

## **A STUDY OF RESPONSES OF PROSPECTIVE TEACHERS ON EXISTING BACHELOR OF EDUCATION COURSE**

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*Every concerned person talks about quality education. There have been reforms for total quality education. Programs, plans and policies have been devised to achieve the quality. Unfortunately we could not get expected result in this direction, may be because we could not consider the equal importance of all the three aspects (input, process and output) together in relation to the educational objectives we have had framed. The quality parameters like infrastructural facilities, good physical plant, competent teacher, quality student conducive environment for curricular transaction need to be considered as pre-requisites of any reform for quality improvement. Teacher education seems to be the most adversely affected area with regard to quality improvement. Mushrooming of B.Ed. colleges without satisfying the NCTE norms have further deteriorated the quality. The present study analyses the status of B.Ed. course being offered by central university.*

### **INTRODUCTION**

Teachers play a prominent role in national and social reconstruction and in transmission of wisdom, knowledge and experiences of one generation to another generation. The most important factor in the contemplated educational reconstruction, is the teacher- his/her personal qualities, educational qualifications, personal training and the place that he/she occupies in the school as well in the community. The status of the teacher reflects the socio-cultural ethos of the society. And for the status of the teacher, government and community are to create conditions which will help, motivate and inspire teachers on constructive and creative lines so that teachers can innovate, devise appropriate methods of communication and activities relevant to the needs and capabilities of the concerns of the community. Thus, teachers are to play a crucial role in the formulation and implementation of educational programmes. The quality of an education system depends to a large measure on securing a fair number of well qualified and educated, well-equipped, contented and updated teachers. For creating effective teacher, we need an effective and rich teacher training institution whose mission is to promote the professional growth of teacher through pre-service, in service and graduate programmes, as well as provide educational leadership and support through consultation and research. The entire emphasis should be to prepare good, knowledgeable and trained teachers for schools. The B.Ed. programme is a professional course and this course inculcates different types of curricular and co-curricular activities. The purpose of this programme is to prepare effective and trained teachers for the school system. There are a few thousand teacher training institutions. These institutions through the teaching of theoretical subjects and practical training prepare prospective teachers for the nation. Irrespective of how good and how much theory is taught, it is only practice teaching that makes a professional teacher out of the pupil teachers. The entire schedule for 'practice teaching' is planned keeping this in mind. It is supposed to provide student teachers the classroom settings in which they can relate to the professional theory acquired at pre-practice teaching stage to the practical aspects of teaching in the classroom. Ideally, practice teaching' should provide opportunities for student teachers to practice the skills of planning and implementation, communication and management. On the other side, it is equally important how best the theoretical contents are delivered effectively. This must ensure the rich and diverse knowledge base, including knowledge of psychology, sociology, philosophy, technologies etc. A balance between theory and practice provides multi-dimensional development for prospective teacher. The teacher education institutions provide required academic, administrative and infrastructural facilities to create congenial environment to develop effective teachers through initial teacher training programmes.

### **NEED OF THE STUDY**

New teachers' experiences, in many cases, are affected by perceptions and expectations formed before even their teaching preparation programmes. It is therefore of utmost importance that the viability of the

practice teaching programme in its present form be assessed. This is of concern not only to the teacher educators and teacher training institution but also to the other parties concerned. The school children who are being experimented upon, the school administrators and teachers who sacrifice valuable teaching time and other resources for such programmes and most of all the young pupil teachers who endure tremendous pressure during the B.Ed. course in general and practice teaching programme in particular, are all affected by the outcomes. It is well known fact that mushrooming of B.Ed. colleges in the recent past has diluted the quality teacher education programme throughout the country. Since 2006, the Banaras Hindu University has started B.Ed. course in its Rajiv Gandhi South Campus(RGSC). The present study was designed to examine the status of the B.Ed. course being run in the campus and also to assess how far qualitative and infrastructural facilities are made available to B.Ed. course to ensure its quality aspects.

## **OBJECTIVES**

- To study responses of prospective teachers on existing curriculum.
- To study responses of prospective teachers on existing organizational structure.
- To study responses of prospective teachers on existing evaluation system.
- To find out practicability of an existing B. Ed. course.
- To bring out suggestions for improvement of existing B.Ed. course.

## **METHOD**

### **Population and Sample**

Population of the study included all the B.Ed. students of the Faculty of Education, B.H.U. session 2000-2010. Sample of the study constituted all the B.Ed. students enrolled in session 2009-2010 at BHU RGSC, Barkachha, Mirzapur, UP. A purposive sampling technique was applied to select the sample of the present study. The population of B.Ed. students at RGSC, was taken as sample of the study.

### **Tool**

Researchers developed a set of questionnaire consisting of five dimension of B.Ed. programme such as-curriculum, organisation / institution, evaluation system, practicability of B. Ed. Course and suggestion for improvement of B.Ed. course.

### **Data Collection and Statistical Techniques**

Data were collected by administrating the questionnaire. Descriptive method was applied for analysis of the data. Responses were collected from the sample and converted into frequency and percentage. Analysis was done under the different dimensions of the B.Ed. course. The responses were converted into percentages and interpretation was done accordingly.

## **RESULTS**

### **B.Ed. Curriculum**

According to 48 % of the respondents, the duration of one year is sufficient for preparing of a trained teacher and according to 52 % , the duration of one year is not sufficient time for preparing a trained teacher. According to 51 % respondents, existing B.Ed. course is balanced in reference of theoretical and practical aspects, but 49 % respondents disagreed. However, according to 49% respondents, the theoretical and practical aspects should have the weightage of 40% : 60%, 27% suggested 50%:50%, where as 12% suggested 60%:40%. According to 83% respondents, the content of three compulsory subjects is helpful for making prospective teachers, while 17% respondents did not suggest it. According to 13% respondents, more than three subjects should be compulsory i.e. school organisation, measurement and evaluation, educational management, health and yoga etc. ,while 87% respondents did not agree. According to 70% respondents, the study of optional subjects is helpful in making subject specialist, while 30% respondents disagreed. All the respondents were of the opinion that educational

measurement and evaluation, yoga education, health education, education administration and management, development of education system in India and its problems, computer education, population and environmental education should find more weightage in optional subjects. According to 60% respondents, the teaching of content of method subjects is helpful in making completely subject specialist, while 40% respondents disagreed. According to 81% respondents, the sessional work in major teaching subject is helpful in making as effective teacher. According to 96% respondents, the organisation of activities related to practical aspects should be compulsory. According to 93% respondents, the co-curricular activities included in B.Ed. course were interesting, while 7% respondents disagreed. All respondents agreed that practice teaching was useful in developing desired teaching skill. According to 75% respondents, the provision of 20 lessons in each teaching subject was not enough for developing basic teaching skill. Majority of respondents suggested increase in number of lessons to 30. Majority of respondents opined that duration of the practice teaching should be 40 days. Majority of the respondents wanted to teach 2 lessons in a day during practice teaching. Majority gave stress on the use of teaching aids. More than 70% respondents stated that there was scarcity of teacher educators in the department. More than 60% of the respondents were of the opinion that the duration of observation of teaching, during supervision of teaching, should be not less than 10 minutes. More than 75% were of the view that one week long programme for micro-teaching was not enough and suggested it to be increased to 15 days. Feedback in micro teaching helps in developing teaching skills was expected by all. Practical activities were interesting to the sample. With reference to availability of required teaching aids and their uses in making teaching learning process effective, majority of the respondents had negative opinion and suggested appropriate use of teaching aids. None of the respondents had access to laboratories. Majority of the respondents opined that existing B. Ed. curriculum cannot be completed 8-9 months, as it is being done presently.

### **Institution**

95% respondents found that their institution does not have required infrastructural facilities. 90% of them stated none availability of facilities for experimental work. Majority of them stated that there was lack of conducive academic environment.

### **Evaluation System**

More than 98% respondents found transparent evaluation process was in practice. Majority of them found internal and external evaluation was correct and also expected the present system of evaluation in both theory and practical.

### **Practicability of B.Ed. Curriculum**

Majority of the respondents stated that they would leave teaching profession if they get better opportunity. Majority of them did not want to opt special B.T.C. after B. Ed.. Majority of them were of the opinion that B. Ed. course had positive effect on them and found themselves to be suitable teacher after B. Ed. Course. According to more than 90% of the respondents, they opted B.Ed. course as they could not succeed in competitive exam.

## **SUGGESTION FOR IMPROVEMENT OF B. ED. COURSE**

### **Teacher Quality**

Prospective teacher's responses on this dimension that teachers should be selected from all India basis. Selected teachers must be thorough in content with effective communication skills and above all s/he should be a good human being. Teachers educators, themselves should be well developed.

### **Curriculum**

Existing B.Ed. curriculum needs to be modified. Lengthy papers like "Education and Contemporary Indian Society" and 'Measurement and Evaluation' need be made compulsory. Laboratories which are

non-existent, must be established with major focus on computer education. Considering the requirement for prospective teachers to play multifaceted roles, much important subjects like- Population Education, Environment Education, Value and Peace Education including Guidance and Counselling must be offered. In this way, B.Ed. course should be of two years duration where practice of teaching will be of at least 90 days. More stress be given on educational technology. A model school should be attached with the institution, so that practice-teaching can be better organised.

### **Teaching Learning Process**

B.Ed. students should be the focal point of teaching-learning process. Use of teaching aids in Teaching-Learning Process need to be emphasized. Crowded classroom also adversely affects the quality of teaching.

### **Evaluation System**

Evaluation should be transparent. Students should be shown the evaluated answer scripts. There should be unit test objective type questions asked more in number. These should be semester system (two semesters for B.Ed. course).

### **Others**

Activities in B. Ed. have become only formality. There should be required number of teachers to teach. More optional papers should be offered. Number of activities should be reduced as they are time consuming and formalities only. A better well equipped library should be provided.

### **CONCLUSION**

It may be concluded from the results of the study that there was a felt need to make B.Ed. course for two years duration. Weightage for theory and practical components of B.Ed. course need to be 40%:60% respectively. All the three compulsory papers of the course were considered helping in making prospective teacher. Educational measurement and evaluation, yoga education, health education, educational administration and management, development of educational system in India and its problem, computer education, population and environmental education should find more weightage in B.Ed. curriculum. Co-Curricular activities and sessional works were considered to help in preparing a good teacher. Practice teaching was useful in developing desired teaching skills. There was a felt need to increase number of lesson plan in each school subjects from 20 to 30 as well as to increase duration of practice teaching, making it for 90 days but they should not be more than two lessons to be delivered in a day. There was scarcity of teacher educators in the department. Supervision of teaching of a lesson should not be less than 10 minutes and micro-teaching should continue for 15 days. Though various activities were interesting to prospective teachers but they wanted it to be organize in a better manner. None of them had access to laboratories. There was a lack of infrastructural facilities in the institution which had adversely affected the completion of the course as well as quality and there was a lack of conducive academic environment. 25 % internal and 75 % external evaluation was found suitable. B.Ed. student wanted to leave teaching profession, if they got better job, as they expressed that they have been doing B.Ed. because they could not succeed in other competitive exam. There was felt need to make semester system and B.Ed. of two semesters. Well equipped library and laboratory were needed in the institution.

The quality of nation largely depends upon the quality of its citizens. The later largely depends upon the quality of teachers and institutions. Education is supposed to be value loaded and root and fruit in itself. In the process of education, the teacher still holds the key positions, as s/he is involved in man- making process. A better teacher can ensure a better quality in education, thereby preparing a better human being and positive citizen of the country. Thus, the quality teacher education institutions are the need of the hour. Infrastructural facilities, qualified and competent and sufficient number of teachers, the physical plant of the institution, quality intake of the students, a good library, laboratory etc. on the one hand and effective curricular transaction on the other hand together constitute the parameter of quality teacher

education. The institution must ensure the above quality parameter in turn ensure the quality teacher education. Any reform in the area of quality education will not succeed unless and until we ensure the effective teacher, in the effective institution with conducive teaching learning environment. A strict social vigilance on deteriorating standards of teacher education institution needs to be on. Conviction on the part of society as well as government to maintain quality education for the sake of qualitative development of the people and the country.

#### **REFERENCE**

BHU (n.d.) *B.Ed. Course of Study*. Author, Varanasi