

## EVALUATION OF EXISTING B. ED. CURRICULUM OF KURUKSHETRA UNIVERSITY: VIEWS OF TEACHER EDUCATORS

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It has been remarked by the Kothari Commission (1966) that a sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions. In the absence of other influences, a teacher tries to teach in which he himself was taught by his favourite teachers and thus tends to perpetuate the traditional methods of teaching. Obviously, therefore, a good and progressive teacher training institution can play an important role in the development of education.

The term 'Teacher training' has been replaced by 'Teacher education'. Consequently, the training colleges cannot remain satisfied by just imparting the essential skills for effective teaching. This change of concept requires that the teacher be fully educated and integrally developed as a responsible citizen of India. And of course, as a professionally competent person to contribute his might in the education process. Again, there is the compelling demand of subject matter over the methodology of teaching, in view of the tremendous explosion of knowledge. We have to maintain a proper and desired harmony in the mix of content method.

The concept of teaching itself is changing. Now a day, teaching is not a mere imparting of knowledge and communicating of information. It is more than that. It is considered as helping learners to learn by themselves and acquire the desired skills, attitudes and values in the changing social context.

Even the concept of the schools is also changing. The school now must participate, directly or indirectly, in improving the immediate environment in which it is located, by way of a two-way traffic between the school and the community. In this context, UNESCO's resolution on the status of teacher states,

**"The purpose of a teacher preparation programme should be develop in each student his general education and personal culture, his ability to teach and educate others, an awareness of the principles which underline good human relations and a sense of responsibility to contribute both by teaching and example to social, cultural and economic progress".**

## **DRAWBACKS IN THE TEACHER EDUCATION CURRICULUM:**

The Education Commission of 1964-66 rightly remarked,

**“The quality of training institutions remains, with a few exceptions, either mediocre or poor. Competent staff are not attached; vitality and realism are lacking in the curriculum and program of work, which continue to be largely traditional; and set patterns and rigid techniques are followed in practice teaching, with a disregard for present day needs and objectives”.**

Apart from the above views of this well known commission, all other commissions have highlighted similar weaknesses in teacher education programmes. Clubbing them the following specific drawback need special attention:

1. The teacher education programs have short duration.
2. These programs do not integrate theory and practice.
3. They overemphasize the methodology of teaching at the cost of subject matter content.
4. They are not Indian in character and content.
5. Their curriculum is bookish and theoretical, with inadequate practical work.
6. They have out-dated courses and superficial methods of training.
7. Their curriculum is not flexible and is not based on the current educational research.
8. They are not related to the actual need of the schools and the society.
9. Most of the training institutions lack proper equipment and resources..
10. The teaching staff of most of the training institutions is not competent.

## **NCTE INITIATIVES:**

NCTE was established as a statutory body on **August 17, 1995**. This is perhaps the most significant development that has taken place in the field of Teacher Education after India became independent. The main objective of the statutory NCTE was to achieve planned and coordinated development of Teacher Education throughout the country and to ensure proper maintenance of norms and standards in the entire Teacher Education system.

The current debate in Teacher Education is on quality. We have to bear in mind that quality needs intelligent effort. Quality is essentially the product of hard work. Quality is not a destination; it is a continuous journey. We never reach there. We have to keep on upgrading the quality of Teacher Education on a continuing basis. Assessment and accreditation of Teacher Education for quality assurance has become imperative to help maintain and further enhance the quality of Teacher Education. It is great that NAAC (National Assessment and

Accreditation Council) and NCTE (National Council for Teacher Education) are working together closely to achieve this goal.

## **STATEMENT OF THE PROBLEM**

In the light of the above facts, the investigator has been inspired to conduct a study on the problem that can be stated as under:

**“EVALUATION OF EXISTING B.Ed. CURRICULUM OF KURUKSHETRA UNIVERSITY”**

## **OPERATIONAL DEFINITIONS**

Some terms occurring in this statement are explained below for the purpose of clarity and understanding.

### **a) EVALUATION**

It is the process of ascertaining or judging the value of something by careful appraisal on the basis of a particular criterion. For the present study it is an appraisal of the B.Ed. curriculum of Kurukshetra University.

The study is an evaluation with a critical eye to put forth some constructive and progressive suggestions for the improvement of the curriculum.

### **b) B.Ed.:**

It is a comprehensive concept of teacher training. It can be at pre-primary, primary, secondary, or post graduate level under pre-service or in-service courses. For the present study it concerns the program for the preparation of teachers provided in College of Education/University Departments of Education.

B.Ed. or Bachelor of Education is the first degree in teacher education. The course is of the one-year duration, open to the graduates with 45% marks in aggregate. It is also known as Secondary Teacher Training or Secondary Teacher Education and qualifies the pupils to teach in secondary schools.

### **c) CURRICULUM**

It is the totality of experiences a learner gets in an institution under the guidance of his teachers. Therefore, it covers curricular as well as co-curricular activities. For the present study the curriculum involves:

1. Courses of study i.e. theory papers.
2. Sessional Work.
3. Work Experience
4. Practice Teaching

#### 5. Co-Curricular Activities

##### d) **KURUKSHETRA UNIVERSITY**

It is one of the Universities of Haryana State, situated in Kurukshetra District.

In simpler terms, therefore, it is a study to have an appraisal of the Secondary Teacher Education programme or curriculum, provided for qualifying to teach in secondary schools, available in Kurukshetra University situated at Haryana State.

### **OBJECTIVES OF THE STUDY**

The study has been planned, designed and conducted to achieve the following objectives:

1. To study the perceptions of the teacher educators i.e. the lecturers and principals of Colleges of Education, about the effectiveness of existing B.Ed. curriculum of Kurukshetra University.
2. Secondly, to scrutinize the perceptions of B.Ed. students about the utility of their training in facing new school situations.
3. Lastly, in the light of above perceptions from teacher educators and teacher trainees, to suggest guidelines for the improvement of B.Ed. curriculum of Kurukshetra University.

In a nutshell, the study aims at improving the B.Ed. curriculum of Kurukshetra University.

### **DELIMITATIONS**

The delimitations of the study are as under:

1. The present study has been limited to Ambala, Kurukshetra, Panchkula and Yamuna Nagar that fall under the jurisdiction of Kurukshetra University.
2. The study has been limited to the 12 colleges of Education of four Districts of Haryana.
3. Similarly, the study has been limited to the responses of teacher educators and teacher trainees. Teacher educators include Principals and Lecturers of Colleges of Education.
4. Moreover, the methodological delimitation pertains to the survey method used as a descriptive study, with all the shortcomings and limitations of the tools used.

### **STUDY OF THE RELATED LITERATURE**

The investigator devoted sufficient time for the study of the Literatures, relevant to the problem, like Educational Survey, Encyclopedias of Educational Research, Educational Journals, Reports and Reviews of Education commission etc.

**Conant (1963)** focused particular attention on practice teaching part of curriculum and came out with a new term “clinical experience” to denote the various kinds of actual school

experiences. This is very much relevant to India also, since the practice teaching part of B.Ed. programme is under fire in most of the universities of this country. **Goodlad (1965)** has drawn our attention towards the defining of expectancies for the future teachers in terms of behavioural objectives. **Corman and Olmsted (1964)** recommend that teacher candidates be placed in a full time teaching experience in a regular school on a salaried basis. **Clarke (1971)** analysed the designs for the preparation of teachers in terms of presage, process and product factors.

In India, a number of studies have been undertaken to know the opinions and attitudes of student teachers towards their training programs. It can be challenged on a simple plea that a patient alone cannot sit in judgement to tell the efficiency of the medicine applied to him. Mainly the surgeon or the doctor, who has analysed the whole case, becomes competent to give an opinion about his treatment. **Mukerji (1960)** has taken the attitude of the principals and inspectors evaluate the teacher training. **Prashar (1963)** recommended that theory should be coordinated with practice. NCERT made an intensive study by interviewing the teacher educators and pupil teachers and concluded that the syllabus was too lengthy. There was overlap between different subjects and it was too theoretical. **Kumar (1996)** compared the curricula of teacher education programs at secondary level in South Indian States with that in Regional Colleges of Education and found them inadequate and unrevised for a long time. **Srivastava and Aggarwal (1999)** studied the existing pattern of secondary pre-service teacher education in the country, analysed its various components, developed an improved model and prepared guidelines to restructure the internship program. **Mani (1993)** evolved a program of teacher education at +2 stage, on the basis of responses to questionnaires on different aspects from teacher educators. **Behari (1998)** analysed secondary pre-service teacher education curriculum in the context of requisite abilities for selective teaching. **Agarwal (1998)** developed an outline curriculum about population problems for higher secondary school (B.Ed.) teacher trainees on the basis of an assessment of awareness among Hindu, Muslim, Sikh and Christian communities about over-population in India and their attitude towards population education.

All the studies referred here show that the field of teacher education needs special attention of the researchers. The relevant researches and available literature have helped the investigator to prepare the design, in analysis and interpretation of data. The present review provides necessary context on which this study has been based. To develop greater insight into the problem it is necessary to make a study of the B.Ed. curriculum.

## THE SAMPLE

A sample of 60 teacher educators and 300 B.Ed. students of 12 colleges of education affiliated to Kurukshetra University were selected. The Colleges of education were selected from Ambala, Kurukshetra, Panchkula and Yamuna Nagar Districts of Haryana.

## TOOLS EMPLOYED

For the present study following tools were considered appropriate and employed for the collection of necessary data:

1. Questionnaire
2. Interviews

## SCORING

Scoring was done by taking down the responses from the questionnaire in terms of tallies. For scoring on the scale a 5-point scoring scheme as suggested by Rensvold Likert was followed which is as under:

Numerical Value	Degree of Agreement
5	Most Useful
4	Useful
3	Undecided
2	Useless
1	Most Useless

In case of rating scale, the paper, rated one, has been given ten marks, nine marks for paper rated as two and so on. The paper rated ten is given one mark. So marks were found and rating was done on the bases of these marks.

Some of the Questions/Statements to the respondents were asked to give their responses as Yes or No. In these types of questions/statements percentage technique was used. Probing questions were also rated by the technique was used. Probing questions were also rated by the technique of percentage.

## STATISTICAL PROCEDURE

The data obtained from the questionnaire was analyzed by making use of percentages. In addition to this, statistical technique of rank order correlation was used in the statements comprising five point scale viz. 'Most Useful', 'Useful', 'Undecided', 'Useless', 'Most Useless'. Total score of each topic was counted. The scores thus obtained were ranked for

teacher educators and B.Ed. students separately. Again, on the basis of total scores, the responses of Teacher Educators and B.Ed. students were also compared.

**Spearman rank order coefficient of correlation :**

$$p = 1 - \left\{ \frac{6 \sum D^2}{N(N^2-1)} \right\}$$

D = the difference between paired ranks.

D<sup>2</sup> = the sum of the squared differences between ranks.

N = number of Paired ranks.

p = r when rank are treated as scores. The measurement of r was done in terms of verbal description as given by **Garret**:

r from 0.00 to ± 0.20 denotes indifferent or negligible relationship;

r from ± 0.20 to ± 0.40 denotes low correlation; present but slight;

r from ± 0.40 to ± 0.70 denotes substantial or marked relationship;

r from ± 0.70 to ± 1.00 denotes high to very high relationship.

**ESSENTIAL CONCLUSIONS (Responses of Teachers Educators)**

Regarding the B.Ed. curriculum of Kurukshetra University, the conclusions drawn from the responses of teacher educators are as under:

**Paper I (Education in the Emerging Indian Society)**

**a. Useful topics (Rank wise)**

- Role of Education in Women Empowerment
- Aims of education in contemporary Indian society
- Educational Thoughts of Mahatma Gandhi, Tagore & Vivekanand
- Concept, types, sources & methods of Acquiring Knowledge
- Idealism, Naturalism and Pragmatism
- Education for National Development & its Futurology
- Philosophical analysis of basic concepts of education
- Socio-economic Education Survey of a Village/Urban Setting
- Concept, types, sources & methods of Acquiring Knowledge
- Aims of education in contemporary Indian society
- Study of Education and Income Patterns

**b. Useless topics Nil**

c. This paper should be retained as such.

**Paper II (Psychology of Teaching and Learning)**

**a. Useful topics (Rank wise)**

- Role of Heredity and environment in learner's development
- Learning (Factors, Characteristics Theories, Laws and Methods)
- Psychology and its relationship to teaching
- Intelligence
- Creativity
- Motivation
- Administration, Scoring and interpretation of the Psychological tests
- Case Study
- Memory and Forgetting
- Personality
- Interest and aptitude
- Development of learner
- Guidance and Counseling
- b. Useless topics** Nil
- c. This paper should be retained as such

**Paper III A (Secondary Education and school management)**

- a. Useful topics (Rank wise)**
  - Teacher Education
  - Organization of Co-Curricular Activities
  - Construction of Time Table
  - Concept of School Management
  - Class Management
  - Maintenance of School Records
  - Organization of school Library
  - Women Education
  - Moral Education
  - Vocationalization of Secondary Education
  - Preparing a Project Report on any aspect of School Management
  - Study of Secondary Education System of U.S.A. and Germany
  - Distance Education and open Learning
  - Preparing Report of Development of Secondary Education
- b. Useless topics** Nil



- c. This paper should be retained as such

### **Paper III B (Optional Paper)**

Rank wise list of all the optional papers on the basis of the responses of Teacher educators is as under:

<b>Paper</b>	<b>Rank</b>
Education of Exceptional Children	1
Computer Education	2
Population Education	3
Yoga Education	4
Educational & Vocational Guidance	5
Adult & Continuing Education	6
Environmental Education	7
Health & Physical education	8
Science & technology	9
Mental Hygiene	10

### **Paper IV (Educational Technology)**

#### **a. Useful topics (Rank wise)**

- Micro-Teaching
- Programmed Learning
- Action Research
- Application of Computer
- Information Technology
- Thinking skills
- Flander's Interaction analysis
- Action Research
- Role Playing & Gaming
- Concept of Educational Technology

#### **b. Useless topics Nil**

- c. This paper should be retained as such

### **Paper V and VI (Content cum Methodology of Teaching)**

- a. The study of these subjects strengthens the knowledge of pupil teachers.
- b. The study of these subjects enables the pupil teachers to measure achievements of students in a scientific manner.

- c. The study is useful for the classroom teacher and should be retained as such.
- d. A pupil teacher should not be able to opt for more than two teaching subjects.
- e. A pupil teacher should be provided more than one teaching subject.
- f. Content portion should be an important part of the teaching subjects.

**Paper VII A (Chalk Board Writing)****a. Useful topics (Rank wise)**

- Stick drawing.
- Kinds of Different chalkboards
- Writing of English & Hindi letters & numbers
- Simple drawing of common objects, flowers, fruits and vegetables
- Use of stencils & multiple chalk holders
- Correct use of chalkboard writing
- Strengths and limitations of chalk board writing
- Use of matchstick for drawing
- Knowledge of paint and chalk

**b. Useless topics** Nil

- c. This paper should be retained as such

**Paper VII B (Preparing Teaching Aids and Handling of available equipments)****a. Useful topics (Rank wise)**

- Effective use of teaching aids
- Meaning, concept and significance of teaching aids
- Importance and need of teaching aids
- Slide projector
- Classification of teaching aids
- Two slides related to their teaching subjects
- One working model or three-dimensional or relief models
- Overhead projector
- Ten coloured charts (i.e. 5 in each subject)
- Epidiascope
- T.V. & Video-Cassette Recorder
- Tape recorder

- b. Useless topics Nil
- c. This paper should be retained as such

#### **Paper VIII Group A (Work experience)**

Rank wise list of all the activities included in the work experience on the basis of responses of teacher educators are as under:

<b>Paper</b>	<b>Rank</b>
Computer Application	1
Paper Cutting and Card board Cutting	2
Drawing and painting	3
Candle Making	4
Music	5

#### **Paper VIII Group B (Work experience)**

Rank wise list of all the activities included in the work experience on the basis of responses of teacher educators are as under:

<b>Paper</b>	<b>Rank</b>
Interior Decoration	1
Clay Modelling	2
Gardening	3
Photography	4
Chalk Making	5

### **MAJOR RECOMMENDATIONS**

It is not only customary but also obligatory to give some pertinent suggestions and recommendations at the end of any research reporting. Obviously an attempt has been made here to offer some specific, relevant, important and major recommendation in a concise form, on the basis of the investigation in hand, and it is deemed that these will find consensus of opinions among the persons who go through them.

It is recommended as under:

- a. Computer education should be made compulsory for all the students.
- b. The syllabi of teaching of physical science (paper V) and Teaching of life Science (Paper VI) are almost similar, these paper can easily be merged together to form a new paper 'Teaching of Science'.
- c. Paper III A (Secondary Education and School Management) is of 50 marks. Its syllabus is very vast. So, it should be made a full-fledged paper of 100 marks.

- d. Due weightage should be should be given to the content portion and it should be an important part of teaching subjects.
- e. Chalk Board work should be practiced in accordance with the teaching subjects of the pupil teachers.
- f. On the basis of the findings of the study it has been found that 'Micro Teaching', 'Simulated Teaching', 'Computer Education', preparation of 'School Leaving Certificate', 'Time Table', 'School Records' etc. are very useful and relevant for giving training to the pupil teachers.
- g. Pedagogical Skill Development, Work Experiences, Project Reports etc. are beneficial for developing the different skills in pupil teachers.

### **RECOMMENDATIONS FOR FURTHER RESEARCH**

The present investigation has certain limitations and his area of research needs more explanation. On the basis of this intensive study in the area of evaluation of B.Ed. curriculum, the investigator would like to highlight some problems of research that may be examined by the researches.

- a. A comparative study of B.Ed. programme of the universities of Haryana.
- b. A comparative study of M.Ed. programme of the universities of Haryana.
- c. An evaluation of M.Ed. curriculum of Kurukshetra University.

Educational research knows no boundaries. It is a process of continuum. Yet every educational investigation has to reach a terminus of conclusions and recommendations. The present research endeavour to scan the evaluation of revised B.Ed. curriculum of Kurukshetra University has flashed a silver lining and sparked a new hope by bringing to light some terrible fallacies and short-coming of the programme and offering new direction for a change. It can be said with confidence and certainly that the research of this nature has pertinent implications of Kurukshetra University. Since the study concerns the valuation of revised B.Ed. curriculum, it is, in a way assisting Kurukshetra University in performance of its function. Therefore, it is implied that this well-known seat of learning will take immediate step for the implementation of the findings of the research.

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