

## **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.

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### **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 tire 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. Ravisankar Shukla University, Raipur Chhattisgarh.
2. Guru Ghasidas Central University, Bilaspur Chhattisgarh.

## **OBJECTIVES**

The main objectives of the study are the following:

1. To find out the defect and deficiency of present M.Ed. curriculum in the universities of Chhattisgarh state.
2. To find out the aspect and efficiency of present M.Ed. curriculum 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 (200samples) 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 of two parts like- Part-I, Part-II as comprised to two objectives of the study comprised 16 statements on M.Ed. Curriculum as.

### Part-I

a) Objective-1 : Items No.1 to Items No.8 = 8 statements

### Part-II

b) Objective-2 : Items No.9 to Items No.16 = 8 statements  
Objectives 1 to 2 : Items No. 1 to Items No. 16 = 16 statements

## 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

#### Admission in M.Ed. Curriculum

Both career and entrance examination should be taken into consideration for selecting a candidate to take admission into M.Ed. course because-

TABLE -1

SI.No.	Answers	Cat.-I	Cat.-II	Cat.-III	Total	%
a.	Provides job facilities	22	29	21	72	36
b.	Collects good students	19	15	10	44	22
c.	Uniformity in intellect	20	19	11	50	25
d.	Not academic but professional	14	12	08	34	17

From the above table it is found that-

17% of teacher educators opined that it is not academic but professional.

22% of teacher educators opined that it collects good students.

25% of teacher educators opined that it gives uniformity in intellect.

36% of teacher educators opined that it provides job facility.

Hence it is concluded that majority of the teacher educator has given the opinion that it job facility and gives uniformity in intellect.

## SELECTION PROCEDURE

Central selection through S.C.E.R.T. on the basis of provision for reservation should be taken into consideration during admission system because-

TABLE -2

SI.No.	Answers	Cat.-I	Cat.-II	Cat.-III	Total	%
a.	Reservation Quota	22	20	14	56	28
b.	Each category	30	25	21	76	38
c.	Age criteria	15	20	15	50	25
d.	Professional course	08	10	0	18	09

From the above table it is found that-

09% of teacher educators opined that it is professional course.

25% of teacher educators opined that age should be a criterion for admission.

28% of teacher educators opined that reservation quota should be given.

38% of teacher educators opined that candidate of his category should be given chances.

Hence it concluded that majority of teacher educators opined that selection procedure should be proceed on the basis on age, reservation quota & each categories of candidates.

### AREA OF SPECIALIZATION

There should not be elective subject area of specialization in M.Ed. curriculum-

**TABLE -3**

SI.No.	Answers	Cat.-I	Cat.-II	Cat.-III	Total	%
a.	Mastery in each area	30	23	19	72	36
b.	It is Mastery course	18	17	11	46	23
c.	A professional course	12	15	09	36	18
d.	Mastery in each subjects	15	20	11	46	23

From the above table it is found that-

18% of teacher educators opined that it is a professional course.

23% of teacher educators opined that it is a mastery course or it gives mastery in each subjects.

36% of teacher educators opined that it is necessary to acquire mastery in each area of subject of M.Ed. curriculum.

Hence it is concluded that mastery has to acquire in each areas of subjects in M.Ed. curriculum.

### ELECTIVE SUBJECT

Elective subject only give mastery in one subject area because-

**TABLE -4**

SI.No.	Answers	Cat.-I	Cat.-II	Cat.-III	Total	%
a.	Confined two subjects	25	26	17	68	34
b.	Mastery in two subjects	20	19	13	52	26
c.	Special talent on the area	15	15	10	40	20
d.	Elective subject	15	15	10	40	20

From the above table it is found that-

20% of teacher educators opined that it makes effective only in elective subject.

20% of teacher educators opined that it gives mastery only in special paper.

26% of teacher educators opined that it does gives mastery in two subjects only.

34% of teacher educators opined that it is confined to only two subjects (paper).

Hence it is concluded that majority of the teacher educator reveals the fact that elective subject is confined only two subjects area.

### M.Ed. CURRICULUM EXAMINATION

M.Ed. curriculum examination should cover to each and every units of each paper-

**TABLE -5**

SI.No.	Answers	Cat.-I	Cat.-II	Cat.-III	Total	%
a.	Each unit has its own importance	20	28	16	64	32
b.	Aspect of M.Ed. curriculum	16	17	11	44	22
c.	Effective to M.Ed. scholar	18	15	11	44	22
d.	Provides subjects mastery	21	15	12	48	24

From the above table it is found that-

22% of teacher educators opined that it fulfils aspect of M.Ed. curriculum.

22% of teacher educators opined that it makes effective to teacher educator.

24% of teacher educators opined that it provides subject mastery.

32% of teacher educators opined that each and every units of each paper has its own important.

Hence it is concluded that majority of the teacher educator has given their opinion that each and every units of each paper of M.Ed. curriculum has its own important.

### M.Ed. CURRICULUM EXAMINATION

M.Ed. examination should be in the way of both theoretical & practical because-

**TABLE -6**

SI.No.	Answers	Cat.-I	Cat.-II	Cat.-III	Total	%
a.	A professional course	19	17	12	48	24
b.	Teaching based Art	30	24	18	72	36
c.	Practical & theoretical course	10	23	11	44	22
d.	Provides effectiveness	16	11	09	36	18

From the above table it is found that-

18% of teacher educators opined that it provides effectiveness of teacher educators.

22% of teacher educators opined that it is practical & theoretical course.

24% of teacher educators opined that it is a professional course.

36% of teacher educators opined that it is teaching based Art.

Hence it is concluded that majority of the teacher educators opined that it is teaching based Arts.

### **PHILOSOPHICAL & SOCIOLOGICAL FOUNDATION OF EDUCATION**

Philosophical and Sociological Foundation of Education should be taught in M.Ed.-

**TABLE -7**

SI.No.	Answers	Cat.-I	Cat.-II	Cat.-III	Total	%
a.	Philosophical knowledge	25	20	15	60	30
b.	Philosophical idea	17	22	13	52	26
c.	Contribution of great man	12	12	08	32	16
d.	To build personality	21	21	14	56	28

From the above table it is found that-

16% of teacher educators opined that it should be taught to learn to the contribution of great man.

26% of teacher educators opined that it provides philosophical ideas in the mind of pupils teachers.

28% of teacher educators opined that it to build personality of teacher educator

30% of teacher educators opined that philosophical knowledge is required to be an effective teacher educator.

Hence it is concluded that majority of teacher educators reveals that philosophical knowledge is required to be an effective teacher educators.

### **SOCIOLOGICAL FOUNDATION OF EDUCATION**

Knowledge of sociological foundation of education required to M.Ed. scholars-

**TABLE -8**

SI.No.	Answers	Cat.-I	Cat.-II	Cat.-III	Total	%
a.	Status of the society	20	10	10	40	20
b.	In the changing society	30	39	23	92	46
c.	In the social bases	12	12	08	32	16
d.	Well social being	13	14	09	36	18

From the above table it is found that-

16% of teacher educators opined that it is to great influence in the sociological bases.

18% of teacher educators opined that it required to M.Ed. scholars to make thoughtful well social being.

20% of teacher educators opined that it required knowing the status of the society.

46% of teacher educators opined that it is required to well adjust in the changing society.

Hence it is concluded that majority of the teacher educators opined that knowledge of sociological foundation of education required to M.Ed. scholar to well adjust in the changing society in present context.

### **PSYCHOLOGICAL FOUNDATION OF EDUCATION**

Psychological foundation of education should be in M.Ed. curriculum because-

**TABLE -9**

SI.No.	Answers	Cat.-I	Cat.-II	Cat.-III	Total	%
a.	Facilitate teaching learning	21	30	17	68	34
b.	The growth and dev. Learners	18	09	09	36	18
c.	Intellect and characteristics	12	21	11	44	22
d.	Develop own personality	24	15	13	52	26

From the above table it is found that-

18% of teacher educators opined that psychological foundation of education should be in M.Ed. curriculum to know the growth and development of learners.

22% of teacher educators opined that it is to know the intellect and characteristic of learner.  
 26% of teacher educators opined that it to develop own personality of teacher educator.  
 34% of teacher educators opined that it is to facilitate teaching learning process.

Hence it is concluded that majority of teacher educator opined that psychological foundation of education is to facilitate teaching learning process.

### **PSYCHOLOGICAL FOUNDATION OF EDUCATION**

Psychological foundation of education helps the pupil teacher-

**TABLE -10**

SI.No.	Answers	Cat.-I	Cat.-II	Cat.-III	Total	%
a.	Entry behavior of learner	11	10	07	28	14
b.	Psychological principle	28	29	19	76	38
c.	General principle of teaching	25	23	16	64	32
d.	Maxims of teaching	11	13	08	32	16

From the above table it is found that-

14% of teacher educators opined that it is to test the entry behavior of learner.  
 16% of teacher educators opined that it is to provide maxims of teaching.  
 32% of teacher educators opined that it is to provide general principal of teaching.  
 38% of teacher educators opined that it is to provide psychological principles of teaching.

Hence it is concluded that majority of teacher educators opined that psychological foundation of education helps the pupil teachers to provide psychological principle of teaching.

### **METHODOLOGY OF EDUCATIONAL RESEARCH**

Methodology of educational research helps the M.Ed. scholar to make the pupil-

**TABLE -11**

SI.No.	Answers	Cat.-I	Cat.-II	Cat.-III	Total	%
a.	Teachers methodological	12	21	11	44	22
b.	Teacher research full	39	30	23	92	46
c.	Teacher fact full	12	15	09	36	18
d.	Teacher data base	12	09	07	28	14

From the above table it is found that-

14% of teacher educators opined that it is to make the teacher educator data base.  
 18% of teacher educators opined that it is to make pupil teacher educator fact full.  
 22% of teacher educators opined that it is to make the pupil teacher methodological.  
 46% teacher educators opined that it is to make the pupil teacher research full.

Hence majority of teacher educators opined that methodology of educational research helps the M.Ed. scholars to make the pupil teachers methodological.

### **METHODOLOGY OF EDUCATIONAL RESEARCH**

Methodology of educational research helps the teacher educator to make the pupil-

**TABLE -12**

SI.No.	Answers	Cat.-I	Cat.-II	Cat.-III	Total	%
a.	Teacher suggestive	13	14	09	36	18
b.	Tool and technique based	27	09	12	48	24
c.	Teacher fact oriental	12	30	14	56	28
d.	Teacher analytical	23	22	15	60	30

From the above table it is found that-

18% of teacher educators opined that it is to make pupil teachers suggestive.  
 24% of teacher educators opined that it is to make pupil teachers tool and technique based.  
 28% of teacher educators opined that it is to make pupil teachers fact oriental.  
 30% of teacher educators opined that it is to make pupil teachers analytical.

Hence it is concluded that majority of teacher educator opined that methodology of educational research helps the teachers educator to make the pupil teachers analytical.

### **GUIDANCE & COUNSELING**

Guidance & counseling helps the M.Ed. scholar to make the pupil teacher-

**TABLE -13**

SI.No.	Answers	Cat.-I	Cat.-II	Cat.-III	Total	%
a.	Teachers guide full	07	11	06	24	12
b.	Teacher job oriental	35	43	26	104	52
c.	Teacher information center	17	13	10	40	20
d.	Teacher a counselor	16	08	08	32	16

From the above table it is found that-

12% of teacher educators opined that it is to make pupil teacher guide full.

16% of teacher educators opined that it is to make pupil teacher a counselor.

20% of teacher educators opined that it is to make pupil teacher information center.

52% of teacher educators opined that it is to make pupil teacher job oriental.

Hence it is concluded that majority of the teacher educators opined that guidance and counseling helps the M.Ed. scholar to make the pupil teacher job oriental.

### **GUIDANCE & COUNSELING**

Guidance & counseling helps the M.Ed. scholar to make the pupil teacher-

**TABLE -14**

SI.No.	Answers	Cat.-I	Cat.-II	Cat.-III	Total	%
a.	Teacher problem solving	24	21	15	60	30
b.	Teacher self confidence	18	21	13	52	26
c.	Teacher self efficient	14	10	08	32	16
d.	Teacher self service	19	23	14	56	28

From the above table it is found that-

16% of teacher educators opined that it is to make pupil teacher self efficient.

26% of teacher educators opined that it is to make pupil teacher self confidence.

28% of teacher educators opined that it is to make pupil teacher self service.

30% of teacher educators opined that it is to make pupil teacher problem solving.

Hence it is concluded that majority of the teacher educator opined that guidance & counseling helps the M.Ed. scholar to make the pupil teacher problem solving.

### **DISTANCE EDUCATION**

Distance education should be a paper in M.Ed. curriculum because-

**TABLE -15**

SI.No.	Answers	Cat.-I	Cat.-II	Cat.-III	Total	%
a.	Different kind of information	09	06	05	20	10
b.	Communication technologies	13	17	10	40	20
c.	Improve technology process	23	22	15	60	30
d.	Need of distance learning	30	30	20	80	40

From the above table it is found that-

10% of teacher educators opined that it is to explore different kind of information.

20% of teacher educators opined that it is to develop communication technologies.

30% of teacher educators opined that it is to improve technological process.

40% teacher educators opined that it is to study the nature & needs of distance learning.

Hence it is concluded that majority of teacher educators opined that distance education should be a paper in M.Ed. curriculum to study the nature and needs of distance learning.

## DISTANCE EDUCATION

Distance education helps to M.Ed. scholar-

TABLE -16

Sl.No.	Answers	Cat.-I	Cat.-II	Cat.-III	Total	%
a.	Student supporting service	10	08	06	24	12
b.	Correspondence program	25	23	16	64	32
c.	Distance education	21	30	17	68	34
d.	Informal education	19	14	11	44	22

From the above table it is found that-

12% of teacher educators opined that it is to understand student supporting service.

22% of teacher educators opined that it is to improve informal education.

32% of teacher educators opined that it is to manage different correspondence program.

34% of teacher educators opined that it is to enhance good deal of distance education.

Hence it is concluded that majority teacher educator opined that distance education helps to M.Ed. scholar to enhance good deal of distance education program.

## IV Findings and Conclusion

1. Majority of teacher educator opined that both career & entrance examination should be taken into consideration for selecting a candidate to take admission in M.Ed. course to remove the defect and deficiency of present M.Ed. curriculum in the Universities of Chhattisgarh (objectives no -1).
2. Central selection through S.C.E.R.T. on the basis of provision for reservation should be taken into consideration during admission system because reservation Quota are given, candidate of each categories are given chances and Age should be criteria for admission (objective no – 1).
3. There should not be area of specialization in present M.Ed. Curriculum rather each and every elective papers mentioned in present M.Ed. Curriculum should be a compulsory paper each making the duration of present M.Ed. Curriculum into two year to fulfill the aspect and efficiency of teacher educator in the Universities of Chhattisgarh.
4. There should be only one subject having two papers like theoretical and experimental carrying 100 marks each as area of specialization to acquire to mastery of M.Ed. scholar to be an effective teacher educator.
5. M.Ed. Curriculum should cover each and every units of each paper having each unit has its own importance in present M.Ed. Curriculum Examination in the Universities of Chhattisgarh to fulfill the aspect and efficiency of the Curriculum.
6. Philosophical & Sociological Foundation of Education, Psychological Foundation of Education, Methodological Educational Research, Guidance & Counseling and --Distance Education papers are subjects to achieve their course objective as to fulfill the aspect and efficiency of present M.Ed. curriculum in the University of Chhattisgarh state.

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