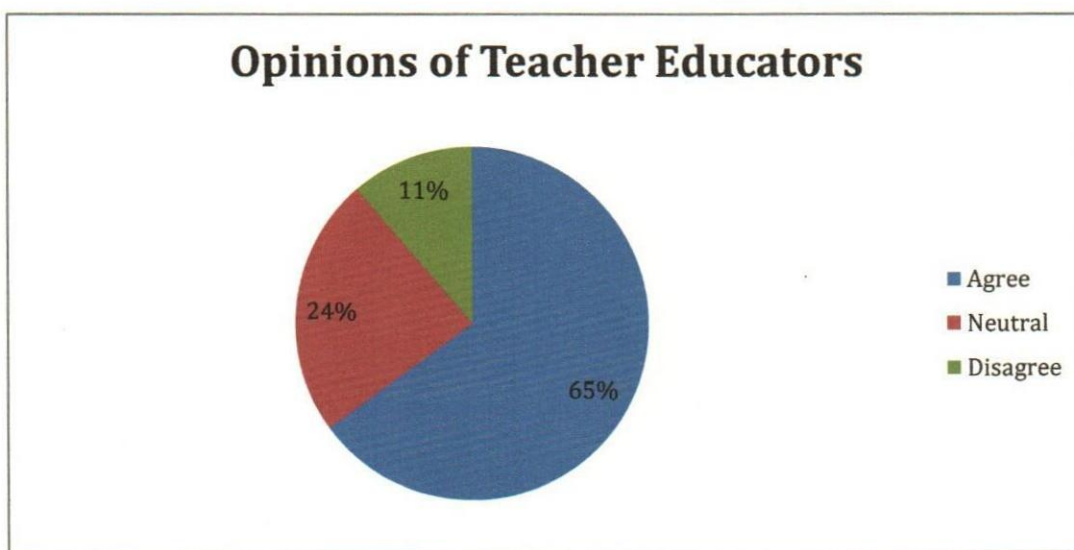
The table no. 4.11 below depicts the opinions of teacher educators towards the use of ICT platforms such as SWAYAM/DIKSHA for online training of teachers. From the study it is found that 65% of the respondents have expressed positively that the use of

ICT platforms such as SWAYAM/DIKSHA for online training of teachers will be helpful in professional development and competencies whereas 23.75% respondents expressed neutral opinions and only 11.25% respondents have expressed negative opinions towards it.

**Table No. 4.11**

*Opinions of Teacher Educators towards the Use of ICT Platforms such as SWAYAM/DIKSHA for Online Training of Teachers*

Responses	Frequency	Percentage
Agree	52	65%
Neutral	19	23.75%
Disagree	9	11.25%
Total	80	100.0%



**Figure No. 4.10:** Opinions of teacher educators towards the use of ICT platforms such as SWAYAM/DIKSHA for online training of teachers

**4.3.2.10 Opinions of Teacher Educators towards the National Mission for Mentoring by the Outstanding Senior/Retired Faculties:**

The table no. 4.12 below depicts the opinions of teacher educators towards the national mission for mentoring by the outstanding senior/retired faculties. From the study it is

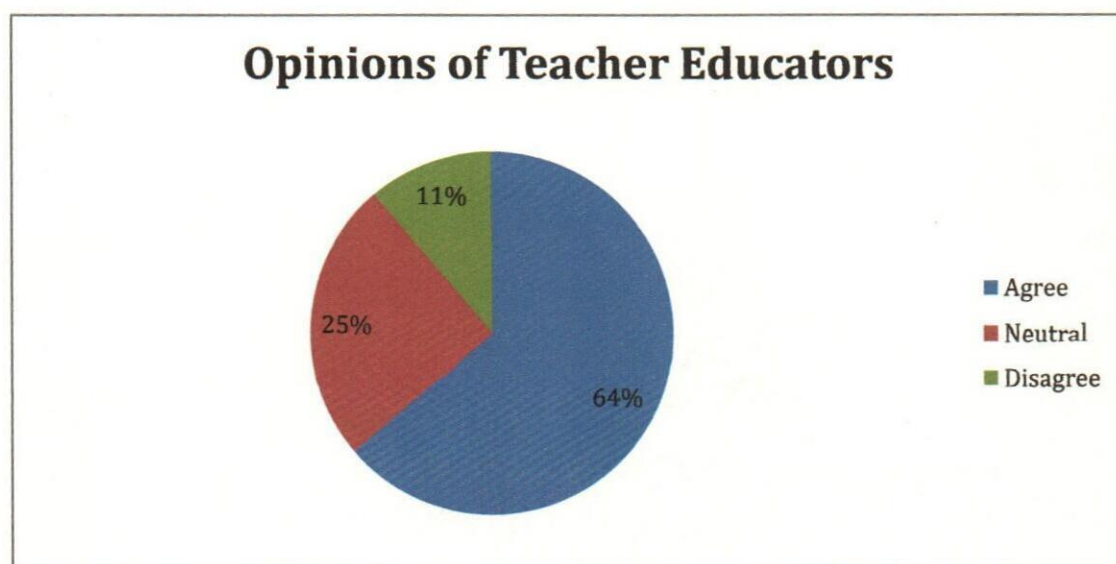
#### 4.3.2.11 Opinions of Teacher Educators towards the 5+3+3+4 School Structure for the Overall Learning of an Individual:

The table no. 4.13 below depicts the opinions of teacher educators towards the 5+3+3+4 school structure for the overall learning of an individual. From the study it is found that 63.75% of the respondents have expressed positively that the 5+3+3+4 school structure will ensure the overall learning of an individual whereas 25% respondents expressed neutral opinions and only 11.25% respondents have expressed negative opinions towards it.

**Table No. 4.13**

*Opinions of Teacher Educators towards the 5+3+3+4 School Structure for the Overall Learning of an Individual*

Responses	Frequency	Percentage
Agree	51	63.75%
Neutral	20	25%
Disagree	9	11.25%
Total	80	100.0%



**Figure No. 4.12: Opinions of teacher educators towards the 5+3+3+4 school structure for the overall learning of an individual**



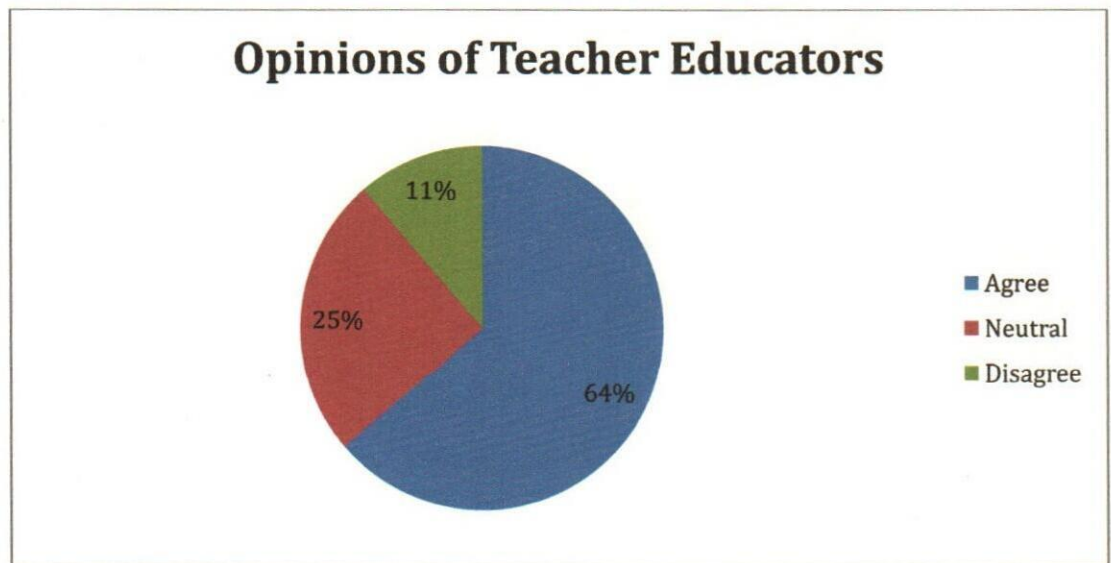
#### 4.3.2.12 Opinions of Teacher Educators towards the Impact of Experiential Learning proposed by NEP-2020:

The table no. 4.14 below depicts the Opinions of Teacher Educators towards the impact of experiential learning proposed by NEP-2020. From the study it is found that 63.75% of the respondents have expressed positively that the NEP-2020 will help to bring the very best of the students through experiential learning whereas 25% respondents expressed neutral opinions and only 11.25% respondents have expressed negative opinions towards it.

**Table No. 4.14**

*Opinions of Teacher Educators towards the Impact of Experiential Learning proposed by NEP-2020*

Responses	Frequency	Percentage
Agree	51	63.75%
Neutral	20	25%
Disagree	9	11.25%
Total	80	100.0%



**Figure No. 4.13: Opinions of teacher educators towards the impact of experiential learning proposed by NEP-2020**

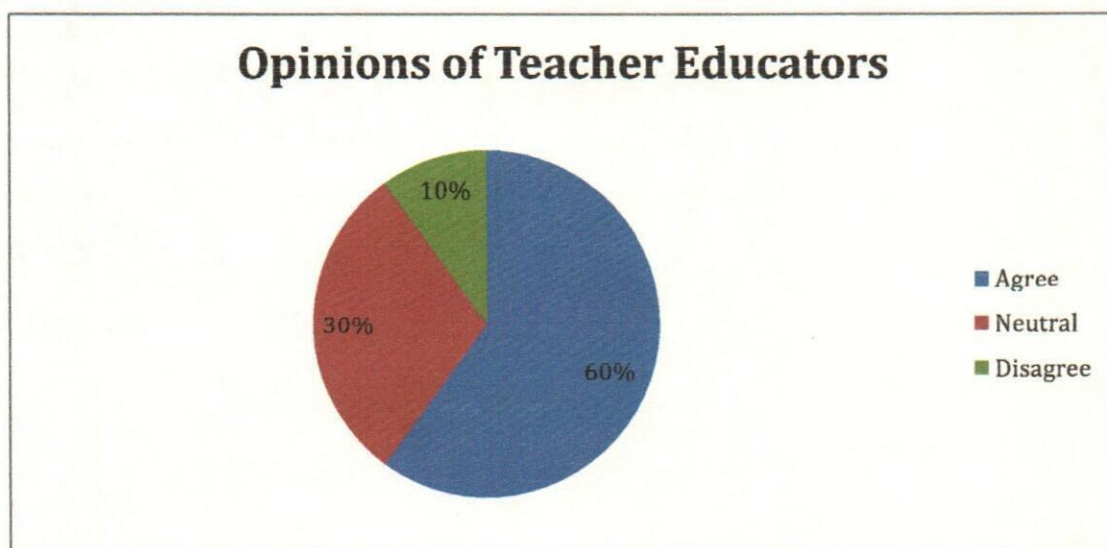
#### 4.3.2.14 Opinions of Teacher Educators towards the New Teacher Education Guidelines of NEP-2020 for the Development of Quality Teacher Education Professionals:

The table no. 4.16 below depicts the Opinions of Teacher Educators towards the new teacher education guidelines of NEP-2020 for the development of quality teacher education professionals. From the study it is found that 60% of the respondents have expressed positively that the new teacher education guidelines of NEP-2020 will help in development of quality teacher education professionals whereas 30% respondents expressed neutral opinions and only 10% respondents have expressed negative opinions towards it.

**Table No. 4.16**

*Opinions of Teacher Educators towards the New Teacher Education Guidelines of NEP-2020 for the Development of Quality Teacher Education Professionals*

Responses	Frequency	Percentage
Agree	48	60%
Neutral	24	30%
Disagree	8	10%
Total	80	100.0%



**Figure No. 4.15:** Opinions of teacher educators towards the new teacher education guidelines of NEP-2020 for the development of quality teacher education professionals

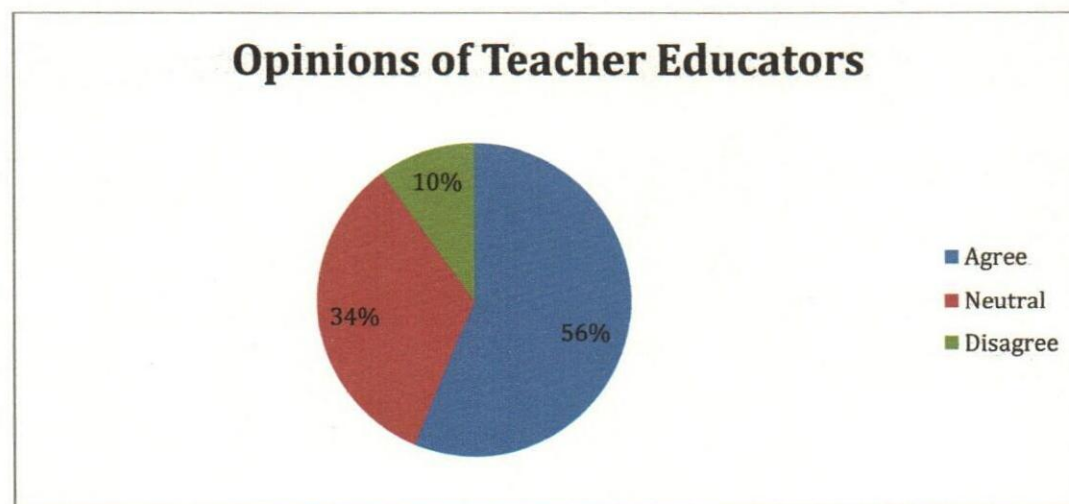
#### 4.3.2.15 Opinions of Teacher Educators towards the Drastic Reforms in the Assessment Process of Students by the proposed 360 Degree Holistic Assessment:

The table no. 4.17 below depicts the Opinions of Teacher Educators towards the drastic reforms in the assessment process of students by the proposed 360 degree holistic assessment. From the study it is found that 56.25% of the respondents have expressed positively that the proposed 360 degree holistic assessment will bring a drastic reform in the assessment process of students whereas 33.75% respondents expressed neutral opinions and only 10% respondents have expressed negative opinions towards it.

**Table No. 4.17**

*Opinions of Teacher Educators towards the Drastic Reforms in the Assessment Process of Students by the proposed 360 Degree Holistic Assessment*

Responses	Frequency	Percentage
Agree	45	56.25%
Neutral	27	33.75%
Disagree	8	10%
Total	80	100.0%



**Figure No. 4.16: Opinions of teacher educators towards the drastic reforms in the assessment process of students by the proposed 360 degree holistic assessment**

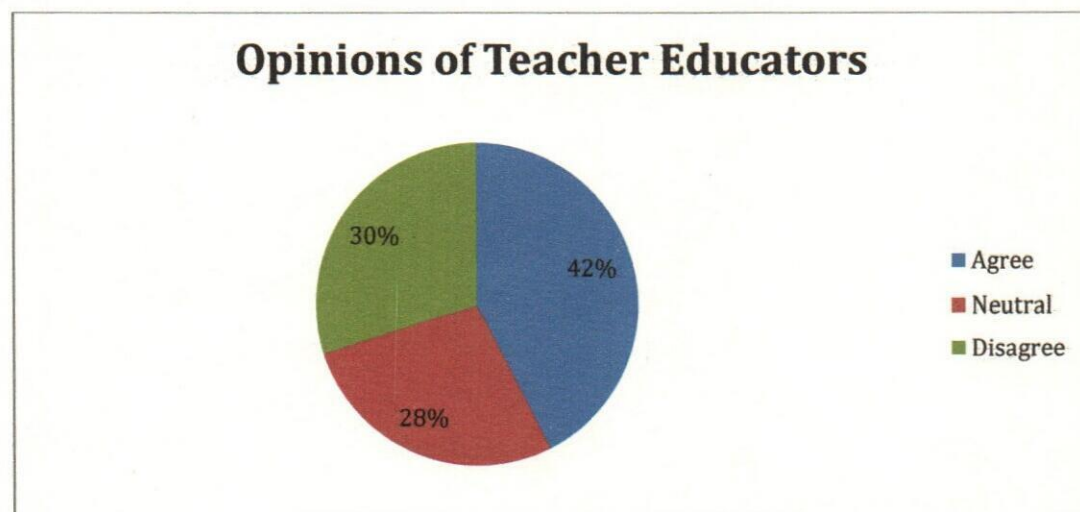
#### 4.3.2.16 Opinions of Teacher Educators towards the proposal of Establishment of BoG in Institutions:

The table no. 4.18 below depicts the Opinions of Teacher Educators towards the proposal of establishment of BoG in institutions. From the study it is found that 42.5% of the respondents have expressed positively that the proposal of establishment of BoG will empower the institutions to govern without any external interference whereas only 27.5% respondents expressed neutral opinions and 30% respondents have expressed negative opinions towards it.

**Table No. 4.18**

*Opinions of Teacher Educators towards the proposal of Establishment of BoG in Institutions*

Responses	Frequency	Percentage
Agree	34	42.5%
Neutral	22	27.5%
Disagree	24	30%
<b>Total</b>	<b>80</b>	<b>100.0%</b>



**Figure No. 4.17:** Opinions of teacher educators towards the proposal of establishment of BoG in institutions

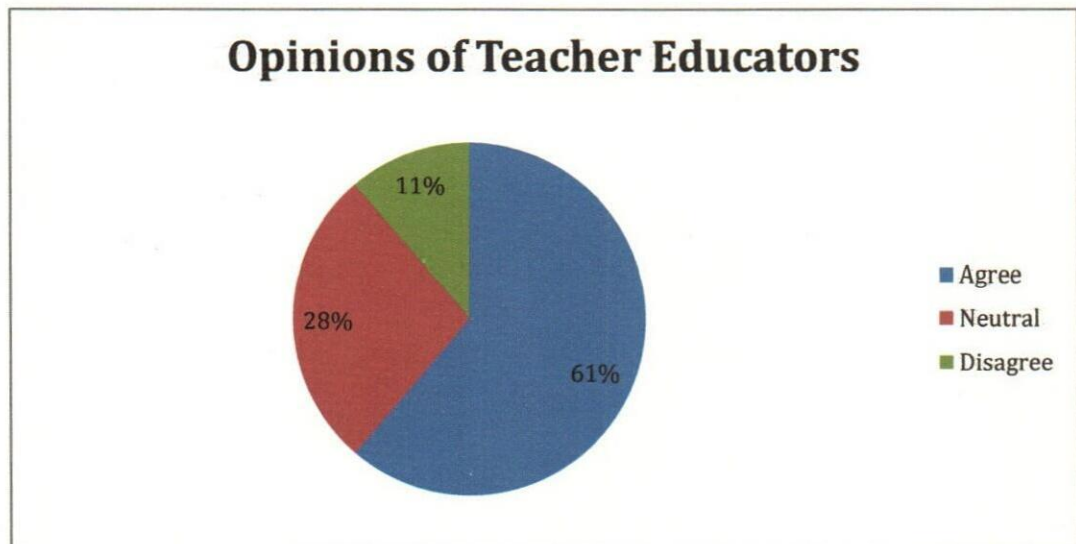
#### 4.3.2.17 Opinions of Teacher Educators towards the proposal of Conversion of the Standalone TEIs into Multidisciplinary Institutions:

The table no. 4.19 below depicts the Opinions of Teacher Educators towards the proposal of conversion of the standalone TEIs into multidisciplinary institutions. From the study it is found that 61.25% of the respondents have expressed positively that the proposal of conversion of the standalone TEIs into multidisciplinary institutions will help to improve the quality of teacher education programmes whereas 27.5% respondents expressed neutral opinions and only 11.25% respondents have expressed negative opinions towards it.

**Table No. 4.19**

*Opinions of Teacher Educators towards the proposal of Conversion of the Standalone TEIs into Multidisciplinary Institutions*

Responses	Frequency	Percentage
Agree	49	61.25%
Neutral	22	27.5%
Disagree	9	11.25%
<b>Total</b>	<b>80</b>	<b>100.0%</b>



**Figure No. 4.18:** Opinions of teacher educators towards the proposal of conversion of the standalone TEIs into multidisciplinary institutions

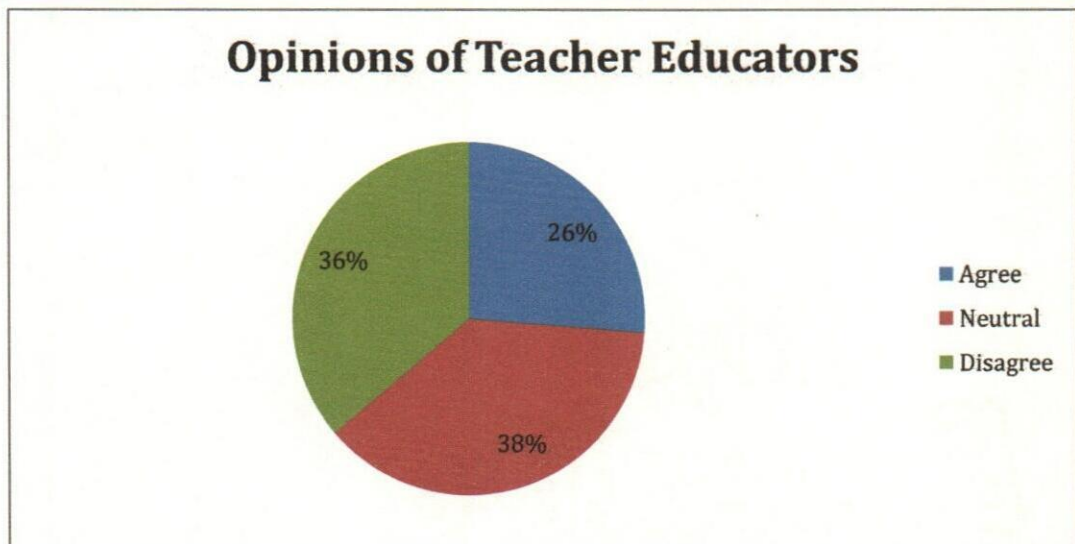
**4.3.2.18 Opinions of Teacher Educators towards the introduction of Academic Bank of Credit in NEP-2020 to Digitally Store the academic credits earned from various HEIs:**

The table no. 4.20 below depicts the Opinions of Teacher Educators towards the introduction of Academic Bank of Credit in NEP-2020 to digitally store the academic credits earned from various HEIs. From the study it is found that only 26.25% of the respondents have expressed positively that the introduced Academic Bank of Credit in NEP-2020 to digitally store the academic credits earned from various HEIs is practically possible whereas 37.5% respondents expressed neutral opinions and 36.25% respondents have expressed negative opinions towards it.

**Table No-4.20**

*Opinions of Teacher Educators towards the Introduction of Academic Bank of Credit in NEP-2020 to Digitally Store the Academic Credits earned from various HEIs*

Responses	Frequency	Percentage
Agree	21	26.25%
Neutral	30	37.5%
Disagree	29	36.25%
Total	80	100.0%



**Figure No. 4.19: Opinions of teacher educators towards the introduction of academic bank of credit in NEP-2020 to digitally store the academic credits earned from various HEIs**

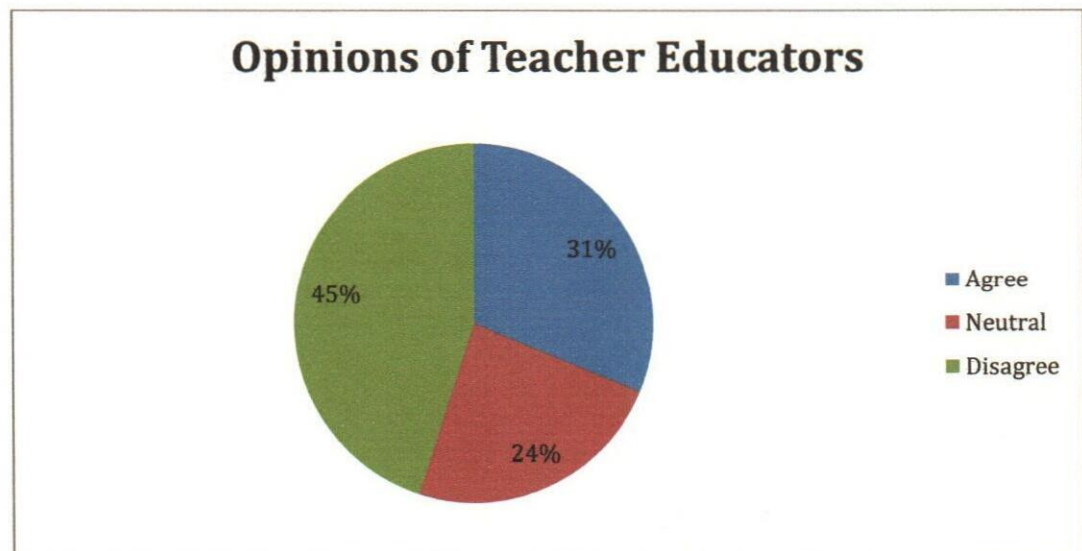
#### 4.3.2.19 Opinions of Teacher Educators towards the Option of Multiple Entry and Exit Introduced in the NEP-2020 for the Promotion of Lifelong Learning:

The table no. 4.21 below depicts the Opinions of Teacher Educators towards the option of multiple entry and exit introduced in the NEP-2020 for the promotion of lifelong learning. From the study it is found that that only 31.25% of the respondents have expressed positively that the multiple entry and exit proposal will promote lifelong learning whereas 23.75% respondents expressed neutral opinions and 45% respondents have expressed negative opinions towards it.

**Table No. 4.21**

*Opinions of Teacher Educators towards the Option of Multiple Entry and Exit Introduced in the NEP-2020 for the Promotion of Lifelong Learning*

Responses	Frequency	Percentage
Agree	25	31.25%
Neutral	19	23.75%
Disagree	36	45%
<b>Total</b>	<b>80</b>	<b>100.0%</b>



**Figure No. 4.20:** Opinions of teacher educators towards the option of multiple entry and exit introduced in the NEP-2020 for the promotion of lifelong learning

## SECTION 2

In section-2 of this chapter the investigator devoted to discuss the data obtained from the respondents by means of Google forms. This part is devoted to examine the first and second objectives of this study i.e.,

- To study the difference in awareness of teacher educators regarding the opening of teacher education programmes in multidisciplinary centres with respect to their respective disciplinary backgrounds.
- To study the difference in awareness of teacher educators regarding the opening of teacher education programmes in multidisciplinary centres with respect to their gender.
- To study the difference in opinions of teacher educators towards the opening of teacher education programmes in multidisciplinary centres with respect to their respective disciplinary backgrounds.
- To study the difference in opinions of teacher educators towards the opening of teacher education programmes in multidisciplinary centres with respect to their gender.

The findings of these objectives are the difference in awareness of teacher educators with respect to their disciplinary backgrounds and gender and difference in opinions of teacher educators with respect to their disciplinary backgrounds and gender respectively. For this purpose different MCQs were formulated to check the awareness level and different statements were formulated to know the opinions of the respondents respectively. To achieve the above-stated objective, an Independent Sample t-test was applied and the value of mean scores was analysed and the results were obtained.

The difference in the awareness of the teacher educators with respect to their disciplinary backgrounds and gender would help to know about the diversity in knowledge and understanding regarding the various recommendations given in NEP-2020 related to the opening of teacher education programmes in multidisciplinary centres. The difference in the opinions of the teacher educators with respect to their disciplinary backgrounds and gender would help to know about the perspectives and thinking about the upcoming changes proposed by the NEP-2020 related to the opening of teacher education programmes in multidisciplinary centres and how much the teacher



educators are in favour of these recommendations those are going to change the Indian education system and whether it has the potential to change the whole education system or not. Thus the investigator is mainly tried to find out the difference in awareness of teacher educators with respect to their disciplinary backgrounds and gender regarding the recommendations of NEPP-2020 on opening of teacher education programmes in multidisciplinary centres and also the difference their opinions with respect to their disciplinary backgrounds and gender about the upcoming changes which would address different problems might fall in the way for the implementing strategies of NEP-2020 and also would give some suggestions directly or indirectly to minimize the difficulties in implementing and also some required changes in the recommendation of NEP-2020.

#### **4.3.3 The Difference in Awareness of Teacher Educators regarding the Opening of Teacher Education Programmes in Multidisciplinary Centres with respect to their respective Disciplinary Backgrounds:**

The third objective was to study the difference in awareness of teacher educators regarding the opening of teacher education programmes in multi-disciplinary centres with respect to their disciplinary backgrounds. The data were analysed with the help of t-test and the results are given in table no. 4.23.

**Table No. 4.23**

*Disciplinary Backgrounds wise M, SD, N and t-value of Awareness Scores*

<b>Disciplinary Backgrounds</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>	<b>Remark</b>
Science	52	13.71	5.751	1.426	P>0.05
Social Science	28	11.89	4.802		

From the table no. 4.23, it can be seen that the t-value is 1.426 which is not significant. It indicates that mean scores of awareness of teacher educators of science background and social science background did not differ significantly. Thus the null hypothesis, that there is no significant difference between mean scores of awareness of teacher educators of science and social science backgrounds is not rejected. It may, therefore, be said that

both teacher educators from science and social science background were found to have awareness regarding the opening of teacher education programmes in multidisciplinary centres to the same degree.

The plausible reasons in this present study maybe, the teacher educators from science backgrounds are more updated in terms of advancement of technology integration in education, global education scenario, sceptic in nature and also as there are lots of research is going on in regular basis in science and its development the science faculties are naturally more inclined towards exploration of new ideas and concepts and approaches as compared to the social science counterpart.

The present study wince with the findings of Prabakaran and Ramesh (2017) who concluded that independent variables like educational qualifications, branch, and number of research projects completed do influence on awareness on e-resources and technology integration based education.

#### **4.3.4 The Difference in Awareness of Teacher Educators regarding the Opening of Teacher Education Programmes in Multidisciplinary Centres with respect to their respective Gender:**

The fourth objective was to study the difference in awareness of teacher educators regarding the opening of teacher education programmes in multi-disciplinary centres with respect to their gender. The data were analysed with the help of t-test and the results are given in table no. 4.24.

**Table No. 4.24**

*Gender wise M, SD, N and t-value of Awareness Scores*

<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>	<b>Remark</b>
Male	47	12.21	5.956	1.701	P>0.05
Female	33	14.30	4.517		

From the table no. 4.24, it can be seen that the t-value is 1.701 which is not significant. It indicates that mean scores of awareness of male and female teacher educators did not differ significantly. Thus the null hypothesis, that there is no significant difference

between mean scores of awareness of male and female teacher educators is not rejected. It may, therefore, be said that both male and female teacher educators were found to have awareness regarding the opening of teacher education programmes in multidisciplinary centres to the same degree.

The plausible reasons in this present study maybe, the female teacher educators are more updated in terms of advancement of global education scenario, job opportunities in educational sectors and possess the nature of acceptance towards multidisciplinary approaches as well as more interested towards the reading and acquiring knowledge of recent developments and also more hardworking and flexible as compared to the male counterpart.

The present study accords with the findings of Prabakaran and Ramesh (2017) who concluded that variables like sex, age, locality, designation and frequency of using internet do not influence on awareness on e-resources and technology integration-based education.

#### **4.3.5 The Difference in Opinions of Teacher Educators towards the Opening of Teacher Education Programmes in Multidisciplinary Centres with respect to their respective Disciplinary Backgrounds:**

The fifth objective was to study the difference in opinions of teacher educators towards the opening of teacher education programmes in multi-disciplinary centres with respect to their disciplinary backgrounds. The data were analysed with the help of t-test and the results are given in table no. 4.25.

**Table No. 4.25**

*Disciplinary Backgrounds wise M, SD, N and t-value of Opinions Scores*

<b>Disciplinary Backgrounds</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>	<b>Remark</b>
Science	52	45.71	6.073	1.447	P>0.05
Social Science	28	43.68	5.838		

From the table no. 4.25, it can be seen that the t-value is 1.447 which is not significant. It indicates that mean scores of opinions of teacher educators of science background and social science background did not differ significantly. Thus the null hypothesis, that there is no significant difference between mean scores of opinions of teacher educators of science and social science backgrounds is not rejected. It may, therefore, be said that both teacher educators from science and social science background were found to have similar opinions towards the opening of teacher education programmes in multidisciplinary centres up to some extent.

The plausible reasons in this present study maybe, the teacher educators from science backgrounds are more updated in terms of advancement of technology integration in education, global education scenario , sceptic in nature, more inclined towards exploration of new ideas and concepts and approaches and also possess the nature of acceptance towards multidisciplinary approaches as compared to the social science counterpart.

The present study accords with the findings of Argawati and Suryani (2020) who concluded that the implementation of project-based learning in teaching writing worked well and also added that students gave positive opinion toward the method used during its implementation. The present study findings are also coinciding with the findings of Rasul, Bukhsh and Akram (2010) whose results shows that there is no significant difference in perceptions in terms of the agreement/disagreement regarding the future perspectives of higher education in Pakistan between science and social science teachers.

#### **4.3.6 The Difference in Opinions of Teacher Educators towards the Opening of Teacher Education Programmes in Multidisciplinary Centres with respect to their respective Gender:**

The sixth objective was to study the difference in opinions of teacher educators regarding the opening of teacher education programmes in multi-disciplinary centres with respect to their gender. The data were analysed with the help of t-test and the results are given in table no. 4.26.

**Table No-4.26**

*Gender wise M, SD, N and t-value of Opinions Scores*

Gender	N	Mean	SD	t-value	d value	Remark
Male	47	43.28	6.279	3.225	0.748	P<0.05
Female	33	47.45	4.757			

From table no. 4.26, it can be seen that the t-value is 3.225 which is significant at 0.05 level. It indicates that mean scores of awareness of male and female teacher educators differ significantly. Thus the null hypothesis, that there is significant difference between mean scores of opinions of male and female teacher educators is rejected. Further, the mean score of female teacher educators is 47.45 which is significantly higher than those of the male teacher educators whose mean score is 43.28. It may, therefore, be said that female teacher educators have significantly more positive opinions towards the opening of teacher education programmes in multidisciplinary centres with respect to NEP-2020. The female teacher educators are a bit more in favour of the NEP-2020 and its various recommendations towards teacher education as compared to that of male teacher educators. The value of effect size ( $d = 0.748$ ) indicates a medium effect size. Thus, gender has a medium effect on opinions of the teacher educators towards the opening of teacher education programmes in multi-disciplinary centres.

The plausible reasons in this present study maybe, the female teacher educators are more intended to be updated in any field, more flexible and hardworking by nature, more open towards changes and also possess the nature of acceptance towards new approaches as well as more interested towards the reading and acquiring knowledge of recent developments as compared to the male counterpart. As there is some difference in the opinions between male and female teacher educators this shows that the newly announced policy is not completely free from gender-based difference of opinion.

The present study wince with the findings of Rasul, Bukhsh and Akram (2010) whose results shows that there is no significant difference in perceptions in terms of the agreement/disagreement regarding the perception about future of higher education in Pakistan between the male and female teachers.