

A CRITICAL ANALYSIS OF B.ED CURRICULUM TO ENHANCE PROFESSIONAL CAPACITIES AND ENGAGEMENT WITH THE FIELD AMONG TEACHER EDUCATION INSTITUTION IN ALIGARH

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Abstract

Teaching being a noble profession requires proper training and the quality of education of teachers. The quality of school education is highly dependent on the quality of teachers and the quality of teachers is dependent on the quality of B.Ed. programme which enhances professional capacities. In this regards, various recommendation were made by various commission and committees in India for improving the B.Ed. programme. Recently the regulation of NCTE 2014 has also recommended two year B.Ed. programme for preparing quality teachers. This curriculum includes three inter-related curricular areas: Perspectives in Education, Curriculum and pedagogic studies and Engagement with the field. In this study, the researcher took two areas for investigation that is, **Engagement with the field** in which B.Ed. programme is supposed to strengthen the involvement of student teacher with the self, the community, the child and the school along with the integration of all curricular areas and **Professional capacities** includes the idea to help teachers learn the function of being a teacher, to understand ICT and able to apply it in classroom, inculcating knowledge about health and yoga practice, acknowledgement about self, practicing arts and drama in Education, optimum use of library resources and reading and reflecting on texts. After the successful implementation of this curriculum in B.Ed. programme, it still remains an unanswered question that whether this curriculum has successfully provided for sustained engagement of student teacher with learners and the school, whether it enhanced professional capacities of the teacher fulfilling all the objectives as expected to be provided during internship. In this course of research, the researcher will make an attempt to find out

whether the two year B.Ed. programme is effective in Enhancing the professional capacities and Engagement with the field, among the student teachers. The method for investigation will be survey and descriptive method, tools will be prepared by the researcher under the guidance of supervisor. Data will be collected from training colleges of Aligarh. The result of the study will be very useful for academicians and policy makers for the evaluation of the programmes and for future plans.

Key Words- B.Ed. Curriculum, Professional Capacities, Engagement with the field, Prospective Teachers.

Introduction

Teacher training is an emerging proclamation in 21st century of education system which helps to develop the knowledge, skills, attitudes, behaviour and performance of a teacher. Teaching is a noble profession. Thus it requires training of teacher who helps in enhancing the quality of education. In making the nation, the role of teacher is very significant. For producing good and effective teachers in their role, qualitative training for the teacher is immediately required. The Bachelor of Education (B.Ed.) helps in providing the stage for teachers to enhance their quality and professional capacity. So we can say that the quality of teachers is directly proportional to the quality of B.Ed. programme. In this regard various recommendations were made by various commissions and committees In India for improving the B.Ed. programme. In 1998, the curriculum framework for teacher education was prepared by NCTE and recommended for beginning a two year B.Ed. programme for the first time to prepare quality teachers. Therefore the Justice Verma Commission (2012) made the recommendation for two years B.Ed. programme providing with specialization in foundational studies, pedagogic studies, policy, curriculum studies and finance. Recently, the regulation of NCTE 2014 has also recommended B.Ed. programme of two years for preparing the quality teachers in terms of developing the competency and skills of the student teachers. The B.Ed. programme of two year includes comprehensive coverage of all the required areas and field engagement of the student teacher with the self, school, child and community. This programme includes three curricular areas 1) Perspective in Education, 2) Curriculum and Pedagogic studies 3) Engagement with the Field. All these areas has field-based contents of study and projects with theoretical input based on interdisciplinary ground. The curricular component, Engagement with the field is meant to link all the courses holistically, the programme also includes some courses for Enhancing Professional Capacities (EPC) of the student teachers. Accordingly, the two year B.Ed. programme supports an overall development of the student-teacher in terms of knowledge, skills, providing individual attention on learner and in designing method for evaluation to facilitate learning. It also plays an important role in enhancing professional capacities, observation of classroom situation and its analysis as well as direct experience and longer duration of field experiences.

Need and Significance of the Study

Every educationally concerned people talks about quality education. The quality of school education is highly dependent on the quality of teachers and the quality of teachers is dependent on the quality of B.Ed. programme. If a person wants to be a good teacher, B.Ed. course is the foundation and compulsory too in imparting quality education and to use innovative teaching experiences. This course helps a student teacher to learn the methodologies involved in the teaching profession. This course also provides the real life class experience which enables a teacher to gain confidence and also to discover diverse teaching techniques for the improvement of classroom environment. Thus the findings of the present study will help the student teachers

develop their teaching competencies, professional skills, diverse teaching techniques and managing ability of the classroom environment. This study will also be helpful in enhancing the professional capacities among the student teachers. It helps the student teachers to improve their abilities, skills and expertise their teaching profession. With the purpose to enhance the professional capacities of the student teachers NCTE recommended many courses like Reading and Reflecting on Texts, Art and Drama in Education, understanding of ICT and its application, understanding the self, etc. This study will provide real life experience, field engagement and practical knowledge to produce a confident and competent teacher.

In the present scenario, two year B.Ed. curriculum is very important for mastering the methods and techniques of developing professional capacity and ability, commitment and teaching skills of a teacher. A systematic and comprehensive curriculum is very helpful leading to the empowerment of the prospective teachers by developing their professional competencies and skills. This curriculum is the best in the light of global scenario to understand education and to form teachers who are socially, emotionally and psychologically competent to deal with the demands and problems of high-tech society. It is a complete package to prepare a quality teachers. Without it Indian higher Education system can neither provide quality teachers nationally nor can it compete globally. After the successful implementation of this curriculum in B.Ed. programme, it still remains an unanswered question that whether this curriculum has successfully provided for sustained engagement of student teacher with learners and the school. Also the researcher chooses this topic to find out whether the B.Ed. curriculum of two years is effective in enhancing the professional capacities of the student teachers fulfilling all the objectives as expected to be provided during course and internship.

Objectives

1. To find out how far the two year B.Ed. Curriculum is effective in enhancing Professional Capacities of the Prospective teachers.
2. To find out how far the two year B.Ed. Curriculum is effective in developing Engagement with the Field among Prospective teacher.

Methodology

The researcher used Survey and Descriptive method in the study.

Sample

There were 66 Student Teacher selected through purposive sampling from the Department of Education, Aligarh Muslim University.

Tool

Questionnaire for measuring Professional Capacities and Engagement with the Field was self-prepared by the researcher under the guidance of supervisor. Response was recorded using this questionnaire with 3 point scale (AGREE, NEUTRAL & DISAGREE). The questionnaire for “Professional Capacities” contains 16 questions with dimensions, a) physical health and IT and its application, b) teacher as a function, and c) philosophy and psychology of education and professional ethics. Same as the questionnaire for “Engagement with the Field” contains 15 questions with two dimensions, a) engagement with the self and the school and b) engagement with the child and classroom. Validity and reliability of the tool was established through content validity and test re test method respectively. The result indicated that the tool is highly reliable.

Statistical Technique

The data collected was further analysed using percentage analysis.

Analysis and Interpretation

For the analysis of data, response of the sample was firstly scored. The score “2” was given for the AGREE, “0” for the NEUTRAL and “1” for the DISAGREE. These score was then fed into excel. The total frequency of all the three score was counted in each dimension and subjected for percentage analysis.

Table-1

Results showing the percentage of student teacher response in the dimension “Physical health and ICT and its application” in Professional Capacities.

S.No.	RESPONSE	FREQUENCY	PERCENTAGE (%)
1.	DISAGREE	51	19.32
2.	NEUTRAL	96	36.36
3.	AGREE	117	44.32
	TOTAL		100

From the Table-1, it is revealed that 44.32 percent of sample agreed that the two year B.Ed. curriculum is effective in enhancing Professional Capacities through their understanding and application of the dimension “Physical health and ICT”. 36.36 percent are neutral in this

dimension, whereas 19.32 percentage of sample donot agree with the effectiveness of two year B.Ed. curriculum in the dimension Physical health and ICT and its application.

Table-2

Results showing the percentage of student teacher response in the dimension “Teacher as a function” in Professional Capacities.

S.No.	RESPONSE	FREQUENCY	PERCENTAGE (%)
1.	DISAGREE	12	3.6
2.	NEUTRAL	114	34.56
3.	AGREE	204	61.81
	TOTAL		100

From the Table-2, it is revealed that 61.81 percent of sample agreed that the two year B.Ed. curriculum is effective in enhancing Professional Capacities through their understanding and application of the dimension “Teacher as a function”. 34.56 percent are neutral in this dimension, whereas 3.6 percentage of sample do not agree with the effectiveness of two year B.Ed. curriculum in the dimension Teacher as a function.

Table-3

Results showing the percentage of student teacher response in the dimension “Philosophy and Psychology of Education and Professional ethics” in Professional Capacities.

S.No.	RESPONSE	FREQUENCY	PERCENTAGE (%)
1.	DISAGREE	57	12.33
2.	NEUTRAL	105	22.72
3.	AGREE	300	64.93
	TOTAL		100

From the Table-3, it is revealed that 64.93 percent of sample agreed that the two year B.Ed. curriculum is effective in enhancing Professional Capacities through their understanding and application of the dimension “philosophy and psychology of education and professional ethics”. 22.72 percent are neutral in this dimension whereas, 12.33 percentage of sample do not agree

with the effectiveness of two year B.Ed. curriculum in the dimension Philosophy and Psychology of Education and Professional ethics.

Table-4

Results showing the percentage of student teacher response in the “Engagement with the Self and the school” in Engagement with the Field.

S.No.	RESPONSE	FREQUENCY	PERCENTAGE(%)
1.	DISAGREE	33	6.25
2.	NEUTRAL	153	28.97
3.	AGREE	342	64.77
	TOTAL		100

From the Table-3, it is revealed that 64.77 percent of sample agreed that the two year B.Ed. curriculum is effective in developing Engagement with the Field among student teacher through their training experience and response in the dimension “Engagement with the Self and the school”. 28.97percent are neutral in this dimension whereas, 6.25 percentage of sample do not agree with the effectiveness of two year B.Ed. curriculum in the dimension Engagement with the Self and the school.

Table-5

Results showing the percentage of student teacher response in the “Engagement with the Child and Classroom” in Engagement with the Field.

S.No	RESPONSE	FREQUENCY	PERCENTAGE(%)
1.	DISAGREE	24	5.1
2.	NEUTRAL	147	31.81
3.	AGREE	291	63
	TOTAL		100

From the Table-3, it is revealed that 63 percent of sample agreed that the two year B.Ed. curriculum is effective in developing Engagement with the Field among student teacher through

their training experience and response in the dimension “Engagement with the Child and Classroom”. 31.81 percent are neutral in this dimension whereas, 5.1 percentage of sample do not agree with the effectiveness of two year B.Ed. curriculum in the dimension. Engagement with the Child and Classroom.

Results and Conclusion

From the analysis of collected data, it is further concluded that only 44.32 % of the sample agreed that the two year B.Ed. curriculum has enhanced professional capacities in the dimension Physical health, ICT and its application, 61.81% of the sample has agreed that the two year curriculum has enhanced Professional capacities in the dimension “Teacher as a function” and 64.93 % of the sample agreed that the two year B.Ed. curriculum has enhanced Professional Capacities in the dimension “Philosophy and Psychology of Education and Professional Ethics”.

In the variable Engagement with the field, 64.77 % of the sample agreed that the two year B.Ed. curriculum has developed Engagement with the field in the dimension Engagement with the self and the school and 63 % of the sample agreed that the two year B.Ed. curriculum has developed Engagement with the Field in the dimension Engagement with the child and the school.

On the basis of this we can further conclude that approx. 57.02 % of the student teacher agreed that the two year B.Ed. curriculum has enhanced Professional Capacities among student teacher whereas approx. 63.88% of the sample agreed that the two year B.Ed. curriculum has developed Engagement with the Field among student teacher.

Educational Implications

The result and conclusion of the study can help the policy maker, academicians, teacher educator, and student teachers in following ways.

1. This will help the academician in evaluation of the two year B.Ed. programme, to identify and address the difficulties and problems in the implementation of this programme.
2. This will help the policy makers and the higher committee in evaluating the level of effectiveness of two year B.Ed. curriculum.
3. This research study will also function as a guide for the researcher to study this problem on a large scale.
4. The result of the study will help the teacher educator in solving the problems of student teacher during the course and training.

Limitations of the Study

The following limitation that the researcher faced while doing the research are as follows.

1. Since time limitation was very short, it became difficult for the researcher for the collection of data.
2. Shortage of time for the study was also the reason of very less sample available at that point of time.

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