

# **COMPARISON BETWEEN THE M.ED. CURRICULA OF PUBLIC AND PRIVATE UNIVERSITIES OF BANGLADESH**

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## **Abstract**

This research study was aimed at (1) comparing the Master of Education (M.Ed.) curricula of public universities and private universities of Bangladesh, and (2) identifying the similarities and dissimilarities along with the strengths and weaknesses of these curricula. Data and information necessary for the study were collected from the M.Ed. curricula of 2 public and 3 private universities of Bangladesh. Only qualitative analyses were done in examining the documentary information. A comparative method was employed to organize and analyze the information. Findings of the study revealed that the structures of the M.Ed. curricula of public universities were more organized than those of private universities. The objectives prescribed in the M.Ed. curricula of public university were more specific than those of private universities; and the objectives of the public university were stated in terms of measurable behavior.

## **1. Introduction**

### **a. Background**

From the birth cry of civilization, humankind engaged in learning, where learning of human being is a classic and eternal thing. Nevertheless the population of the earth rapidly increases from the commencement of civilization. Unsurprisingly human needs and human civilization increases proportionally. Fulfillment of these multi-dimensional needs turn into complex to more intricate progressively. Consequences of this scenario commence two things, i.e. create specialists in specific fields, and social rewards for these specific works.

Of the three types of education, formal education is well planned, well structured and well disciplined. Though in-formal education is undisciplined and non-formal is flexible, so formal education has genially recognize through out the world. Conquer and survive of a nation only depends on education. It's a fundamental force and it can reform a nation strongly. Therefore, every nation prominence and emphasis on education and thus educational concepts changes day by day. It indicates that the experiment practices appreciate to express all the inner force of a student by applying appropriate teaching method. In some of the fields, the educationists became exceedingly successes. And it changes the appearance of the whole education system gradually. This is why research in education is badly needed.

Education is about enhancing life choices. It is also about helping learners see connections between the various aspect of their learning and about understanding that what we do as individuals affects our own physical, social and economical environments and those of other people across the world. Education is the basic need for socio-economic transformation and development of a nation (Colin, 2004: 22). For national reconstruction of Bangladesh, it requires the maximum utilization of its human resources. Bangladesh National Education Policy Planning Committee Report'1997 holds the view that Bangladesh has enough human and physical resources. The only need is educate and train its vast population to turn it into manpower and if it is done, the people of this country would be able to improve their standard of living and be prosperous with the proper utilization of these physical resources. The human resources of the country should therefore, be properly utilized for the development of the nation. Human resource development again is one of the essential conditions for all kinds of growth for instance social, cultural, political, or economic, et cetera.

Education is the prime constituent of human resource development. Education plays the most important role for creating trained workforce for technology and applies them in new situation. An appropriate and dynamic education system is one of the main components of all aspect of national development. To achieve such kind of education system, we should developed a standard curriculum that covers the national ideology and policy, community's values, culture, attitudes and needs, the advancement of knowledge, learner's all types of needs etc. Only the proper and multi-dimensional moral, physical and spiritual development of the students is directly and closely related to the future of a nation.

For a dynamic education system, curriculum development, revision and reformulation are closely needed. And this reason makes us concuss for the need of the expert manpower related to pedagogy or educational specialist. To achieve this aim some public and private universities offer the M.Ed. degree program to make well skilled professionals in the field of education. To run this program these universities had developed curriculum separately. The main concern of this thesis lies into comparative study of these curricula, for analyzing the changing situation and finding out the new ideas, drifts and trends and innovations apposite for each others. This study might show a new way for the further renewal and modification of these curricula.

## **b. Objectives**

- 1) Comparing the Master of Education curricula of Public and Private Universities of Bangladesh.
- 2) Comparing of the structures of these curricula.
- 3) Comparing of the assessment system of these curricula.
- 4) Identifying the inconsistency between objectives and contents.
- 5) Identifying the similarities and dissimilarities of these curricula.
- 6) Identifying the strengths and weaknesses of these curricula.
- 7) Finding out the lessons to be learned by one system from the others.

## **c. Scope and Limitation**

The study was only limited to Master of Education Curricula of Public and Private Universities of Bangladesh. 02 public universities and 03 private universities were selected on purposively. This study was conducted through analysis of documents and practical application of the curricula was not evaluated. To evade immensity only the content of common course was analyzed.

## **d. Significance of the study**

Curriculum development is very important for educational development as well as curriculum is the foremost guideline for educational development. Kerr (Rahman, 1987: 9; Smith, 2000) defines curriculum as *“all the learners which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school”*. In recent years, the meaning of the curriculum has been broadened (as all the experiences of learners, both in school and out, directed by the school) to encompass detailed for student activities, a variety of study materials, a suggestion for learning strategies, arrangements for putting the program into use etc (Oliva, 1992: 5-7). Consequently when we consider a curriculum we have to remember different aspects, which emphasis the concept of learning through out life. If the curriculum fails to fulfill all the aspects, it will be hard to reach a standard educational system.

The foremost objective to launch the Master of Education (M.Ed.) program is to preparing professional and skilled manpower for different sector of education. With a view to providing solid foundation required for such specialization, M.Ed. program is introduced in different institutions. These education specialists can play a vital role

of various sector of education. M.Ed. degree holders will be the future curriculum specialist, education planner, education administrator, expert facilitator etc. Furthermore to perform these responsibilities in those vital roles one's needs special and modern skills. Standard curriculum with proper dissemination produce highly skilled workforce.

Curriculum development is continuous process and again it has to develop gradually for more perfection and be up-to-date. Furthermore, certainly in a new curriculum some weakness may exist. Consequently the entire connections indicate that enhanced M.Ed. curriculum can prepare qualified education professional. Hence the burning question 'how much success the M.Ed. curricula in practice?' is necessary to be identify. Besides, the public universities and private universities launch the M.Ed. degree program independently. As a result it is needed to identify the similarities and dissimilarities between these curricula. Hence, this study can show a new way for the further renewal and modification of these curricula.

Comparative study's significance lies on its meaning, where in explaining the meaning of the comparative study Vernon (Khatun, 1983: 27) referred that "*by the expression comparative study of education, we mean a systematic examination of other cultures and other system of education deriving from these cultures in order to discover resemblances and differences. The causes behind resemblances and why variant solutions have been attempted to problems that are often common to all*". As said by Noah (2006), comparative education has four purposes: to describe educational systems, processes, or outcomes; to assist in the development of educational institutions and practices; to highlight the relationships between education and society; to establish generalized statements about education that are valid in more than one country.

A national system of education is a living thing, the outcome of forgotten struggles and difficulties and battles long ago. It has in it some of the secret working of national life. It reflects while seeking to remedy, the failing of national character. Nevertheless it is not likely that if we have endeavored in a sympathetic, spirit to understand the real working of a foreign system of education and more sensitive to its unwritten ideas, quicker to catch the signs which mark is growing or fading influence, readier to mark the dangers which threaten it and the battle working of hurtful change. The practical value of studying in a right spirit and with scholarly accuracy the

working of foreign system of education is that it will result in our being better filled to study and understand our own.

At this instant by comparing strategy of the M.Ed. curricula of Public and Private Universities of Bangladesh can identify a strategy for quality-based modern M.Ed. curriculum. These things encouraged the researcher to compare these curricula and to find out the lessons to be learned by one system from the other, which in turn will help further renovate the master of education curriculum.

## **2. Review of Relevant Literature**

### **a. Theoretical Description**

Very recently comparative education has gained recognition as a distinctive part of knowledge. Particularly educators as well as policy makers need to introduce with different countries' education system, educational management and administration arrangements. May be this is the reason behind comparative education's being a compulsory subject for educators and teachers. Various works have been done in the field of comparative education in home and abroad. In Bangladesh comparative study has been done in the field of science, mathematics as well as comparison of curriculum and education system in various aspects of various countries and institutions.

Reporting on foreign experiences by travelers, visiting statesmen, and itinerant mendicants is as old as the human race. There have always been the Ibn khalduns, the Marco Polos, the Alexis de Tocquevilles, eager to take to their countries the tales of wonders elsewhere encountered. Nevertheless the interest in foreign societies and their education become particularly important in the era of nationalism, ushered in by the reformation. It grew at the time when men began to think of themselves as Englishmen, Dutchmen or Spaniards rather than Europeans bound by the Latin language and the Christian creed. Nationalism has helped to articulate regional differences in thinking and hence in the ways of schooling the young. The resulting panorama of educational practices became almost automatically a matter for curiosity and concern. There came into being the need to explore systematically the quality of foreign schools as a means of evaluating one's own educational system. So long as this need continues, there will be no lack of demand for the services of comparative education.

The present shape of comparative education (which has emerged out and is distinct from philosophy, sociology, history and economics of education as a part of the field theory of pedagogy) has come up solely in the twentieth century. It has to pass through many good stages to get the shape of making sense out of the similarities and differences amongst educational systems. It may not be possible to associate it as a child of one specific parent or to be exact discipline, as it draws knowledge from different disciplines. In order to have a meaningful look at the development of comparative studies along with education, its rearing is divided into two stages: *nineteenth century & prior developments*, and *twentieth century developments*.

A. 'Nineteenth century and prior developments', for the intention of convenience, was discussed in 03 stages of its development:

1. First stage: This stage is commonly known as the *traveler's tales*. It is difficult to locate the exact point in history, when men started visiting different countries for many reasons for example intellectual, trade, diplomacy and adventure, et cetera. The fact remained that whatever they might have done, they observed the school-system and the ways of raising children, when they visited foreign land. At times some of them had written about these disciplines which can neither be termed as objectives nor systematic. Mostly these reports were colorful and gave exotic information so as to make the reading interesting and to show similarities and contrast with such institutions as home. These reports are, in fact, the beginning of comparative education. Hiuen Tsang traveled for 16 years (AD 629-645) and came to India to see the land of Buddhism; furthermore he visited the world renowned University of Nalanda. On reaching China, he wrote his observations of Indian education and culture from his personal experience. Likewise, Cicero and Julius Caesar had also, on the basis of their study of other country's child rearing practices, made efforts to give knowledge to their countrymen. The reliability, validity and authenticity of these reports are difficult to establish at the face of little traces left with the passage of time to verify them.

2. Second Stage: The stage which can be located in the beginning of the nineteenth century is popularly known as the educational borrowing stage and coincides with the rise of nationalism and national system of education in the world. Some consider it as the starting point of comparative education which is associated with the name of Marc-Antoine Jullien de Paris's book "*L'Esquisse etvves préliminaries d'um ouvrage sur l'Éducational Comparée* (Plan and Preliminary View

for Work of Comparative Education)” in 1817. Jullien seemed to have foresight and concern for systematic approach to comparative examination of educational institutions and practices. The social and political conditions in his country were not very encouraging and he wanted to improve the social and moral values through the media of education, which he considered was a positive science capable of being improved and refined through comparative analysis. He considered the science of comparative education to be analogous to comparative anatomy and thus touched the problems that pertained to any inter-relationship between education and other social institutions. Jullien (Khatun, 1983: 75) quite clearly formulated the purposes and methods of comparative study of education, as he said that

*“Education, as other sciences, is based on facts and observations order to deduce principles and definite rules. Educations would be ranged in analytical tables, easily compared, in order deduce principles and definite rules. Education should become ruled by narrow and limited opinions, by whims and arbitrary decisions of administrators, to be turned away from the direct line, which it should follow, either by the prejudice of a blind routine or by the spirit of some system and innovation.”*

Reports on foreign schools and school methods abounded in the nineteenth century. Professor John Griscom’s study (1819) ‘*A Year in Europe*’ (on educational institutions in Great Britain, France, Switzerland, Italy and Holland) had a great influence on the development of American education (Biswas & Aggarwal, 1972: 59). In 1831 Victor Cousin of France described education system of Prussia in his famous ‘*Repot on the State of Public Instruction in Prussia*’. Again the pioneer of the American Common School revival, Horace Mann in his Seventh Repot in 1843, compared education in England, Scotland, Ireland, France, Germany and Holland (Sheik & Begum, 1995: 34). About this discussion, Nicholas Hans mentioned in his book ‘*Comparative education: A study of educational factors and traditions*’ that “Horace Mann’s report, perhaps, was the first attempts at assessing educational values” (Sheik & Begum, 1995: 35). Then came forward, Matthew Arnold who, after visiting France and Germany in 1859 and 1865, made some caustic remarks on the education systems, depending on national character. Nonetheless Jullien’s proposed method of investigation was not followed by many subsequent writers of nineteenth century (Sheik & Begum, 1995: 36-41; Khatun, 1983: 74-76).

3. Third Stage: This stage of comparative education is known as ‘*breaking down of barriers*’, not only in the process of transmission of information about

education to foreign countries but also in the field of international contacts through exchange of students and scholars. It was only in the beginning of 20<sup>th</sup> century or towards the end of 19<sup>th</sup> century that international conference, publications, and education were sponsored.

B. 'Twentieth Century Developments', for the purpose of convenience, it was discussed in two stages of its development.

1. First Stage: The first approach to a comprehensive point of view was made by Sir Michael Sadler in his 'How Far Can We Learn Anything of Practical Value from the Study of Foreign Systems of Education' published in 1900. Sadler (Sodhi, 2003: 57) stated:

*"In studying foreign systems of education... the practical value of studying in a right spirit and with scholarly accuracy the working of foreign systems of education is that it will result in our being better fitted to study and understand our own."*

However the earliest attempts at dealing with comparative education from a philosophical point of view was made by a Russian philosopher and educationist, Sergius Hessen, who in 1928 published his "*Kritische Vergleichung des Schulwesens der anderen Kulturstaaten*" (Sodhi, 2003: 63). Over again Sadlerian principles have become the corner-stones of the theoretical orientations of the twentieth century comparative education. If Sadler is the pioneer of comparative education then Kandel is the first traveler in this path. Consequently Kandel paid special attention to nationalism and national character as a historical background to actual conditions. He did not, however, analyze these factors in detail. But Kandel (Sodhi, 2003: 68) quite clearly formulated the necessity of a historical approach and the study of determining factors:

*"The chief value of a comparative approach to educational problems lies in an analysis of the causes which have produced them, in a comparison of the differences between the various systems and the reasons underlying them, and finally, in a study of the solutions attempted. In other words, the comparative approach demands first an appreciation of the intangible, impalpable spiritual and cultural forces which underlie an educational system; the factors and forces outside the school matter even more than what goes inside it."*

In his monograph 'Comparative Education', published in 1936 in the American Review of Educational Research, Kandel expressed the same idea still more succinctly: "*the purpose of Comparative Education, as of comparative law,*



*comparative literature or comparative anatomy, is to discover the differences in the forces and causes that produce differences in educational systems” (Sodhi, 2003: 71).*

Professor Friedrich Schneider’s works should be considered as one of the most important contributions to the study of comparative education; as well as Salzburg in his book *‘Triebräfte der Pädagogik der Völker’*, published in 1947 he systematically covers the whole ground of comparative education, adopting the historical approach to the educational problems of many countries (Sodhi, 2003: 89). Again comparative education of the first stage of twentieth century has adopted the same method as Professor Dover Wilson (Philip, 1971: 98) cited:

*“...there is no reason why comparative education should not prove as interesting and fruitful a study as comparative politics. The time will come when men realize that the structure of a nation’s educational system is as characteristic and almost as important as the form of its constitution.”*

2. Second Stage: This is the present stage, which at times is termed as the stage of empirically based or quantitative surveys, which are used for studies to be taken up at international level. The problem is to use the methodologies, tools and concepts for which some writers have turned more to social sciences than to history, which until the last stage was considered to be the root of comparative education.

Some writers prefer philosophical approach to the problems of comparative education and place greater emphasis on methodology (Sheik & Begum, 1995: 89). It is sometimes called “national style or different styles of arguing” as to why British’s place more emphasis on empiricism, French on nationalism, German on idealism and romanticism and Americans on pragmatism. This pursuit involves an analysis, which will draw force from philosophy, history, sociology, psychology, administration, geography, anthropology and pedagogy. This will not only be helpful to explore the past but may help to predict as to what is going to happen in future in a society and as such, at times, this is called *‘predictive stage’* as well. One more new approach to comparative education is *‘problem approach’* which can be used in the investigation of a problem on a large scale.

A more recent concept, that education is related to economics, has come up. Education systems reflect national societies, cultures and economies—and shape them, too. A number of international and national organizations give particular focus on education from economical aspect (Sheik & Begum, 1995: 110) such as Organization for Economic Corporation and Development (OECD) investigates the

wider impact of education for both individuals and societies, and helps countries promote opportunities for people from all backgrounds and at every stage of life. The aim of OECD is to ensure that education systems avoid perpetuating social and economic disadvantage and those they contribute to growth and social stability ([www.oecd.org](http://www.oecd.org)). The work of Harbison & Myers is an outstanding example of it (Sheik & Begum, 1995: 112). Again problems like the relationship between literacy and economic advancement are now being investigated; for instance, International Project for Evaluation of Educational Achievement (IEA) studies are an international benchmarks (high-quality data source for those working) to enhance students' learning at the international, national and local levels; which also enables monitoring of changes in the implementation of educational policy and identification of new issues relevant to reform efforts ([www.iea.nl](http://www.iea.nl)).

Indeed comparative study encompasses a significant position in the area of education, in particular in the area of curriculum. The noble and complex activities of adopting the experiences from one situation to another make comparative study indispensable. Importance of comparative education lies in the study and lessons from analyzing the education systems of different situations. The concept of curriculum, its nature and scope vary from person to person, place to place and time to time. No curriculum is good for all and no curriculum development approach is good for all countries and ages. As regards curriculum change, there is no common way to achieve change; it also depends on time and place and the nature of the changes being attempted.

#### **b. Previous Studies**

A study by Altaf (2000) showed that the curriculum of IER specified the general objectives of the program, but the curriculum of the National University did not specify the general objectives. In addition, the qualities of the students were evaluated through in-course exam and assignment in IER but there was no system of such evaluation in National University.

A study by Ibrahim (2000) showed that the teachers had to take average three more classes per week, 89% teachers had no higher degree than M.Ed., 86% teachers faced problem to teach the new lessons, and there were not much accommodation for the students to sit for common examination.

Ahmed (2000) conducted a study that showed that the reference books as mentioned in the new curriculum of both Govt. and Non-Govt. Teachers' Training Colleges (TTC) were not sufficiently available in the libraries, in Non-Govt. TTC there were no laboratory, class monitoring of both categories of TTC was inadequate.

Another study was conducted by Ferdousi (1994). It indicated that the number of compulsory subjects in IER was more than that studied in TTC, the contents of compulsory subjects of IER were more than those in the TTC, TTC allots more times for compulsory subjects than in IER, the students of IER had to prepare and submit assignment whereas the students of TTC did not had to submit such assignments- this system of IER enriches the knowledge and writing skill of the students through analysis and presentation of assignment on different subjects, the specific objectives of compulsory subjects in IER were pre-defined but in TTC the objectives were not so defined.

Shemoly (1981) conducted a research, where this survey research showed that notable difference exist in the evaluation system of both the IER and the TTC, and the evaluation system prevailing in IER was more effective than that of the TTC.

Mondol (2000) did a study, where the researcher showed that notable difference exist in physics and chemistry contents between the two levels, the evaluation system prevailing in secondary level of general education was more effective than that of Dhakil level of Madrasha education, science textbook of Dhakil level was not up-to date and modern, and notable difference exist in the practical exam between the two levels.

A study was done by Begum (2000), where the researcher found that in the curriculum of social science education of developed countries aims and objectives were knowledge, skills and attitude oriented, they had followed continuous evaluation process. However in Bangladesh aims and objectives were mainly knowledge oriented. Continuous evaluation process was absent in Bangladesh and in West Bengal. Besides, organization and implementation process of social science curricula of developed countries were modern and practical than that of developing countries.

Akhter (2000) conducted a study that revealed that notable difference exist in the structure and characteristics of secondary education of Bangladesh and West Bengal, emphasis was given on vocational education in the curriculum of West Bengal.

A study conducted by Alamgir (2003) showed that the objectives of the selected developed countries were more properly identified than developing countries; implementation process of national curricula was more organized and practical in developed countries rather than the developing countries; England and Japan have followed a continuous evaluation process, but that process was absent in Bangladesh; dissemination process of curricula in developed countries was more popular and the participation of the people was high than the dissemination process of curriculum in Bangladesh.

Another study by Saha (2003) showed that the two curricula were by nature competency based. The structure of the curriculum of Bangladesh was more organized but West Bengal curriculum was more informative. Fifty terminal competencies were identified and broken down into class wise attainable competencies and again class wise attainable competencies were broke down into specific learning outcomes in Bangladesh whereas the terminal competencies were not specified in West Bengal. In the curriculum of Bangladesh guideline for developing textbooks and teachers guide were given separately, but in West Bengal they had no instructions for developing teachers guide or teachers edition. In teaching learning process more emphasis was given on scientific process skills in both the countries.

### **c. Summary of Literature Review**

Man is inquisitive by nature and the inquisitiveness leads a man to know the unknown world before him. Research is the process of query to satisfy the thirst of knowledge. Inquisitiveness of the researchers of the above 10 research works inspired him to go into detail of the subjects, collect data and analyze the same with a view to formulating specific recommendations for solutions of the problems.

Out of the said ten research works five were related to the evaluation systems and comparative study of the teachers' education program and curriculum of various institutions, one is related to comparative study of secondary science curriculum of general education and *madrasha* education and the rest of four were related to comparison of curriculum and education system in various aspects of various countries. The present research topic was different from the said 10 researches. The present researcher however admitted that the study of the said research papers helped him in finding several significant details and in general guidance of this study.

### **3. Research method**

#### **a. Setting**

This documentary investigation was an attempt to compare the M.Ed. curricula of public and private universities of Bangladesh with a number of definite objectives. For this study, M.Ed. curricula of public and private universities were reviewed. There were only two variables in this study, which were M.Ed. curricula of Public Universities of Bangladesh and M.Ed. curricula of Private Universities of Bangladesh.

The main view of this study was to make a comparison of these two variables based upon of several objectives. The analysis of this study was following on documentary comparative analysis method. The method that was followed to complete the study can be stated in three steps:

- 1) Developing conceptual framework for comparing these curricula,
- 2) Analyzing the curricula in according with the framework,
- 3) Presenting the analyzed contents.

The major areas of curriculum were identified by reviewing the M.Ed. curricula of public and private universities. Through study of materials related to curriculum development and evaluation process helped the researcher to select these aspects for this study:

- 1) Structure of curriculum: components of the curricula were be compared and analyzed;
- 2) Aims and Objectives: these areas of these curricula were compared;
- 3) Course and Contents: course and contents of a common course of these curricula were be analyzed to identify the similarities, dissimilarities, volume and extent of objectives;
- 4) Instructional strategies: instructional strategies were be compared and analyzed;
- 5) Practicum or Internship: practicum or internship were also compared and analyzed;
- 6) Assessment: course wise assessment techniques and methods were be compared and analyzed.

#### **b. Data collection**

Data and information necessary for the study were collect from the M.Ed. curricula of public universities and private universities of Bangladesh. 02 public and 03 private universities were selected on purposively.

### **c. Analysis of the Curricula**

Only qualitative analyses were adopted to examine the documentary information. A comparative method was employed to organize and analyze the information.

Each aspect of the curricula contents was presented in a table and similarities and dissimilarities of contents were presented by analyzing the table. Afterwards, SWOT analyses were done for the aspects where applicable in table format. From the similarities and dissimilarities of the major areas were present in table and SWOT (strengths, weaknesses, opportunities and threats) was stated in table, findings of the study were presented. Then several recommendations were stated based on lessons that should be learned by one system from the other.

### **d. Description of Data**

Necessary data and information for the study were collect from the M.Ed. curricula of 02 public and 03 private universities of Bangladesh in 2006. Only qualitative analyses were done in examining the documentary information. Comparative method was followed to organize and analyze the information.

The study was conducted by developing framework for comparing the five curricula and analyzing the curricula in accordance with this framework. In the framework different aspects of curriculum were included, which were: *structure of the curriculum, aims and objectives, courses and contents, guideline for instructional materials, internship or practicum, and assessment*. These aspects were analyzed separately to find out the similarities, dissimilarities, strengths, weaknesses, opportunities, and threats. In this regards, for each area contents have been described in the matrix and analyzed and made SWOT analysis.

## **4. Findings of the study**

After completing the comparison between the Master of Education Curricula of Public and Private Universities of Bangladesh, the major findings were as below:

- a. The structure of the M.Ed. curricula of public universities was more organized and vivid than that of private universities. But in a few cases some portion of the M.Ed. curricula of private universities were rich with information for teachers about teaching learning process, assessment, course design and also students about attendance.

- b. The aim of the objectives was specifically stated only in public university (Institute of Education and Research, University of Dhaka).
- c. The set of objectives prescribed in the M.Ed. curriculum of public university were more specific than that of private universities as those were stated in terms of measurable behavior.
- d. The objectives stated in both the curricula had differences in coverage. The objectives of IER covered various fields of education.
- e. One public university (Bangladesh National University) and one private university (Darul Ihsan University) had not mentioned any objective of their programs.
- f. As regards courses, M.Ed. curricula of all private universities were almost similar to Bangladesh National University (public university). Other than Institute of Education and Research had presented with special emphasis on recent and various development in education in national and international areas; for instance the course entitled “Education in Global Perspective” encompassed not only education of the contemporary world but also recent development in education.
- g. The M.Ed. curricula of most public and private universities included an introductory discussion, synopsis of the contents, assessment systems, strategies for evaluation, etc. A few had nothing about this.
- h. In the instructions of instructional strategies emphasis were given in scientific process skills in 01 public and 02 private universities. But 01 public (Bangladesh National University) and 01 private university (Uttara University) had no such instructional strategies. However other factors of teaching learning were emphasized as well (with details and specific instructions) in the M.Ed. curriculum of Northern University Bangladesh.
- i. Institute of Education and Research, Dhaka University had strongly occupied a unique place by providing Internship or Practicum courses in several departmental courses, where students have the opportunities to involve themselves in the process of translating theories into practice.
- j. Assessment was more emphasized on the M.Ed. curriculum of IER than that of other universities.
- k. In the M.Ed. curriculum of IER, there were details instructions for duration of assessment and for preparing questions for assessments. On the other hand these

types of instructions were not mentioned in the rest of the universities' M.Ed. curricula.

- l. Mentioning the instructions for assessment different universities presented instructions for different portion of assessment. Nonetheless no university had described assessment-instructions as a whole.
- m. Provision for renewal and modification of the curriculum was only presented in the M.Ed. curriculum of IER.
- n. Strengths of the M.Ed. curricula both of public and private universities, curricula were developed to keep pace with the changing educational demand of the societal needs; and instructions were given to present the courses as well as contents in suitable form with appropriate illustrations.
- o. Further strengths of M.Ed. curricula of public universities, curricula were well structured and organized to comprehend; internship or practicum courses were offered; the course objectives were clearly stated in the course syllabus; all the stated course objectives were written in behavioral form; all the contents were arranged in the course syllabus according to their importance of learning; students' performances were evaluated by the consistency of in-course and final examination; in-course or internal examination system helped students to continue their study regularly; there was scope of internal assessment by in-course examination and through assignment, it was compulsory to submit the assigned work (assignment) in due time, the assessment system of the internship or practicum was time-befitting and followed international standard; and assessment criteria are clearly stated in the curriculum.
- p. Further strengths of M.Ed. curricula of private universities, instructions were given for various aspects; emphasis was given for attendance and co-curricular activities furthermore there were details instructions for that in the curriculum; students performances were evaluated by the consistency of class attendance, in-course and final examination.
- q. Weaknesses of the M.Ed. curriculum of public universities were: assessment related guidelines were not illustrative and informative, guidelines for co-curricular activities were not stated, and contents were not adequately time befitting enough.
- r. Weaknesses of the M.Ed. curriculum of private universities were: aims of the M.Ed. program were not identified, there were no mentioned about practicum or



internship, lack of instruction for assessments, and sufficient guidelines for instructions strategies were not included.

## **5. Recommendations**

Based on the findings of this research, several recommendations were revealed as follows:

- a. In every aspects of the curriculum there should be specific instructions for the teachers as well as for the students.
- b. Instructions about assessment should include assessment techniques, duration, preparing questions, grading system, etc.
- c. More time befitting contents are suggested to include in the course contents.
- d. More activities and scopes should be included in the course syllabus and should be practiced in the classroom.
- e. To keep pace with the changing international demands, new contents should be included in the course contents.
- f. Practicum or Internship should be introduced in all private universities.
- g. Strategies for conducting co-curricular activities by the students should be included in the Master of Education curriculum for harmonious development of the students.
- h. With a view to introducing the students to the developments in the fields of education both in global and Bangladesh a course, like 'Education in global perspective' should be introduced in other universities.

## **6. Conclusion**

This research has revealed the main features of the Master of Education curricula of Public and Private Universities of Bangladesh along with their some strength and weaknesses and a number of well-thought recommendations for both the M.Ed. curricula of public and private universities have proposed for further development of them. The researcher concluded that more in depth research studies should be conducted in the broad aspects for the further improvement of Master of Education curricula of Public and Private Universities of Bangladesh.

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