

M.Ed. Curriculum followed in Indian Central Universities: An analytical study with reference to Transgender Empowerment

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Abstract

Transgender issue is most common problem in our society. The number of transgenders in our society are increasing gradually but we cannot accepting them for our narrow vision. It is very shameful to us that in the time of modern culture we breaking many old age concept and accepting new concept, whereas in the time of transgender issues doing hide-and-sick game. So, for that concerned we need clear-cuts ideas about transgender and which will be happen through educational knowledge. Let us try to understand about meaning of the term- Transgender people are those people whose gender identity or gender expression differs from their birth sex. The reviewed literatures mainly focused on primary problems and social acceptance of transgender people. Very few researcher focused that education can take roll for empowerment of those people but not mentioned that curriculum can take roll, Especially the M.Ed. Curriculum. The focusing on M.Ed. Curriculum is importance because this is the professional and mostly filed based work as a teacher educator. If we emphasis the transgender term into M.Ed. Curriculum then it will be helpful for transgender empowerment easily by teacher educator. Indian society look the teacher as “guru” so, as a teacher educator it is easy to spread the acceptance thought of transgender into the society and grass root level of education system. I purposively analyzed 11 central university out of 22, where M.Ed. courses are running presently and the interpretations are displaying that transgenders are not given as such importance for their empowerment.

Keywords: Curriculum, empowerment, transgender.

Introduction

“Sex is what you are born with, gender is what you recognize and sexuality is what you discover.”

-A.Chettiar

Transgender issues are the most shameful issue in our so called modern society, where

the Government also involves for their equality into our society. The number of transgender in society is increasing gradually but we cannot accept them for our narrow vision. The variation of people thinking creates conflict for equally acceptance of all gender in our society, which causes societal

hierarchy. 'But the empowerment of transgender will be faster when the perception of a human being will be change and this change can be more effective when education take a huge role. The input of good educational thought can more appropriately done through well adopted curriculum. So, the most important idea is to analyses the awareness, an attitude of curriculum planners with special emphasize on transgender empowerment.

Research gap

Sharma & pal (2014) studied on "transgender in India: alimented from the society". They founded that condition of transgender is very appalling in our society and they are underprivileged from their basic rights and transgender are still not accepted by Indian society. **Ervasti (2015)** studied on 'Increasing Advocacy, Awareness and Support for Transgender Individuals'. He mentioned here the lack of understanding and knowledge regarding transgender individuals is a social justice issue social workers and social service practitioners must educate themselves on in order to serve this oppressed and vulnerable population to create change and equality. **Shinuasmy & Nagaraj (2015)** studied on the 'Preliminary problems faced in educating the third gender community' and **Choudhury et al. (2016)** studied on the 'Social Inclusion of Transgender Population in India –Common People's Perspective. The common finding is that the members of the transgender community face discrimination based on their class and gender make to the despite all constitutional guarantees, the Transgender Community is denied even their basic rights, which include Right to Personal Liberty, Dignity, Freedom of

Expression, Right to Education and Empowerment, Right against Violence, discrimination and exploitation. Therefore, if the objective is to include transgender population into the mainstream society in a country like India, court verdict is definitely not enough. **Page (2017)** studied on 'From Awareness to Action: Teacher Attitude and Implementation of LGBT-Inclusive Curriculum in the English Language Arts Classroom'. The outcome of these paper is significant relationships was found between teachers' age, comfort, awareness of resources, and implementation levels. Whereas younger teachers had higher comfort levels with LGBT. The finding is that very few researchers focused on transgender education, which can take roll forempowerment of those people but in the contrasting to review works any researcher do not mentioned that curriculum can be a vital weapon to the curriculum planner for transgender upliftment into the society, especially the teacher educator Curriculum.

Statement of the problem

M.Ed. curriculum followed in Indian central universities: An analytical study with reference to transgender empowerment.

Operational definition of key terms

Curriculum: The instructional pathway to achieve the goals of M.Ed. courses.

Empowerment: To give the basic right for leading the harmonious life with other people.

Transgender: Transgender used as umbrella term where emphasis on those peoples whose gender identity or gender expression differs from their birth sex.

Objectives of the study

1. To examine the issues related to transgender included in the M.Ed. curriculum of central universities.
2. To help to introduce the importance of transgender equally under Gender into the M.Ed. curriculum for their empowerment.
3. To examine the biasness of M.Ed. curriculum with reference to transgender.
4. To determine the involvement of teacher educators for empowerment of transgender.
5. To study the scope of M.Ed. Curriculum to change the people's perspective towards transgender.

Research questions

1. Whether the M.Ed. curriculum of the central university carrying any separate paper for gender.
2. Whether the M.Ed. curriculum of the central university giving special focus on third gender.
3. Whether M.Ed. curriculum of the central university in India were given the enough importance focus on empowerment of transgender.
4. Whether the issues related to empowerment of transgender are included in M.Ed. Curriculum of central universities.

Delimitations

1. The central university where the M.Ed. curriculum is running in regular mode taken for the proposal study.
2. Only the papers which are related to gender are taken for the proposed study.

Method

The Content analysis is used for the proposed study. The content denoted curriculums which are followed by central universities of India.

Population

All 22 central universities where the M.Ed. Curriculum is running taken as population for the proposed study.

Sample

11 central universities were purposively taken where the M.Ed. Curriculum is running for the proposed study.

Findings

The analysis deals with finding of the study, which are presented as follows;

1. The M.Ed. curriculum of central university of India specially emphasized on woman issues and empowerment for the society.
2. Curriculums of the central university of India presenting gender biased in nature. These curriculums are neglecting the transgender issues.
3. The scope of the teacher educator for involvement on transgender empowerment became gradually collapse for neglecting the transgender issues into the M.Ed. curriculum.
4. Creating another backward section which can prevent the country development for without discussing their problems and issues through the educational M.Ed. curriculum.
5. Preventing the knowledge spreading process about transgender people by teacher educator at society level.

6. Dis-obeying the inclusive formats study but discarding the transgender issues from the curriculum.
7. Those M.Ed. curriculum not emphasis on the transgender empowerment.
8. Curriculum reflects educational inequality for transgender where the education is the main weapon for the empowerment.

Concluding remarks

Maximum central university of India specially emphasized on women empowerment into the gender paper and in the inclusive paper mentioned about differently able child. But there is platform to introduce the term about transgender into the gender and inclusive paper. The skipping of transgender reflects that those curriculums are gender biased. This type of negligence of curriculum planner of university can create the knowledge gap about transgender into the teacher educator and cannot provide positive information into the society for upliftment of a large number of populations (transgender).

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Recommendations

1. Tracing the curriculum of higher educational intuition of India for the transgender empowerment.
2. Analysis the state universities

curriculum to special emphasis on transgender people.

3. Tracing the cause of gender biased curriculum in India.
4. Analysis the educational provision of transgender people in educational institute.
5. Curriculum and societal change for transgender.

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