

## TO ANALYZE EXISTING B. ED. CURRICULUM OF COLLEGES AFFILIATED TO GULBARGA UNIVERSITY

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**Abstract:** The opinions of teacher educators on various aspects and their suggestion for improvement and remedies for the defects or shortcomings in the program were collected. An interview schedule was also used for collecting data. The Findings of the study were: The state government controlled the recruitment of all teacher-educators. Selection was done on the reservation basis. The service of teacher-educators was secure and their salaries were paid. The comprehensive B. Ed. curriculum was not effectively implemented due to time shortage, semester internal assessment etc. The revised B. Ed. syllabus in force was appropriate and fulfilled the requirements on the professional side, but lacked in the content knowledge of the academic subjects.

**Introduction:** Teacher education has remained a subject of intense discussion for more than two decades. Therefore it becomes necessary to go deep into the intricacies of the field. The investigator has found some studies which are directly or indirectly related to her topic. The objectives of the study were:

1. To conduct a survey of teacher education at secondary level to make a critical appraisal of the B. Ed. program, at its operational set-up,
2. To report briefly on the historical background,
3. To report a comparative study of the contemporary Teacher Education program at secondary level in advanced countries abroad, with reference to that in India
4. To locate the differences in the system here, if any and suggest remedies. The data was collected from all the colleges of education through a comprehensive questionnaire, which collected data regarding the functional aspects of teacher education.

The main objectives of study were:

1. To study the actual position of resources,
2. Existing conditions,
3. Working condition of teacher education program,
4. To study the qualitative and quantitative characteristics of the program's end-product,
5. To study opinions regarding quality and sufficiency of existing conditions,
6. Working of the program from the point of view of organization of professional education of secondary teachers and
7. To ascertain the most desirable changes needed for making the program effective.

The study was a normative survey.

**Review of Related Literature:** Kakkad (2003) studied the Secondary Teacher Education Curriculum as An Analytical Study and Developing Teacher Education Program. The objectives of the study were: (1) to analyze existing B. Ed. curriculum of various representative universities of four different regions of the nation, (2) to study the common and uncommon aspects of secondary teacher education program

analytically, (3) to know the changes that were expected in STEP, and (4) to develop a Secondary Teacher Education Program (STEP). The tools used were an interview schedule and a comprehensive questionnaire prepared by the researcher. Main findings were: The duration of the STEP should be two academic sessions. The aspects of STEP should be (a) Educational Theory, (b) Practice Teaching, (c) Community Work, (d) Work Experience, (e) Sessional Work. (f) Co-curricular Activities. There should be two subjects for methodology of teaching and number of lessons should be 15 in each subject. Internship in teaching should be introduced for a period of three months. There should be a provision for urban and rural STEP. There should be examination in theory and practical. Separate results in theory and practical should be declared. Assessment for theory papers should be in marks. Evaluation of practical, sessional work and other aspects may be in grades.

Dash (2005) conducted a study an Investigation into the Development of Teacher Education Program in Orissa with reference to Motivation, Cost Structure and Quality. The objectives of the inquiry were: (1) to study the factors that motivated the authorities to set up private training colleges, (2) to study the factors that prompted the trainees to pursue B. Ed. course, (3) to ascertain the sources of finance, private costs and unit cost of the B. Ed. program and (4) to determine the quality of B.Ed.. program. The data was collected from all the B. Ed. colleges of Orissa state, except the Regional College of Education Bhubaneshwar.

Descriptive statistical techniques were used for data analysis. The findings of the study were: The private training colleges were established mostly with commercial motives and parochial feelings. Inadequate physical facilities, insufficient teachers, poor quality of trainees, unsuitable practice teaching and undue expansion of training colleges was reflected in the poor status of teacher training colleges programs in the state. Faulty admission

procedure for trainees and their negative attitude towards teaching profession were other indicators of poor performance of the training program. There was no uniformity in the B. Ed. curriculum of the three universities of the state. The provision of in-service education of teacher-educators was inadequate. The pupil teacher ratio in government colleges was 9:1 and private colleges were 23:1. Trainees of private institutions paid tuition fees and capitation fee, unlike their counterparts in government training colleges. The private training colleges were mainly financed by the contributions of the trainees.

Deo (2011) studied the Practical Program other than Practice Teaching in Teacher Education Institutions. The objectives of the study were: (1) to study the role of practical work (beside practice teaching) in a secondary teacher education program, (2) to survey the nature and type of practical work (other than practice teaching) in secondary teaching education institutions in Delhi, (3) to study how these programs of practical work were actually implemented, (4) to survey the perception of student-teachers about the objectives to be achieved and (5) the reasons for non-fulfillment to the desirable extent and (6) to suggest effective schemes of practical work.

The findings of the study were: Most of the student teachers felt that „lack of time“ was a major factor which was not able to achieve the objectives of the practical program. For work experience and socially useful productive work, sufficient time and guidance were not provided to the students by the teachers and also there was no provision for them in the time table. Physical education and participation in games & sports were taken casually by student-teachers. Co-curricular activities were not organized according to interests and needs of the students. There was no provision for psychology practical which would give student-teacher opportunities for application of theories of learning.

The National Policy on Education (2006) expects a lot from teachers by putting tremendous faith and responsibility on them, since it boldly opined, “No people can rise above the level of its teachers.” It further stated, “Status of the teacher reflects the socio-cultural ethos of a society.”

Seethramu (2010) conducted a survey of Secondary Teacher Education of ISEC, Bangalore. This was a status study of institutions of teacher training at secondary level and the status of teacher-educators working there in the „institutional“ status in terms of physical facilities, admission procedure and finance „individual“ status of teacher-educators in terms of personal, social, economic and professional status were investigated. The study covered teacher training institutions and staff working there which came under the purview of Bangalore University. The survey canvassed two schedules-one for institutions

and the other for teacher-educators in these institutions. The major findings were: Most of the institutions were located in Bangalore city and majority of them were non-residential in nature, with strength of 100 or less students. The criteria of admission of candidates varied from institution to institution. Most of the institutions were run in their university buildings and had adequate facilities of demonstration-cum-practice teaching schools attached to them or cooperating schools nearby. Library facilities were better in aided institutions as compared to those in unaided institutions. The output (out-turn) of students from aided institutions was better from unaided institutions. The unaided institutions mostly attracted unmarried women which was not so in aided institutions which had mostly married male members in the staff list. This indicated that unaided institutions had unmarried women working on a consolidated salary. The work load of staff was greater in unaided institutions. The work-load of staff members varied from 3 periods to 18 periods per week. Supervision of lessons ranged from 200-500 lessons per year. Salary status of teachers in aided colleges was better than those in unaided colleges. Only a few staff members had attended seminars/conferences at state level. Smart (1986) reported that Fiscal problems facing Australian higher education, the trend toward private ownership of institutions and participation in institutional matters, and political and financial consequences are discussed. Private sector assistance and influence, policy problems in the push for foreign student enrolments, and the changes occurring within institution structures are examined.

Horio (2012) debated on educational reform in Japan, the government's version of free choice would lead to commercialism and privatisation of education and an even more competitive system creating technocratic elites. In contrast, the Japan Teachers' Union has proposed reforms based on the people's right to justice in education.

Bhatia (2010) evaluated new B.Ed. Curriculum in the colleges of education affiliated to the University of Bombay. The main objectives were: (1) to study the relevance of the topics in the revised B.Ed.. curriculum, (2) to study the relevance of practice teaching program, (3) to study the effectiveness of the evaluation scheme in the new B. Ed. Curriculum, (4) to suggest improvements. The study employed the normative and descriptive survey method. The main conclusions of the study were:- There were some important changes in the new B. Ed. syllabus on one hand; while on the other hand; quite a few topics were repeated. Implementations of new curriculum were found to be difficult. Teacher educators unanimously agreed that the area of practice teaching was the most important part of B. Ed. program. A

large majority found the B. Ed. curriculum mechanical and book-oriented. The study indicated that the theory load should be brought down and the ratio of the theory and practice should be fifty: fifty.

Devi (2008) attempted to evaluate the teacher-education programme of Agra University. The objectives of the study were: (i) to measure attitudes, values and adjustment of B.Ed. students in the beginning of the points against the attitude of student- teachers towards teaching profession in the beginning of the session, and (ii) to investigate into the nature of change in the professional attitude, teachers' values and personality adjustment of the students during the training period. The sample comprised 1,000 student-teachers studying in all teacher education departments of Agra University. The study followed the field experiment method with the pre-test and post-test approach. The concurrent correlation cum-concurrent comparison of contrasting groups design was chosen. Admission Merit Scores, Teacher-Attitude Inventory (Ahluwalia), the Teacher Values Inventory (Ahluwalia), Personality Adjustment Inventory (Quadri) were the tools used. Mean, median, SD, skewness, product-moment correlation and 4t' test were computed. The findings of the study were: (1) there was low and significant correlation between the selection points and the teacher attitude scores of the student-teachers in the beginning of the session, (2) there was a positive trend of inter correlations between attitude, adjustment and values, (3) The correlation between teacher attitude and adjustment and teacher adjustment and teacher values was very low and not significant. (4) The teacher education programme did not contribute towards the teacher attitude of the student- teachers, (5) The overall trend of teacher values was positive but not significant, (6) There was significant gain in the case of aesthetic values but there was significant reduction in theoretical and social values.

Bhatnagar (2008) conducted a study of the development of tools for supervision and evaluation of student-teaching and practical work in colleges of education. The objectives of the study were: (i) To identify activities under student-teaching and other practical work which might be common in the B.Ed. curriculum in the case of most universities in the country, (ii) to develop tools for the assessment of all these activities under student-teaching and other practical work prescribed in the B.Ed. courses being run at that time by various universities and (iii) to try out these scales in actual training situation through feedback from colleges of education. The study had two phases.

**Research Methodology:** Data was collected with the help of questionnaire. The major findings were: The ten colleges, having a teacher education department

were unequal in size and facilities and none was initially opened with the intentions of providing facilities of Teacher Education. The colleges were on the government grant list; hence there was no problem of staff salary payment. Except SC &ST student trainees, all other were required to pay fees. The Teacher-Educator, Student-Teacher ratio was 1:14. Facilities for non-teaching staff were inadequate. Admission rules, as prescribes by the state government were followed, which had many drawbacks. The whole program comprised theory, teaching practice and sessional work. Average working days were only 118. Immediately desired changes in the program were in its curriculum, organization of practice teaching, admission and evaluation procedures and establishment of independent colleges of education, teacher-educators' orientation and research facilities.

The first phase concentrated on the review of studies and literature on student-teaching along with the analysis of the B.Ed. syllabi followed by various universities; the second phase was concerned with the development of tools for supervision and evaluation of student-teaching and other practical work of the B.Ed. programme. The sample comprised teacher-educators and principals of colleges of education in Andhra Pradesh and Karnataka, who attended the three workshops held at Hyderabad and Bangalore where the tools were finalised on the basis of their judgement. Rating scales were used as the tools for the study and feedback on these was received from the teacher-educators and principals. The findings stressed on (1) the need of developing common tools for assessment of activities under student-teaching and other practical work for all universities in the country. (2) Common areas in which the tools were required to be developed were lesson planning, supervision/evaluation of actual teaching by student-teachers, co-curricular activities, SUPW, and community work arising out of theory papers, including assignments.

An attempt develop a tool for evaluating the teacher-educators teaching M.Ed class at the Department of Education in Gujarat University so as to improve the functioning of the department as a whole. The objectives of the study were to evolve an original evaluation tool for teacher-educators, especially those who teach and guide dissertations at the M.Ed level.

It was found that the statement (May God save us from such a professor!) 'Guess Who' had the lowest frequency of 3, while the statement (Has a good command over the subject) had the highest frequency, that is, 46. Good qualities that were repeatedly mentioned were: 'methodical presentation', 'punctual', 'a skillful teacher, 'always comes wellprepared', 'up-to-date information provided'; while the bad qualities narrated often

were: 'loses temper now and then', 'speaks fast and repeats the same point frequently', 'many a time dictates notes only', 'has nothing new to offer' (if previous notes in his subject were secured, there was no need to attend his lectures). The grading was as follows: excellent 38.46%, good-26.92%, very fair-15.38%, fair-3.84%, poor- nil. About 30.43% of the respondents considered the whole dissertation work useless, The test - retest reliability (original crude form and refined form) was found to be 0.74 (one month's interval), The order of merit (part a— rating scale) and the mean score (part b—guess who) were correlated and the coefficient of correlation was 0.68, It, therefore, seems that this evaluation tool can now be used in other faculties of different universities by translating it into the required medium of instruction. A relationship was explored between factors of teaching aptitude and teacher behavior components which may bring to light observations helpful to teacher educators.

**Findings of the Study:** The findings of the study were: (1) The average TTR, PTR and SCR of the sample closely followed the norms suggested by Flanders. (2) Large variations occurred in TOR, TRR and PIR. TQR and PIR were much less than the norm, (3) Teacher Talk Ratio was significantly correlated

with three of the teaching aptitude factors and the total Teaching Aptitude Score. (4) There was a significant negative correlation between Silence, Confusion Ratio and the three aptitude factors and the total aptitude score. (5) There was a significant correlation between Teaching Aptitude Score and Content Cross Ratio. (6) Two of the aptitude factors, namely, Mental Ability and General Information, were significantly correlated with CCR. (7) The English teacher talked less and responded less than the mathematics teacher. (8) The English teacher's instantaneous response and content emphasis also were less compared to the mathematics teacher's. (9) A comparison of history and biological science teachers showed that there was more pupil talk in the biological science class than in the history class. (10) The teacher-pupil interaction was rather slow in the science class, as compared to history. (11) The physical science teacher also responded less than the history teacher and the pupil-talk percentage was higher in the physical science class than the history class. (12) The high-aptitude group and the low-aptitude group differed significantly in four behaviour components. (13) Teacher Talk, Teacher Response and Content Emphasis were significantly higher in the high-aptitude group.

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