



## IMPLEMENTATION OF QUALITY ASSURANCE OF PAST AND PRESENT CURRICULUM OF B.ED. PROGRAMME OF GARHWAL UNIVERSITY (THE CENTRAL UNIVERSITY) IN VIEW OF NCTE NORMS

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### Abstract

The study attempted to find out the quality of the curriculum and practice teaching/ practicum of B.Ed. programme of Garhwal University, the Central University. The study made an effort to suggest measures for quality assurance given by several authoritative persons such as the Dean, principals, HODs, Administrators of the B.Ed. colleges affiliated to Garhwal University. For the study, purposive sampling method was used. The tools – questionnaire and interview schedule were developed. On the basis of the findings, it concluded that the B.Ed. programme should be of two years, the curriculum needs change and the practice teaching/practicum should be increased. Being felt in dire need in the modern context, NCTE has implemented a great change in the B.Ed. programme which has become a remarkable achievement in the field of education.



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## INTRODUCTION

**"Education is a debt due from present to future generations."**

- George Peabody.

Education prepares the future generation to take their due place in the society. An investment in the education of youth, is considered as most vital by all modern nations. The teachers' role becomes crucial in the knowing-learning-teaching process and especially in reorienting education. The success of education reforms is dependent on the "will to change" and on the "quality of the teachers". The role of teacher has changed from a giver of knowledge to a facilitator of knowledge.

Teaching has been one of the oldest and most respected professions in the world. Teachers impart education to a highly heterogeneous group of children with a condition to help them to attain minimum level of competency whatever may be their mental level, in these conditions, teachers requires sound knowledge of content, child psychology, pedagogies. To develop teaching skills in teachers is the most important of teacher training

institutions, as it facilitate teaching and develops motivation, interest and participation of child in teaching-learning process.

Quality of education is related to improvement of the status of teachers. The teacher education programme plays an important role in shaping and moulding the habits, manners and above all the character of student-teachers to become an effective teacher. It forms the basis for preparation of teachers of high quality.

Education Commission (1964-66) observed, “Nothing is more important than securing a significant supply of high quality recruits to the teaching profession, providing them with the best possible professional preparations and creating satisfactory conditions”. Globally, there is an overwhelming concern over the quality and relevance of education, especially in the dev eloping countries like India. The National Policy on Education (NPE), 1986 and the Programme of Action thereunder, envisaged a National Council for Teacher Education with a statutory status and necessary resources as a first step for overhauling the system of teacher education.

The earlier teacher training programme had been almost stereotyped programme which prepared a future teacher more mentally than effectively. Its curriculum and practice teaching had been superficial rather than practical. The researcher thus felt the need to analyse the curriculum and practice teaching of the B.Ed. programme of Garhwal University.

#### **OBJECTIVES :**

1. To study the objectives of B.Ed curriculum of Garhwal University.
2. To analyse the curriculum with reference to the relevance of the papers included.
3. To analyse practice teaching programme/practicum.
4. To suggest measures for quality assurance of B.Ed programme of Garhwal University.

#### **RESEARCH QUESTIONS**

1. Does the Bachelor of Education Curriculum of Garhwal University attain the objectives of the programme ?
2. Is the practice teaching / practicum part of the B.Ed course of Garhwal University adequate ?
3. Does the B.Ed. programme of the Garhwal University have innovative practices for quality enhancement assurance ?

## **METHODOLOGY**

The research method adopted for the study was Normative survey method.

## **SAMPLE**

In the present study, sample has been drawn on the basis of purposive sampling. The sample of the study comprised of 710 pupil teachers, 140 teachers educators, 34 principals, administrators and HODs of government and private B.Ed. colleges affiliated to Garhwal University and the DEAN of the Education Department of Garhwal University.

## **TOOLS USED**

The questionnaire was developed by the researcher to know the attitude of the pupil teachers and the teacher educators in relation to the relevance of the paper included in the curriculum and the practice teaching of the B.Ed. programme. An interview schedule was also developed to know the views of the Dean, Administrators, Principals, HODs regarding the existing conditions of the B.Ed. programme and for its improvement.

## **DATA ANALYSIS**

For extracting meaningful inferences, the percentage was used to analyse the data.

## **RESULTS**

For the verification, the whole syllabus of B.Ed. programme of Garhwal University was studied and was found to be in accordance with the curriculum transaction prescribed in NCTE norms.

### **(a) Theory**

- Paper 1 : Teacher in emerging society  
Paper 2 : Development of learner and teaching-learning process  
Paper 3 : Development of educational system in India.  
Paper 4 : Essentials of educational technology and management  
Paper 5 & 6 : Methods of teaching.

Ordinary level course in two of the following school subject :

- (a) Modern Indian Language – Hindi  
(b) Modern foreign Language – English  
(c) Sanskrit  
(d) Mathematics  
(e) Geography  
(f) Economics

- (g) History
- (h) Civics
- (i) Home science
- (j) Commerce
- (k) Social Studies
- (l) Teaching of science

Paper 7 : Elective subject.

One elective subject from the following :

- (a) Elementary Education
- (b) Population education
- (c) Environmental education
- (d) Alternative education
- (e) Educational administration and management
- (f) Educational and mental measurement
- (g) Physical education
- (h) Career information in career guidance
- (i) Teaching of values

**(b) Practical work to be performed by each student**

Item	Essential (Numbers)
A Lesson planning and teaching in real school situation including internship	<b>Thirty lessons - fifteen lessons in each teaching subject</b>
B Lesson planning and teaching in simulated situation	<b>Ten lessons- five lessons in each teaching subject</b>
C Observation of lessons taught by fellow students	<b>Ten lessons – five lessons in each teaching subject</b>
D Action Research Project	<b>1(one)</b>
E Stand alone experience of school organisation	<b>Two days</b>
F Field-specific community experience	<b>Five days</b>

**Practice of teaching :**

Practical skill in teaching – Every student was required to teach 40 lessons. Out of which 30 lessons were taught in the actual class room situation and 10 lessons micro teaching arranged by the supervisors. This programme provided experience of class room teaching in a continuous way.

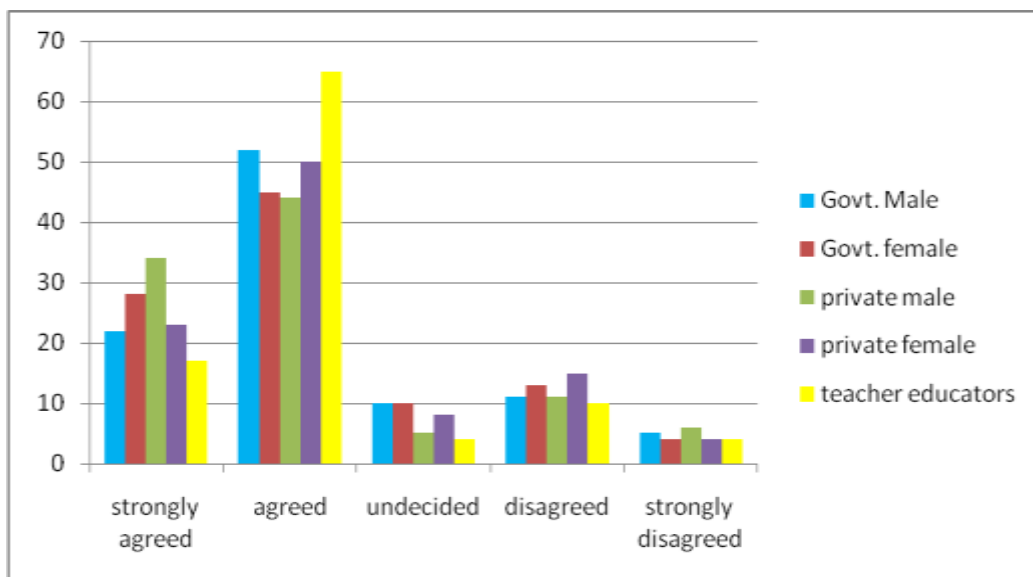
**DATA ANALYSIS**

**(1) RELEVANCE OF THE PAPERS INCLUDED IN THE CURRICULUM**

**Attitude of pupil teachers and teacher educators of Government and private B.Ed. colleges towards the Curriculum of B.Ed. programme of Garhwal University**

**Table -1**

Pupil Teacher Educators	Strongly Agreed (%)	Agreed (%)	Undecided (%)	Disagreed (%)	Strongly Disagreed (%)
Male Pupil Teacher(Govt.) (N=40)	22	52	10	11	05
Female Pupil Teacher(Govt.) (N=130)	28	45	10	13	04
Male Pupil Teacher(Private) (N=120)	34	44	05	11	06
Female Pupil Teacher(Private) (N=420)	23	50	08	15	04
Teacher Educators (Govt. & Private) (N=140)	17	65	4	10	4



**Figure 1 : Showing the attitude of pupil teachers and teacher educators towards the curriculum of B.Ed. programme of Garhwal University**

The overall result (Table -1 and Figure 1 ) shows that :

1. The majority of the pupil teachers and teacher educators agreed that the papers included in the curriculum are appropriate.

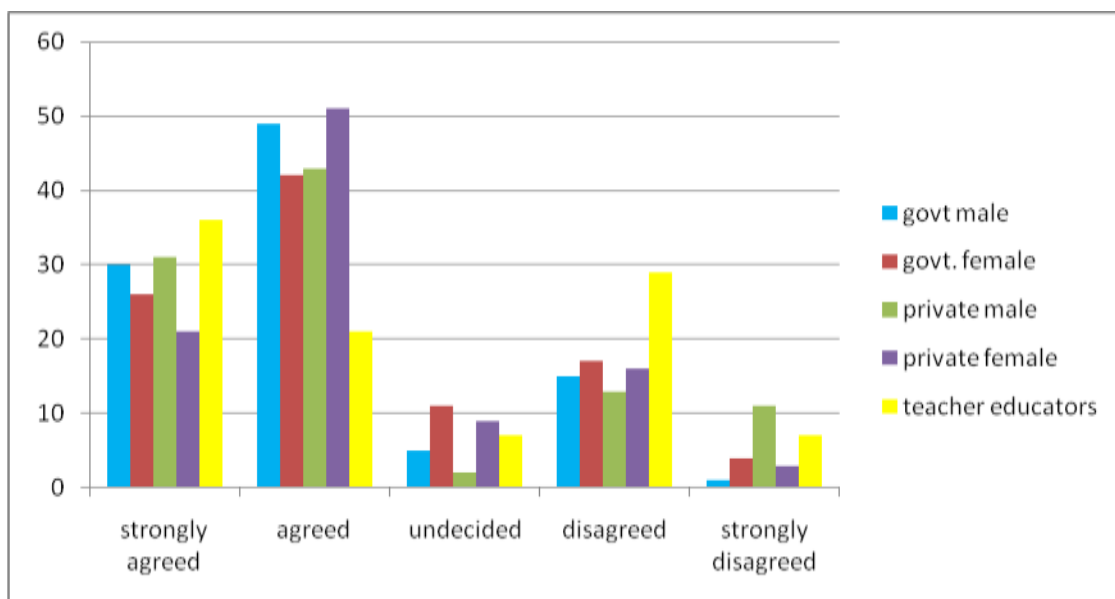
2. They are contented with the 4 compulsory papers, 2 methods of teaching and 1 optional paper.
3. They favoured that the computer education and environmental education should also be made compulsory.
4. Emphasis should be given to action research and project method.
5. They also favoured that practical should be emphasized more than the theory.
6. The syllabus of B.Ed. programme of Garhwal University is satisfactory as it develops appropriate knowledge and skills among the pupil teachers to prepare them for the future life.
7. The pupil teachers and the teacher educators have also given their consent for the diverse use of ICT during the course programme so as to make them adept in the use of maximum use of technology for making the teaching-learning process interesting, lively and participative.
8. They are of the view that with the stress on 85% of attendance of pupil teachers, the inclusion of short educational tours, seminars, workshops, etc. will make the teacher education programme more lively, dynamic and fruitful.

**(2) PRACTICE TEACHING**

**Attitude of pupil teachers and teacher educators of Government and private B.Ed. colleges towards the Practice Teaching of B.Ed. programme of Garhwal University**

**Table -2**

Pupil Teacher Educators	Teachers/ Pupil	Strongly Agreed (%)	Agreed (%)	Undecided (%)	Disagreed (%)	Strongly Disagreed (%)
Male Teacher(Govt.) (N=40)	Pupil	30	49	05	15	01
Female Teacher(Govt.) (N=130)	Pupil	26	42	11	17	04
Male Teacher(Private) (N=120)	Pupil	31	43	02	13	11
Female Teacher(Private) N=420	Pupil	21	51	09	16	03
Teacher Educators(Govt. & Private) (N=140)		36	21	7	29	7



**Figure 2 : Showing the attitude of pupil teachers and teacher educators towards the practice teaching in B.Ed. programme of Garhwal University**

The overall result (Table -2 and figure 2) shows that:

1. The majority of the pupil teachers and teacher educators favoured that the practice teaching in the B.Ed. programme of the Garhwal University is adequate in developing the appropriate teaching skills and teaching attitude among the pupil teachers.
2. They also favoured that besides 10 plans on micro teaching and simulated teaching, teaching of 30 lesson plans in the actual classroom teaching is also adequate.
3. Besides other skills, skills of blackboard writing should be emphasized more.
4. Psychology practical also plays an important role in the B.Ed.

Thus, it was found that the theory and practice teaching in B.Ed. course was adequate and in accordance with the NCTE norms.

## INTERVIEW

An interview of Principals, Head of the Department, Administrators and Dean was conducted by the researchers. It was conducted on 35 individuals. The result of which is as follows :-

### 1. Duration of B.Ed. Programme

1. 50% of the respondents which comprised the Principals, Dean, faculty heads are of the view that the duration of the B.Ed. programme, i.e. 1 year is appropriate provided the session is regular and should be conducted timely.
2. Rest of the 50% opine that it should be of 2 years including 3 months of internship.

## **2. Curriculum**

1. 45% of the respondents were of the view that the curriculum of the B.Ed. programme of Garhwal University is appropriate. The papers included in the curriculum are relevant.
2. Whereas 55% of the respondents opine that the curriculum needs change. They were of the view that some changes should be done in the curriculum. For example – In Paper I, topics such as Right to Education should be included and the topics such as National Knowledge System (NKS), National Curriculum Framework (NCF), DIET, NCERT, NCTE, etc. should be added in the syllabus of Paper III. Environment Education and Computer Education should constitute a separate part and a project work on both should be included in the practical work.

## **3. Suggestions regarding innovative practices.**

1. Upgradation of the curriculum is required. It should be more comprehensive as per the demand of the present education system.
2. Moral subject should be added so that pupil teachers are able to develop their moral character and are able to help in building a strong character in their students.
3. Computer education/CAL should be emphasized more to enhance the quality of the B.Ed. programme so that the teaching of prospective teachers become more suitable in the modern context.
4. Seminar should be made a part of the course so that it may enhance the confidence of pupil teacher and quality of the teacher educators.
5. Multiple aspect of Environment education should be emphasized in the form of rallies, slogans, awareness, nukkad natak, etc.
6. Physical education in the form of yoga camp, blood donation, etc. could be done.
7. Survey based activities should be emphasized more.
8. More emphasis should be given on practice teaching rather than theoretical aspects.
9. Frequent monitoring of the Teacher Training Institutes by NCTE, NAAC and GU is essential so that their quality is assured.
10. Maximum use of teaching aids and audio-visual aids in practice teaching should be emphasized so that pupil teachers can make their teaching effective.
11. Research activity in teacher education may be promoted and strengthened to such an extent that outcome of research may be used as input of the teaching-learning process in Garhwal University.



12. The teacher educators should also be educated and trained in EDUSAT so that they are able to train the prospective teachers in the use of technology for EDUSAT as per the demand of the present secondary school education.
13. Internship in B.Ed. course should be a consistent practice.
14. Cultural activities should also be stressed to inculcate the national and international understanding among the prospective teacher.
15. NCTE, besides having focus on input norms, should also have due focus on process and product norms.
16. One year training for M.A/M.Sc. passed student, 2 years for B.A./B.Sc. passed student and 4 years training course for Intermediate school passed students proposed in new trend should be considered in future course.

## **DISCUSSION**

On the basis of the findings, it concluded that the B.Ed. programme should be of two years and the curriculum needs change. The practice teaching and practicum part should be increased. In an effort to make the B.Ed. programme more effective and prepare better teachers, NCTE has made some big changes in the curriculum of the B.Ed. course. The Supreme Court has directed the NCTE to revamp the system of teacher education before the end of year 2014 on which the regulatory body has released 'NCTE Regulations 2014'. The B.Ed. colleges all over the country now have to follow the new regulations from 2015. The Garhwal University has also started up with the new B.Ed. curriculum of two years duration. As per new syllabus of B.Ed. programme (now 02 years) of Garhwal University, the course subjects offered are as follows :

1. Childhood and growing up
2. Contemporary India and Education
3. Learning and Teaching
4. Language across the curriculum
5. Understanding Discipline and Subjects
6. Gender, School and Society
7. Pedogogy of a School
8. Knowledge and Curriculum
9. Assessment for Learning
10. Creating an Inclusive School

## 11. Optional Courses

EPC-1 : Reading and Reflecting on Texts

EPC -2 : Drama and Arts in Education

EPC-3 : Critical Understanding of ICT

EPC -4: Understanding the self

The course offers the pre internship of 10 days, School Internship of 16 weeks and community visit of 2 weeks.

The present 2 year B.Ed. curriculum of Garhwal University seems to be comprehensive and effective. It is more practical than theoretical and appropriate in the present modern context. NCTE has made a remarkable and comprehensive change in the curriculum for teacher education. The curriculum appears to be highly qualitative and undoubtedly fits in the modern era of education system. The curriculum is so designed so as to enhance the knowledge and skills among the pupil teachers. It also helps to get the expected behavioural changes among the prospective teachers. The two years B.Ed course helps the pupil teachers to have excellence in teaching methodology, psychological techniques, philosophical and social concepts. Moreover, they are facilitated by extra-curricular activities like various awareness programmes and co-curricular activities. The pre-internship and school internship programme of 16 weeks provides an actual classroom experience to the students which will help in building quality teachers.

The present B.Ed. curriculum is enriched with various innovative components and has replaced the traditional methods. Use of ICT is the most important part of this programme which will help the pupil teachers to comprehend with the present modern era. The system will provide quality teachers and will definitely enhance the education system in India. The Garhwal University follows the NCTE Norms and thus will contribute in producing high quality teachers in the society.

Let us hope for the best in the days to come, to get a bunch of responsible good teachers in future who will look after the well being of the cause of Teacher Education.

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