



EVALUATION OF TWO-YEAR B.ED. PROGRAM: STUDENTS' PERSPECTIVE

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Abstract

The following study focuses on knowing the student teachers' perspective regarding the two-year B.Ed. program as prescribed by National Council of Teacher Education (NCTE). The major findings of the study revealed that the students' find the two-year B.Ed. program to be very good with respect to the depth of the course and its applicability to real life situations. But at the same time 50% of the students' feel that the two-year program is difficult and more time consuming in comparison to the one year B.Ed. program.

Keywords: B.Ed. program, students' perspective



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INTRODUCTION:

The course structure for the Two-year B.Ed. offered by Hansraj Jivandas college of Education follows the University of Mumbai syllabus as per the prescribed guidelines by NCTE curriculum framework for teacher education. The two academic years offers credit based choice system comprising of four semesters. The B.Ed. program is designed to develop attitude, skill and knowledge in student teachers. The Program outlines the nature of experiences to be offered to the student-teachers to make them reflective practitioners. The course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The curriculum of two years B.Ed. program comprises of the following components: Part A: Theory component includes Core courses, Elective courses and Inter-disciplinary courses.

Part B: Practicum component includes Project Based courses, Ability courses and Audit courses. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the program, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers.

NEED OF THE STUDY:

The teacher education program prepares the students for the world of work that is the school. The student teachers being the major stakeholders of this B.Ed. program it is imperative to know their views regarding the current two-year B.Ed. program offered as prescribed by

NCTE. It will also help to make further necessary changes as per the requirements of the student teachers.

STATEMENT OF PROBLEM:

A study of the students' perspective towards the two-year B. Ed program.

VARIABLES OF THE STUDY

- a) Depth of course content
- b) Extent of course coverage
- c) Applicability of course to real life situations
- d) Learning value of the course
- e) Relevance to the present education system
- f) Extent of effort required by students'
- g) Syllabus of each course
- h) Background of benefitting from course
- i) Was the course easy or difficult

OBJECTIVES OF STUDY:

1. To find out the students' perspective towards the two-year B.Ed. program with respect to: -
 - j) Depth of course content
 - k) Extent of course coverage
 - l) Applicability of course to real life situations
 - m) Learning value of the course
 - n) Relevance to the present education system
 - o) Extent of effort required by students'
 - p) Syllabus of each course
 - q) Background of benefitting from course
 - r) Was the course easy or difficult
 - s) Overall Rating
 - t) Oneyear B.Ed. course is better

OPERATIONAL DEFINITION:

- **Two-year B. Ed Program:** For the present study, is the program offered by the University of Mumbai for the Bachelor of Education degree as per the NCTE norms.

- **Students' Perspective:** For the present study, it is the perspective of the student-teachers who have completed the two-year B.Ed. program offered by Hansraj Jivandas college of education which is affiliated to University of Mumbai.

SCOPE AND LIMITATIONS:

The study is limited to the student teachers' perspectives of Hansraj Jivandas college of Education.

METHODOLOGY OF STUDY:

For the present research survey method is used. The sample includes 50 student teachers of Hansraj Jivandas College of education. Convenient sampling technique was used. To measure the perspective of the student teachers a rating scale was developed by the researcher.

ANALYSIS OF THE DATA:

The total score for the rating scale measuring the student teachers' perspective was calculated. Percentage was used to calculate the number of sample responses for every category.

Table 1. Percentage-wise Distribution of the Student Teachers Perspective towards the variables of the study

Parameters	VG(%)	G(%)	S(%)	US(%)
Depth of course content	43	7	0	0
Extent of course coverage	44	6	0	0
Applicability of course to real life situations	43	7	0	0
Learning value of the course	45	5	0	0
Relevance to the present education system	33	17	0	0
Extent of effort required by students'	35	15	0	0
Overall Rating	34	16	0	0
Syllabus of each course	35	15	0	0
Background of benefitting from course	30	20	0	0
Was the course easy or difficult	28	22	0	0
1 year B.Ed. course is better	40	10	0	0

VG- Very Good, G- Good, S-Satisfactory, US-Unsatisfactory

Figure 1

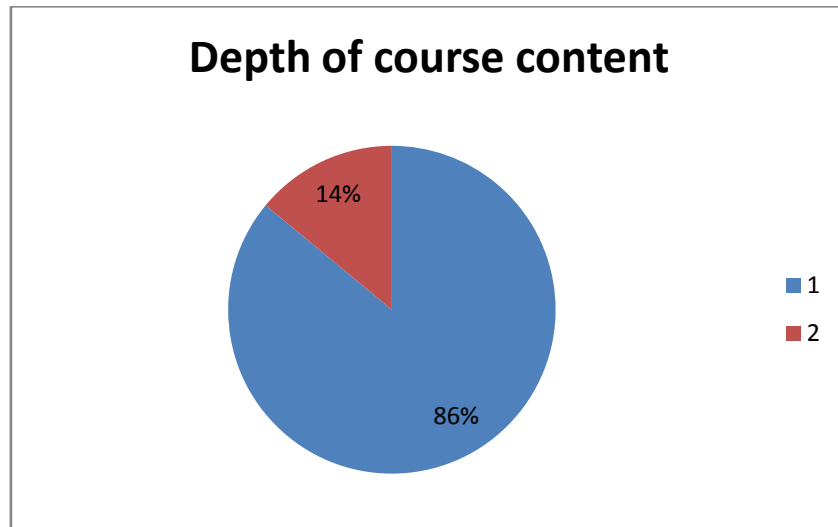


Figure 1 shows 86% of the students' feel the depth of course content is very good whereas 14% feel it is good.

Figure 2

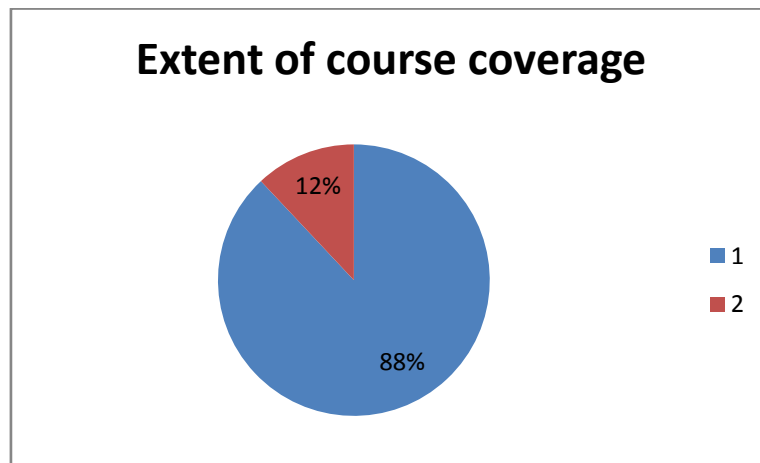


Figure 2 shows 88% of the students' feel the extent of course coverage is very good where as 12% feel it is good.

Figure 3

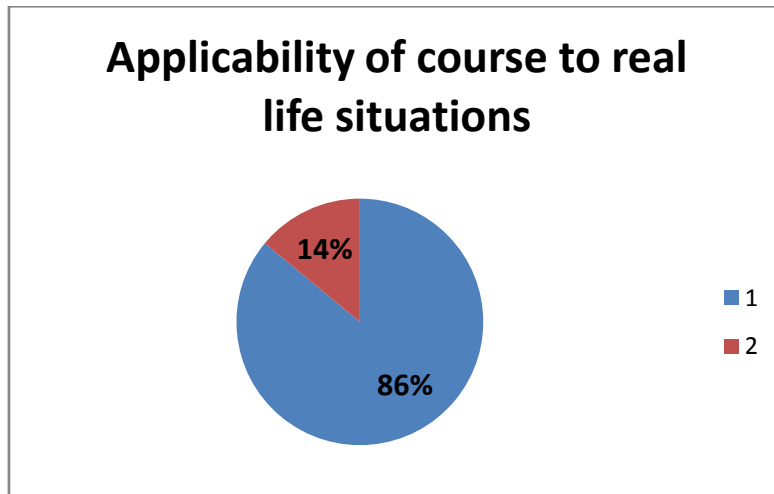


Figure 3 shows 86% of the students' feel the applicability of the course to real life situations is very good where as 14% feel it is good.

Figure 4

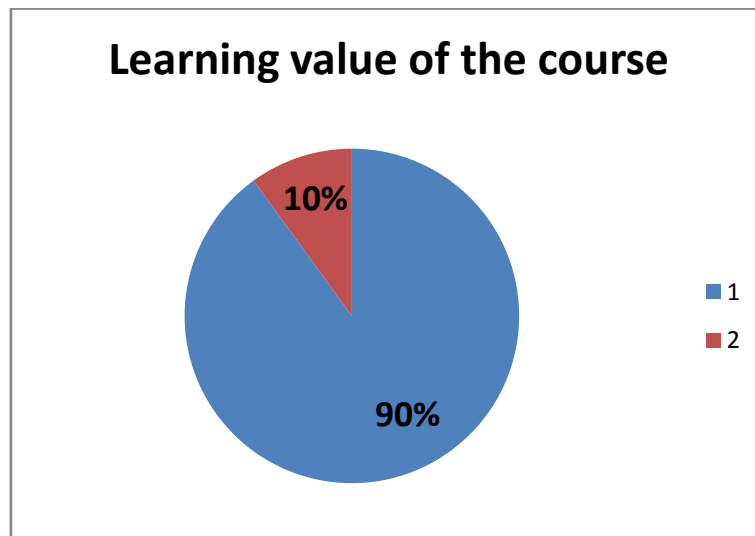


Figure 4 shows 90% of the students' feel the learning value of the course is very good whereas 10% feel it is good.

Figure 5

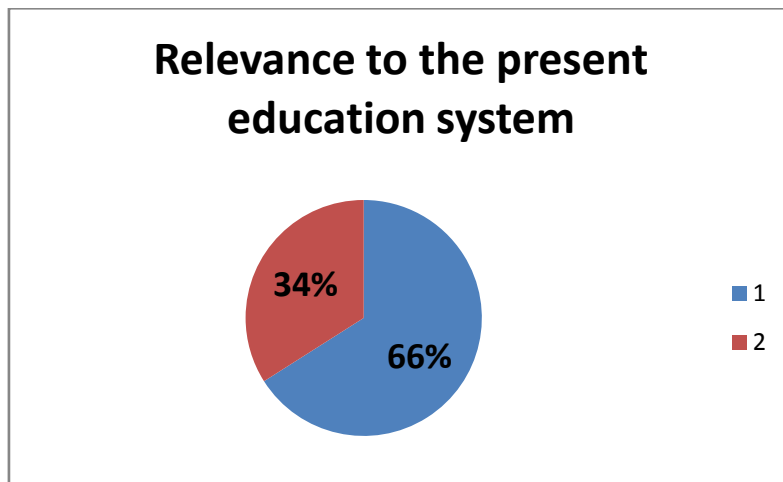


Figure 5 shows 66% of the students' feel the relevance to the present education system is very good where as 34% feel it is good.

Figure 6

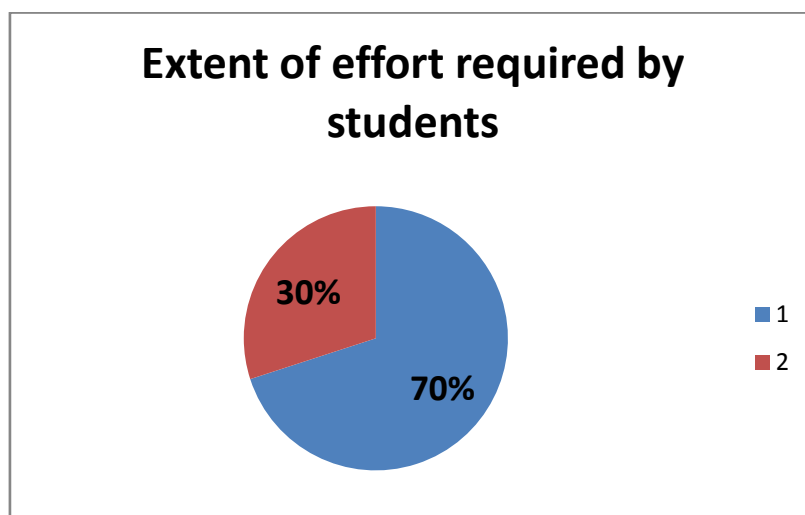


Figure 6 shows 70% of the students' feel the extent of effort required by students' is very good where as 30% feel it is good.

Figure 7

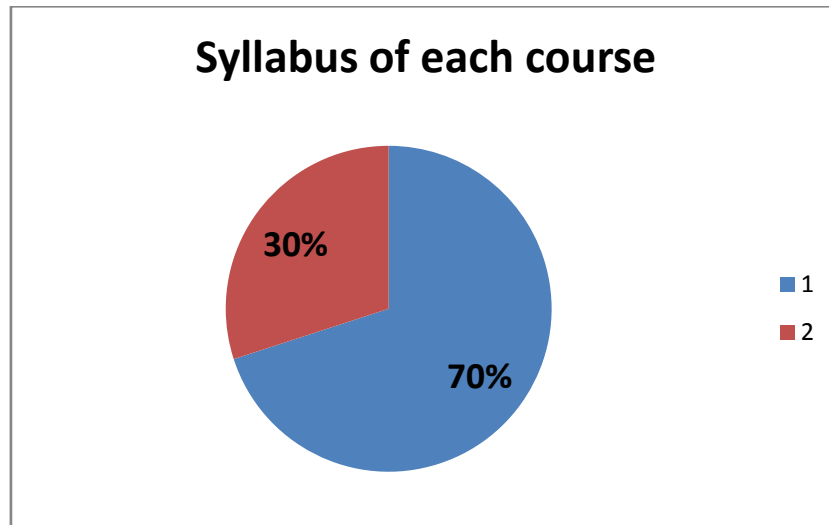


Figure 7 shows 70% of the students' feel the syllabus of each course is very good where as 30% feel it is good.

Figure 8

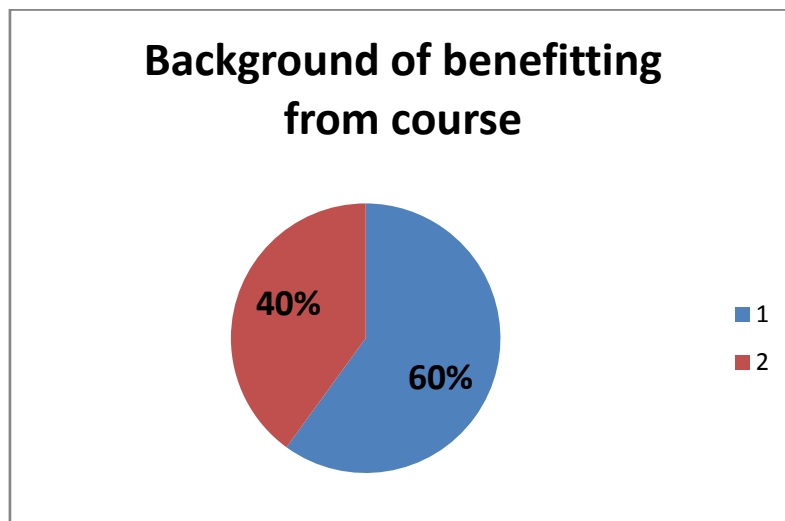


Figure 8 shows 60% of the students' feel the background of benefitting from course is very good whereas 40% feel it is good.

Figure 9

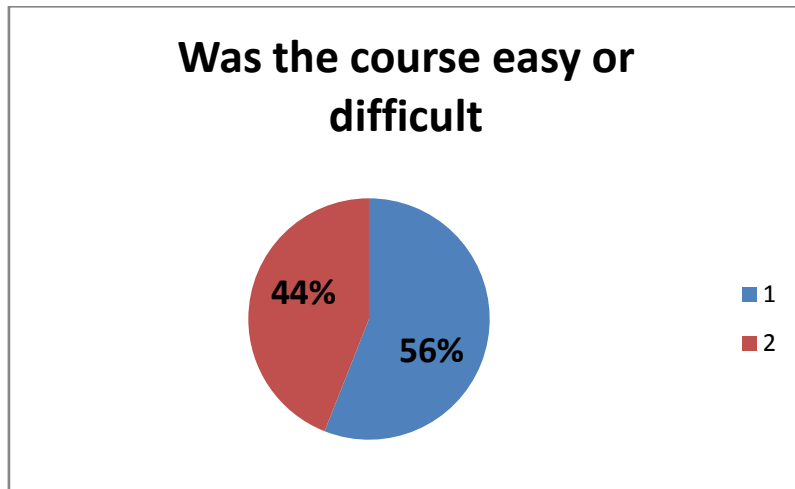


Figure 9 shows 56% of the students' feel the course is easy is very good where as 44% feel it is difficult.

Figure 10

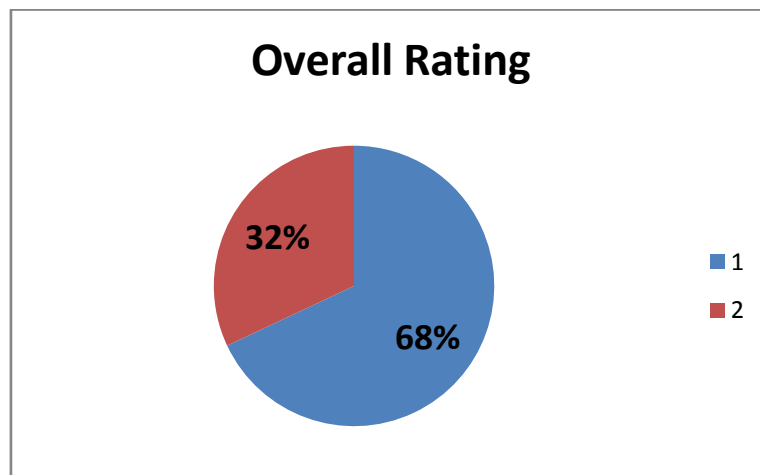


Figure 10 shows 68% of the students' feel overall the B.Ed. program of 2 years is very good whereas 32% feel it is good.

Figure 11

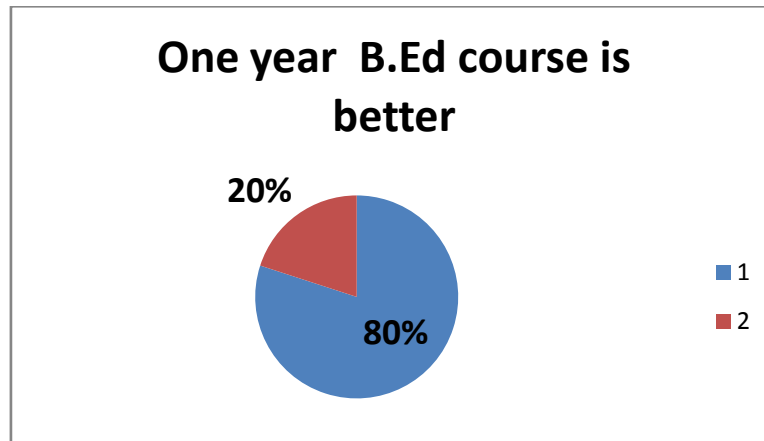


Figure 11 shows 80% of the students' feel the one year B.Ed. course is very good where as 20% feel it is good.

Discussion

The students are of the opinion that the courses should be realistic and not idealistic. It should be in accordance with the current needs of the society. The long duration of internship provides them a holistic idea of the functioning of the school and that is the best part of the two-year B.Ed. program. The course should have more emphasis on topics like women empowerment, new teaching methodology and the laws and practices relevant to today's scenario. Also, the community work activities has helped them to be aware and sensitized towards the social issues in the society and their role as individuals and future teachers in bringing a change for betterment of the society at large.

Implications of the Study

The two-year B.Ed. program is a comprehensive teacher training program which prepares the students to face the challenges in the classrooms. But again investing two years for studying is time consuming as most of the students who enroll for B.Ed program would prefer one year B.Ed program so that they can start working as early as possible.

References

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