

An Investigation into the Relevance of Present M.Ed. Curriculum in the Universities of Chhattisgarh State

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Abstract: “Curriculum can be conceived as experience organized through language into patterns of thoughts (or structures of concepts) thus creating meaning, which in turn helps us understand the world we live in.”

To make the proposed paradigm shift a reality, NCF – 2005 rightly felt and came out with curricular and process oriented changes in teacher education. Keeping this nature and vision in view, NCERT, in collaboration with NCTE, developed a draft curriculum for teacher education largely reflecting the NCF-2005 philosophy of schooling and teacher development. The draft Curriculum framework developed by the NCTE in 2006, collaboration with the NCERT, has shown numerous concerns for the re-structuring of teacher education curriculum. As is generally the tendency with our experts the report of framework is overloaded with concerns, resulting suggestions and their implementation. At the same time there are many new ideas, which, if implemented, will bring about a change for the modernization of curriculum content. Researcher feels more and more about the curriculum of teacher educators (M.Ed. Scholars) in the universities of Chhattisgarh state in the present context. Hence researcher states the problem.

Keywords : The Chhattisgarh state, The present M.Ed. curriculum, The relevance, The Universities.

I. Introduction

“Curriculum can be conceived as experience organized through language into patterns of thoughts (or structures of concepts) thus creating meaning, which in turn helps us understand the world we live in.”

To make the proposed paradigm shift a reality, NCF – 2005 rightly felt and came out with curricular and process oriented changes in teacher education.

Keeping this nature and vision in view, NCERT, in collaboration with NCTE, developed a draft curriculum for teacher education largely reflecting the NCF-2005 philosophy of schooling and teacher development.

The key features of teacher education curriculum and the continued professional development of practicing teachers that could enable the realization of the future of a state. Hence NCF-2005 deliberated upon and came out with systemic concerns and needs:

In order to make teacher education vibrant and also responsive to the emerging demands the field, it is necessary to change, to make a definite, recognizable shift in the direction to be held, and to able to realize such expectations, teacher education has to comprise its pupil teachers.

The draft Curriculum framework developed by the NCTE in 2006, collaboration with the NCERT, has shown numerous concerns for the re-structuring of teacher education curriculum. As is generally the tendency with our experts the report of framework is overloaded with concerns, resulting suggestions and their implementation. At the same time there are many new ideas, which, if implemented, will bring about a change for the modernization of curriculum content.

Teacher has always played a crucial role in preparing communities and societies towards exploring new horizons and achieving higher levels of progress and development. They are the prime agents of change. The significance of the emerging role of teachers has never been as critical as it is at this juncture. Professionalism in teacher education has been a matter of concern and attention in India. Teacher education is attracting more and more attention of the society as numerous NGOs have come forward to establish institutions.

The three-tier system of teacher education is found to be highly effective to coordinate the activities of teacher training institutions. These three-tier systems include: Pre-primary/Nursery, Primary/Elementary and Secondary.

Therefore researcher feels more and more about the curriculum of teacher educators (M.Ed., Scholars) in the universities of Chhattisgarh state in the present context. Hence researcher states the problem – “AN INVESTIGATION INTO THE RELEVANCE OF PRESENT M.Ed. CURRICULUM IN THE UNIVERSITIES OF CHATTISGARH STATE”

II. The Operational Meaning

2.1 The Relevance:

The relevance means the 'Justification' of M.Ed. Curriculum in University of Chhattisgarh. It means the justification of curriculum by the means of 'Meaning Making Process' as per the recent innovation in the National Council of Teacher Education & National Council of Education Research and Training Bhopal (M.P.).

The relevance means the Justification of utilization of curriculum on the basis of primary teacher to secondary teacher by the teacher educator i.e. 'Constructivism' in the name of 'Course Objectives'.

2.2 The Present M.Ed. Curriculum

"Curriculum is a tool in the hand of the artist (teachers) to mould his materials (Pupils) according to his ideals (Objectives) in his Studio (School)."

-Cunningham

The present M.Ed. curriculum means-

CURRICULUM M.Ed. CODE – 131

REVISED ORDINANCE NO. 31

M.Ed. syllabus or the courses of studies (2008 – 2013) prevailing in different colleges under Pt. Ravishankar Shukla University & Guru Ghasidas University Chhattisgarh. The curriculum approved by National Council of Teacher Education under Bhopal Zone New Delhi.

2.3 The State Chhattisgarh

"A new Chhattisgarh – VISION-2020- A knowledge Society"

- K.D.P. Rao, IAS

The Chhattisgarh state occupies an important role in the rich cultural heritage of India in the world. So here researcher states on the problem of study in the state of Chhattisgarh, does not free from improvement of primary to secondary education and to make the primary and secondary education meaningful the state has to go through the relevance of present M.Ed. curriculum because Chhattisgarh has the reflection of strata of school system and teacher education program is a three tier system. Therefore the researcher has given the operational meaning of the state THE CHHATTISGARH STATE which proves the historical fact and geographical phenomena into a real one.

2.4 The Universities

"Flight to Excellence"

- Government of Chhattisgarh 2008 - 2013

In the present study the researcher used a word with the definite article the i.e. in the Universities means only two University in Chhattisgarh state under which there are several colleges where M.Ed. curriculum is going on –

1. Pt. Ravishankar Shukla University, Raipur Chhattisgarh.
2. Guru Ghasidas Central University, Bilaspur Chhattisgarh.

OBJECTIVES

The main objectives of the study are the following:

1. To improve the present M.Ed. curriculum regarding qualitative aspects of education in particular in the Universities of Chhattisgarh state.
2. To improve the present M.Ed. curriculum regarding comprehensive level of prospect in general in the Universities of Chhattisgarh state.

METHOD

The researcher follows the Normative Survey Method to complete the study successfully.

POPULATION

All the M.Ed. scholars, all the Teacher Educators (Lecturer/ Reader/Professor), all retired Teacher Educators (Experts) & Director and Joint Director of Directorate of T.E. and SCERT of the Chhattisgarh state constituted the population of the study.

SAMPLE

For the present study the researcher has taken two hundred (200 samples) samples selecting through random sampling technique out of total population delimited as the present study.

TOOLS

So far as the present study is concerned the researcher has prepared a four point scaled questionnaire to collected required data followed by all the three steps of test construction. The questionnaire consisted and based on the stated objective of the study comprised 8 statements on M.Ed. Curriculum as.

For example:

1. There should be a compulsory paper of 100 marks on Ancient Indian-philosophy to bring out the strength and values of ancient Indian-philosophical idea of **Veda & Upanisad** like to reflect on the modern educational philosophy in M.Ed.
 - a) Strongly Agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree

STATISTICAL TECHNIQUE

The researcher used simple percentage method as statistical technique as the tool is based on four point scale for proper scoring and analysis of data so far as the nature of the study is concerned the researcher categorized the total sample in three categories as category I = 75 sample, category II = 75 sample and category III = 50 sample.

III. Analysis And Interpretation Of Data

Ancient Indian Philosophy

There should be a compulsory paper of 100 marks on Ancient Indian philosophy to bring out the strength and values of ancient Indian philosophical idea of **Veda & Upanisad** like to reflect on the modern educational philosophy in M.Ed.

TABLE - 1

Sl.No.	Answers	Cat.-I	Cat.-II	Cat.-III	Total	%
a.	Strongly agree	30	26	30	86	43
b.	Agree	21	22	15	58	29
c.	Disagree	15	18	05	38	19
d.	Strongly disagree	09	09	00	18	09

From the above table it is found that-

- 09% of teacher educators opined that it is strongly disagree.
- 19% of teacher educators opined that it is disagree.
- 29% of teacher educators opined that it is agree.
- 43% of teacher educators opined that it is strongly agree.

Hence it is concluded that majority of teacher educator opined that Ancient Indian Philosophy must be a compulsory paper in present M.Ed. curriculum as a relevance to improve the qualitative aspect of education in the universities of chhatisgarh state.

Modern Indian Philosophy

There should be a compulsory paper on Modern Indian philosophy to improve the strength of educational philosophy relating to Ancient Indian Philosophy to focus on reach cultural heritage of India of future aspect in M.Ed. curriculum-

TABLE -2

Sl.No.	Answers	Cat.-I	Cat.-II	Cat.-III	Total	%
a.	Strongly agree	28	30	27	85	42.5
b.	Agree	28	25	12	75	37.5
c.	Disagree	15	20	01	36	18
d.	Strongly disagree	04	00	00	04	02

From the above table it is found that-

- 02% of teacher educators opined that it is strongly disagree.
- 18% of teacher educators opined that it is disagree.
- 37.5% of teacher educators opined that it is agree.
- 42.5% of teacher educators opined that it is strongly agree.

Hence it is concluded that majority of teacher educator opined that modern Indian Philosophy should be a compulsory paper in present M.Ed. curriculum to improve the comprehensive level of prospect in general in the universities of chhatisgarh state .

Educational Technology As Compulsory

Educational technology should not be elective but be a compulsory paper in M.Ed. curriculum to make the education competitive & technological advancement in the present context.

TABLE -3

SI.No.	Answers	Cat.-I	Cat.-II	Cat.-III	Total	%
a.	Strongly agree	31	32	33	96	48
b.	Agree	30	29	16	75	37.5
c.	Disagree	10	11	01	22	11
d.	Strongly disagree	04	03	00	07	3.5

From the above table it is found that-

3.5% of teacher educators opined that it is strongly disagree.

11% of teacher educators opined that it is disagree.

37.5% of teacher educators opined that it is agree.

48% of teacher educators opined that it is strongly agree.

Hence it is concluded that majority of teacher educator 37% & 48% are in favor of the statement that there should be a compulsory paper on educational technology in M.Ed. curriculum to improve the present M.Ed. curriculum regarding qualitative aspect of education in particular & comprehensive level of prospect in general..

Two Elective Papers On One Subject

There should be two papers on one subject of education in M.Ed. curriculum as elective subject area of specialization for mastery of M.Ed. curriculum of the M.Ed. scholar like Examples-

1. General aspects of educational technology.
2. Experimental educational technology.

TABLE -4

SI.No.	Answers	Cat.-I	Cat.-II	Cat.-III	Total	%
a.	Strongly agree	35	36	34	105	52.5
b.	Agree	29	28	15	72	36
c.	Disagree	01	01	01	03	1.5
d.	Strongly disagree	00	00	00	00	00

From the above table it is found that-

00% of teacher educators opined that it is strongly disagree.

1.5% of teacher educators opined that it is disagree.

36% of teacher educators opined that it is agree.

52.5% of teacher educators opined that it is strongly agree.

Hence it is concluded that majority of teacher educator opined that as agree and strongly agree on there should be two paper on one subject of education in M.Ed. curriculum as elective subject like- above example.

Dissertation Topic On Special Paper

Dissertation topic should be selected on the subject of area of specialization in M.Ed. curriculum of M.Ed. scholar for his mastery.

TABLE -5

SI.No.	Answers	Cat.-I	Cat.-II	Cat.-III	Total	%
a.	Strongly agree	33	36	38	107	53.5
b.	Agree	39	36	12	87	43.5
c.	Disagree	03	03	00	06	03
d.	Strongly disagree	00	00	00	00	00

From the above table it is found that-

00% of teacher educators opined that it is strongly disagree.

03% of teacher educators opined that it is disagree.

43.5% of teacher educators opined that it is agree.

53.5% of teacher educators opined that it is strongly agree.

Hence it is concluded that 43.5% of teacher educator opined a agree & 53.5% of teacher educator strongly agree on dissertation topic should be selected on the subject area of specialization selected on M.Ed. curriculum of the concerned M.Ed. scholars.

Time Duration In M.Ed. Curriculum

There should be two year time duration of present M.Ed. curriculum-

TABLE -6

SI.No.	Answers	Cat.-I	Cat.-II	Cat.-III	Total	%
a.	Strongly agree	39	38	37	114	57
b.	Agree	28	28	13	70	35
c.	Disagree	06	06	00	12	06
d.	Strongly disagree	01	03	00	04	02

From the above table it is found that-

02% of teacher educators opined that it is strongly disagree.

06% of teacher educators opined that it is disagree.

35% of teacher educators opined that it is agree.

57% of teacher educators opined that it is strongly agree.

Hence it is concluded that majority of teacher educator are in favor of the statement there should be two year time duration of present M.Ed. curriculum as a great relevance in the Universities of Chhattisgarh.

Teaching On Special Paper To B.Ed. Class

There should be teaching practical to B.Ed. class on elective subject on special paper of M.Ed. scholar to bring teaching experience as teacher educator-

TABLE -7

SI.No.	Answers	Cat.-I	Cat.-II	Cat.-III	Total	%
a.	Strongly agree	31	35	40	106	53
b.	Agree	40	40	10	90	45
c.	Disagree	04	00	00	04	02
d.	Strongly disagree	00	00	00	00	00

From the above table it is found that-

00% of teacher educators opined that it is strongly disagree.

02% of teacher educators opined that it is disagree.

45% of teacher educators opined that it is agree.

53% of teacher educators opined that it is strongly agree.

Hence it is concluded that majority of teacher educator opined that there should be teaching practical to B.Ed. class on elective subjects specialized on M.Ed. curriculum of concerned M.Ed. scholars for his mastery.

WELL QUALIFIED & RESEARCH EXPERIENCED STAFF

Faculty of M.Ed. curriculum should be higher qualified (minimum Ph.D. degree) & research experienced-

TABLE -8

SI.No.	Answers	Cat.-I	Cat.-II	Cat.-III	Total	%
a.	Strongly agree	55	50	45	150	75
b.	Agree	20	25	05	50	25
c.	Disagree	00	00	00	00	00
d.	Strongly disagree	00	00	00	00	00

From the above table it is found that-

00% of teacher educators opined that it is strongly disagree.

00% of teacher educators opined that it is disagree.

25% of teacher educators opined that it is agree.

75% of teacher educators opined that it is strongly agree.

Hence it is concluded that 25% & 75% (100%) teacher educator opined that there should be well qualified & research experience staff (minimum Ph.D degree holder) should be faculty of present M.Ed. curriculum to improve the present M.Ed. curriculum regarding qualitative aspect of education in particular & comprehensive level of prospect in general.

IV. Findings

1. Majority (72%) of Teacher Educator opined that there should be a paper on Ancient Indian Philosophy- **Vedant & Upanishad** in present M.Ed. Curriculum.
2. Majority (80%) of Teacher Educator opined that there should be a paper on Modern Indian Philosophy in present M.Ed. Curriculum for comprehensive development of present Teacher Education.
3. Majority (85.5%) of Teacher Educator opined that there should be a Compulsory paper namely Educational Technology for Qualitative & Quantitative improvement of present M.Ed. Curriculum in the Universities of Chhattisgarh.
4. Majority (88.5%) of Teacher Educator opined that there should be on one subject having two papers as Elective Paper for Qualitative Improvement of M.Ed. scholar as Mastery.
5. Majority (96%) of Teacher Educator opined that Dissertation Topic should be selected on Elective Paper to improve the present M.Ed. Curriculum both in Qualitative & Quantitative aspect of Education to acquire mastery by the concerned M.Ed. scholar.
6. Majority (92%) of Teacher Educator opined that the duration of M.Ed. Curriculum should be two year to improve the present M.Ed. Curriculum regarding Qualitative aspect of Education in particular & Comprehensive level of Prospect in general.
7. Majority (98%) of Teacher Educator opined that there are must be a paper of 100 marks in present M.Ed. Curriculum as Practice Teaching to B.Ed. students on Elective Paper by the M.Ed. scholar to acquire Teaching Mastery.
8. Majority (100%) Teacher Educator opined that the M.Ed. faculty should have Good & Higher Academic & Professional Qualification (Minimum Ph.D. degree and research experience to teach M.Ed. scholar for qualitative and quantitative along with comprehensive development of Education.
9. The researcher found that most of Teacher Educators of M.Ed. departments in the Universities of Chhattisgarh have neither Ph.D. degree in Education nor even M. Phil degree on Education but they are educating the present M.Ed. scholar in the Universities of Chhattisgarh.

V. Conclusion

1. There should be a compulsory paper of 100 marks namely Ancient Indian Philosophy- Shankhya, Vedant & Upanishad to improve the quality of present M.Ed. Curriculum as a great relevance in the Universities of Chhattisgarh.
2. Again there should be a another compulsory paper of 100 marks namely Modern Indian Philosophy to enrich the philosophical thought and practice in the field of education to improve the both qualitative and quantitative aspect of present M.Ed. Curriculum.
3. There must be Educational Technology a compulsory paper in present M.Ed. Curriculum to improve the qualitative aspect of education in Chhattisgarh.
4. The topic of Dissertation must be on elective paper to improve the Excellency of M.Ed. scholar as for the needed of Chhattisgarh when it is a three tire system of education as per N.C.F. 2005 according to N.C.T.E. & N.C.E.R.T. New Delhi.
5. Again researcher has given conclusion that the duration of M.Ed. Curriculum should be up two year because each and every elective paper of present M.Ed. Curriculum should be a compulsory paper each two fulfill not only the course objective mentioned but also to achieve the National Educational Objectives in one hand & to provide mastery to M.Ed. scholar as they are the pupil teacher educator for generation to generation in the Universities of tiny age of Chhattisgarh.
6. Again researcher concluded that there must be a practical teaching paper (Compulsory) on elective paper of the M.Ed. scholar concerned to teach B.Ed. pupil teachers carrying 100 marks.
7. The most important and necessary conclusion is that the M.Ed. teacher educator must have qualification of minimum Ph.D. degree not other subject but on education along with good higher academically excellence having research performance & experience to improve the qualitative & quantitative aspect of education in present M.Ed. curriculum in the Universities of Chhattisgarh.

VI. Suggestion

So far as the above findings and conclusion of the study is concerned the researcher suggested a new curriculum changing the present one to some extent as per the relevance of present M.Ed. curriculum in the Universities of Chhattisgarh state to improve the qualitative aspects of education in particular and comprehensive level of prospect in general so as to make the proposed paradigm shift a reality NCF 2005 rightly felt and came out with curriculum and processes of oriental changes in teacher education keeping this nature and vision in view NCERT in collaboration with NCTE 2006 develop a draft curriculum for teacher educator largely reflected on UGC as well as AIU i.e. World Education 'Vasudhevakutumbakam' vision 2020 – the GURU.

Suggested Proposed Revised M.Ed. Curriculum

Curriculum M.Ed. Code – 131

Master Of Education Examination

Revised Ordinance 31

FIRST YEAR	PART – I	700MARKS
PAPER – I	Ancient Indian Philosophy	100 Marks
PAPER – II	Modern Indian Philosophy	100 Marks
PAPER – III	Educational Psychology	100 Marks
PAPER – IV	Educational Technology	100 Marks
PAPER – V	Educational Research	100Marks
PAPER – VI	Dissertation (80 + 20)	100 Marks
PAPER – VII	Special Paper (Any one paper of Part-II)	100 Marks
SECOND YEAR	PART – II	700MARKS
PAPER – VIII	Teaching on Special Paper	50 Marks
PAPER – IX	Guidance and Counseling	50 Marks
PAPER – X	Distance and Comparative Education	50 Marks
PAPER – XI	Value and Religious Education	50 Marks
PAPER – XII	Language Education	50Marks
PAPER – XIII	Computer Education	50 Marks
PAPER – XIV	Teacher Education	50 Marks
PAPER – XV	Special Education	50 Marks
PAPER – XVI	Measurement and Evaluation	50 Marks
PAPER – XVII	Curriculum development	50 Marks
PAPER – XVIII	Environmental Education	50Marks
PAPER – XIX	Yoga Education	50 Marks
PAPER – XX	Science Education	50 Marks
PAPER – XXI	Management Planning and Finance Education	50 Marks

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