



A STUDY OF EXPECTATIONS OF TEACHER-EDUCATORS ABOUT B.ED. CURRICULUM

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Abstract

At present the education of teachers is being attempted for the primary and secondary teachers only. It is necessary to bring the teachers in other professional institutions also within the gamut of this teacher education. The objectives of this study were to study general component, theoretical components, practical component, co-curricular and extra co-curricular activities, community related work of teacher educators about B.Ed. curriculum. There are around 27 College of education in Pune district and about 10 teacher educators in each college. The approximate population for the research is therefore about 250. As sample of 50 teacher educators were approached to carry out the survey. These were spread across 14 different colleges. These researchers have used Questionnaire (Open Ended and Close Ended) for collecting the data from the selected sample and interview of noted educationists to collect their views. The percentage is used as the statistical tool. The conclusions were as follows the graduation and post-graduation have been voted as a basic qualification for the admission to the B.Ed. course as well national level entrance examinations, the name of the course and are quite satisfied with the current name i.e. 'Bachelor of Education' The course should follow the local board pattern but should also start focusing on the new CBSE and the like syllabi. The current grading system is quite satisfactory and should be retained. The number of subjects should be not more than five. Environment Education should be the optional subject. The current practical is close to the theory and is sufficient and absolutely necessary. There are no practical which need to be removed

The Community work in the course is quite routine and need to be made more useful to the society.



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Introduction: -

The training of teachers which was first started at the end of eighteenth century grew out of the monitorial system of education which has come to be known as the bell-Lancastrian system. Under this system the older pupils were trained to teach the younger pupils. The beginning of the nineteenth century saw many sporadic attempts to give specialized training to teachers. The Calcutta school society began to train teachers for indigenous schools in its institutions for imparting elementary education in 1819. The need

for training secondary teachers appears to have drawn the attention of Sir Thomas Munroe the governor of Madras who recommended the establishment of a central school for educating teachers, in his minute, dated 10th march 1826. The aim was, however, academic education and not professional training.

The Woods dispatch of 1854 stressed the training of teachers and the first government training college was established at Madras in 1856. This later on became the teachers college Saidapet. When the Hunter commission made its report in 1882, there were two training colleges and 106 normal schools in the whole country. At the dawn of the 20th century there were 6 training colleges 50 secondary teacher schools and 54 primary teacher schools. In higher grade institutions the course was usually one year and the lower institutions ranged from one year to three years.

Along with the government promoted efforts social activists like Jyotiba Phule were also striving to bring in a reform in the education. Savitribai Phule was encouraged by him to give education to girls and hence was sent to training school from where she passed out with flying colors along with a Muslim lady Fatima Sheikh.

By 1907, all universities except Bombay began to award degrees in teaching. The Government of India resolution of 1913 drew attention for the inadequacy of the training facilities and recommended that no teacher should be allowed to teach without a certificate in teaching. The Calcutta University commission appointed in 1917 recommended the establishment of departments of education in universities and the undertaking of educational research.

In 1950 the first conference of the principals of training colleges in India was held at Baroda. For the first time in 1951 a six weeks summer course was organized in the University Teachers college, Mysore for college lecturers.

Need and Importance of the study: -

At present the education of teachers is being attempted for the primary and secondary teachers only. It is necessary to bring the teachers in other professional institutions also within the gamut of this teacher education. But in order to make teaching as a science we should have an organized body of verified information of teaching a set of proven methods and systems of teaching different subjects and skills. It is highly doubtful. Therefore it is proposed to make a study of the existing practice of educating the teachers in various BEd. College within the jurisdiction of the University of Pune and to see what exists what needs to be done to exist and that can be done to improve the position.

The educationist's is required to work whole heartedly, free from any fear and anxiety. To provide the educationist with freedom to work congenial atmosphere to convert theories in to practice is undoubtedly the obligation of the society but to act in all fairness is the sole charge of the teacher. He must not develop an attitude of dependence and fault finding but instead put his best with a spirit of meditation and devotion. The educationist must realize that the future of the nation lies in his skill and art. Negligence on his part is inexcusable and unpardonable. His deeds are beyond any reproach and repair as his impact on country's future is of paramount importance. He should always feel himself one among the masses- a potent constituent of national life and character- a responsible tool in the country's uplift and upsurge.

Statement of the Problem: -

To study the expectations of teacher educators about B.Ed. curriculum

Operational Definitions Of Important Terms: -

Teacher Educators: Teacher Educator is a person who prepares the teachers for moulding the new students.

Expectations are the requirements of drives, needs and demands.

Objectives of the Study: -

1. To study general expectations of teacher educators about B.Ed. curriculum
2. To study the expectations of teacher about theoretical components about B.Ed. curriculum
3. To study the expectations of teacher educators about practical component
4. To study the expectation of teacher educators about co-curricular and extra co-curricular activities
5. To study the expectation of teacher educators about community related work about B.Ed. curriculum

Assumptions: -

1. Expectations regarding teacher training education of societies are not fulfilled by B.Ed. curriculum
2. The curriculum of pre-service teacher training programme should change according to the needs of the society
3. The needs of the society regarding teacher training are reflected in these expectations
4. The expectation of society should be fulfilled by B.Ed. curriculum

Scope: -

The research study is applicable to all colleges affiliated to University of Pune.

Limitations: -

1. The tools for collection of data are prepared by the researchers, so there might be certain limitations to it.
2. The outcome or the conclusion is solely depending upon the feedback of the teacher educators in the terms of the questionnaire provided.

De-Limitations: -

The researchers have de limited the research the study of BEd colleges affiliated to University of Pune.

Population & Sample: -

There are around 27 College of education in Pune district and about 10 teacher educators in each college. The approximate population for the research is therefore about 250.

Sample: -As sample of 50 teacher educators were approached to carry out the survey. These were spread across 14 different colleges.

Sampling Technique: -

The researchers have used simple random sampling to select the colleges and purposive method in selecting the sample of teacher- educators.

Tools of Data Collection: -

There researchers have used Questionnaire (Open Ended and Close Ended) for collecting the data from the selected sample and interview of noted educationists to collect their views.

Statistical Techniques

The researchers have used percentage as a statistical tool.

Research Methodology: -

The researchers have used the survey method.

Procedure: -

Sensing Problem

Review of related literature

Development of tool

Administration of tool

Collection of Data

Analysis and Interpretation of data

Conclusion: -

The first section was to deal with the general observation on the B.Ed Course. The course needs a god educational background hence the graduation and post-graduation have been voted as a basic qualification for the admission to the B.Ed. course. Also to bring in

sanctity of the various versions of the course the national level entrance examinations have been preferred over the local entrance examinations. The teacher educators give equal preference to the basic qualification and the entrance examination in terms of the weight-age for the admission. They are averse to having either as the only qualification for the admission. The teacher educators prefer two years as the term of the course so that there is enough time to cover all the topics in detail. They are averse to changing the name of the course and are quite satisfied with the current name i.e. 'Bachelor of Education' The use of language has been given equal weight-age for English and Marathi and teacher educators want English as the language without diminishing the importance of the Marathi language. The semester pattern has got a good weight-age but not more than that of the year pattern. However it seems there needs to be more detail study to conclude on this. Also on the pattern of the course the sample seems to be undecided and have selected all patterns as the option. Teacher educators find the current B.Ed. curriculum boring and expect a lot of change in the routine content. The course should follow the local board pattern but should also start focusing on the new CBSE and the like syllabi. The current grading system is quite satisfactory and should be retained. It is undecided that as to which framework should be used. The course should give all-round development. The evaluation system should be a combination of marks along with grades.

The number of subjects should be not more than five. Environment Education should be the optional subject. There should be new topic which should be given for self-study. There should be a teacher's manual for executing the syllabus. Efforts should be taken to make the syllabus more useful in preparing the attitude of the teacher. The availability of the course material is adequate. The reference books referred are good and are easily available. There should be a comparison in the syllabus so that we can improve it faster.

The current practical is close to the theory and is sufficient and absolutely necessary. There are no practical which need to be removed. There needs to be a pre-practical phase which needs to be introduced to make them more effective. The evaluation of practical needs to be mentioned in the syllabus. The current practical are quite innovative and can be easily conducted. The CCM workshops are important and the time and weight-age given is sufficient. However that is a bit difficult to conduct. If the practical work is made more interesting it will make more impact.

The Community work in the course is quite routine and need to be made more useful to the society. The areas mentioned in the syllabus should be continued however should be made more real life. The time allocated is sufficient however it impacts very little in building

an attitude in the teachers. There needs to be a change in the evaluation and the nature of the community related work. The social service should be more with involvement and should not be merely for obtaining marks.

Many feel that the co-curricular and extracurricular are being taken interchangeably. Although there is sufficient time, there are lot of feasible activities and these are interesting there is a lack of good planning and may difficulties in carrying out these activities. Most importantly time is the challenge. These activities develop a lot of competencies which otherwise will not get developed with a curricular activity.

Recommendation: -

- A common entrance exam should be introduced on a national level and the admissions should be completed in the shortest duration
- The qualifying exam should be graduate or post graduate and equal weight-age should be given to the qualifying exam as well as the entrance exam.
- The course should be made two years
- A welldeveloped manual should be provided for the syllabus
- The theory portion should be reduced in depth and more subjects should be introduced through a semester Patten
- There should be a combination of grading and marking system.
- There should be more practical sessions and these should be made more well planned interesting
- The community related work should be more real life
- The co-curricular activities need to be more innovative and options should be given to the students to choose from

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