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NECESSITY OF NEW TREND IN B.Ed. CURRICULUM

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Abstract:-Change is an inevitable process. B.Ed. is an integral component of the educational system. It is intimately connected with society and conditioned by the ethos, culture and character of a nation. There is on great demand for the reforms in B.Ed. curriculum. It has been considered necessary to make it more practicable, scientific and democratic. There is the necessity of new trend in B.Ed. curriculum. The paper tries to envisage the B.Ed. curriculum of Jharkhand by showing that how the new trend is necessary for it by the demand of time.

Keywords:Teacher Education, Curriculum, Academic achievement.

INTRODUCTION :-

Teacher training course in India is designed for aspiring teachers to learn interactive and better ways of teaching to make a subject interesting. Teaching methods have to be different for different age groups, for instance primary level teaching is a lot different from secondary or college level. The educational requirement for a primary and secondary teacher is also different. People who wish to teach in primary school should possess minimum pass higher secondary examination with 50% marks whereas for teaching at secondary school, one needs to be postgraduate in the subject one wishes to teach.

TEACHER EDUCATION:

There are several schools and colleges in India which cater to teacher training schools in India and offer teaching courses for different levels. Teacher education in India is institution based, along with internship programmes in real classroom settings. During the past few years, some very significant developments have taken in Indian education, taking into account the weaknesses and failure of educational system in the country. It has been recognized that without improving the quality of B.Ed. curriculum, the quality of school education cannot be improved.

CURRICULUM:

Teacher education curriculum has faced severe criticism over the years, as it is general, too technical and obsolete which is not applicable in contemporary Indian school and society. Because of this, drastic changes are required to bring a big change to the curriculum. These changes are slow but can be seen as international teaching agencies, with a more advanced teaching curriculum helping to shape better teachers in India.

The crux of the entire process of B.Ed. programme lies in its curriculum, design, structure, organization and transaction modes, as well as to the extent of its appropriateness. A professional preparation programme such as B. Ed. Programme has to be sensitive to changing field conditions and be flexible enough to accommodate, absorb, delete, or perhaps do all these to some extent, in relation to changing fields' needs. Obviously, this requires continuous effort in all aspects of curriculum.

B. Ed. Curriculum must comprise components that enables both entrant teacher and working teacher to become competent in discharging their functions. In this, the other professional education programmers, the B.Ed. curriculum should have knowledge base which is sensitive to the needs of field applications and comprise meaningful, conceptual blending of

theoretical understanding available in several disciplines.

It is not a mere mixture of concepts and principles from other disciplines but a distinct 'gestalt' emerging from the conceptual blending, making it sufficiently specialized. It is pertinent to recognize the fact that the effort to evolve such a specialized knowledge base for teacher education is an ongoing process which is constantly faced with several conceptual pitfalls and complexities of application. In fact, there is hardly any singular and distinct view on what the B. Ed. Curriculum must comprise.

A curiosity look at any of the curriculum dimensions of B.Ed. leaves one with the impression that there is a lot more to be achieved in B.Ed curriculum. The need has been perceived by practitioners (teacher education) in several progressive institution. Some of them have attempted to evolve their own mode of transaction the curriculum. These efforts have been made differently in respect of a particular subject, area, the practice component in teacher preparation and in the overall organization of the teacher education programme of an institution.²

ACADEMIC ACHIEVEMENT:

Academic achievement is the outcome of education –the extent to which a student, teacher and institution has achieved their educational goals. Academic achievement refers to the extent to which learners acquire the knowledge, skills and proficiencies that the instructor seeks to teach or assign³. Academic achievement can be referred to here as academic intelligence, meant as a typically defined by conventional definition and tests comprising so-called general ability and related abilities. Students ability to express his or her personality and to enjoy rich and complex social relations depends largely on his mastery of academic matters⁴. Academic achievement is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspects is more important procedural knowledge for such skills or declarative knowledge. Achievement encompasses student ability and performances; it is multi-dimensional; it is intricately related to human growth and cognitive, emotional, social and physical development which reflects the whole child.

The existing programme of B.Ed. programme in Jharkhand is largely theoretical. Too much attention is given to inputs, method courses but not enough to what differences these factors make in outputs such as demonstrated teaching ability in the class rooms, At present, student teachers are commonly required to give a specific number of isolated lessons many of which are unsupervised or ill supervised. There is no opportunity for the student -teacher to acquaint themselves with the school programmes in the context of totality.

OBJECTIVES:

- 1.To Critically examin the curriculum of B.ed and bring about its relevance to the teacher's work in school.
- 2.To locate weakness in the existing B.Ed programme so that effort can be made to eliminate these.
- 3.To suggest measures of the qualitative improvement of B.Ed curriculum.

HYPOTHESIS:

Since no such type of work has been done previously, it is not possible to formulate the hypothesis.

METHODOLOGY:

Data and Tools

This research has gathered the information using survey method besides the technique of data gathering. The data have been collected through questionnaire.

Sample size of sampling method

The universe of the study is B.Ed. colleges under Jharkhand State. There are five universities in Jharkhand state which offers B. Ed. Programme. There are 17 B.Ed college under Ranchi University, Ranchi; 24 B.Ed colleges under Vinoba Bhave University, Hazaribagh; 07 B.Ed. college under Siddhu Kanhu University, Dumka; 10 B.Ed. college under Kolhan University, Chaibasa; 02 B.Ed. college under Nilamber Pitamber University, Garhwa. Thus, The total nos. of B.Ed. College are 60.

The sample size of the universe has been taken as Principal/ Head/ Incharge, Which are 60 in numbers and Teachers , which are also 60 in numbers. In the variable, the teachers have been categorized as – Professor, Associate Professor and Assistant Professor.

Thus the data from the university of Jharkhand of B.ed. programme are tabulated and analyzed as follows:

RESULTS AND DISCUSSION :

Table No. 1
On the basis of adding new unit/topic in the syllabus of B.Ed. Curriculum

S.No.	Teaching Professional	Yes (%)	No (%)	Total (%)
1	Principal	36(30.00)	24(20.00)	60(50.00)
2.	Professor	17(14.17)	03(02.50)	20(16.66)
3	Associate Professor	16(13.33)	04(03.33)	20(16.67)
4	Assistant Porfessor	15(12.50)	05(04.17)	20(16.67)
5	Total	84(70.00)	36(30.00)	120(100.00)

Table no. 1 is drawn on the basis of adding new unit/topic in the syllabus of B.Ed. Curriculum. Time to time there has been made some changes in the syllabus of school courses. Accordingly maximum respondents i.e. 70.00 per cent respondents reply that there should be added new unit/ topics in the B.Ed. Curriculum. The views which came from the respondents that the topics related to morality, corruption, communalism, non-secularism should be added in the B.Ed. Curriculum

Table No. 2
On the basis of Suggestion of specific change in the existing syllabus of the methodology course of B.Ed. Programme

S.No.	Teaching Professional	Yes (%)	No (%)	Total (%)
1	Principal	42(35.00)	18(15.00)	60(50.00)
2.	Professor	16(13.33)	04(03.33)	20(16.66)
3	Associate Professor	16(13.33)	04(03.34)	20(16.67)
4	Assistant Porfessor	15(12.50)	05(04.17)	20(16.67)
5	Total	89(74.16)	31(25.84)	120(100.00)

The above table no. 2 is shown on the basis of suggestion of specific changes in the existing syllabus of the methodology course of B.Ed. Programme. Keeping the recent changes brought out in the school curriculum there should be some changes in the xisting syllabus of the methodology course of B.Ed. Programme. 74.16 per cent respondents reply that it is demand of the time that there should be some specific changes in the existing syllabus of the methodology course of B.E. Programme.

Table No. 3
On the basis of any provision of Internet Assessment of Student's performance in the B.Ed. Curriculum

S.No.	Teaching Professional	Yes (%)	No (%)	Total (%)
1	Principal	60(50.00)	00	60(50.00)
2.	Professor	20(16.66)	00	20(16.66)
3	Associate Professor	20(16.67)	00	20(16.67)
4	Assistant Porfessor	20(16.67)	00	20(16.67)
5	Total	120(100.00)	00	120(100.00)

Table no. 3 is cleared on the basis of any provision of Internet assessment of student's performance in the B.Ed. curriculum. 100.00 per cent respondents reply in positive attitude that there is the provision of internet assessment of students performances in the B.Ed. Curriculum. This is the new technology and the students broaden their knowledge and ideas by this method.

Table No. 4
On the basis of Separate lab for each craft

S.No.	Teaching Professional	Yes (%)	No (%)	Total (%)
1	Principal	60(50.00)	00(00.00)	60(50.00)
2.	Professor	18(15.00)	02(01.66)	20(16.66)
3	Associate Professor	16(13.33)	04(03.34)	20(16.67)
4	Assistant Porfessor	17(14.17)	03(02.50)	20(16.67)
5	Total	111(92.52)	09(07.50)	120(100.00)

The above table no. 4 is drawn on the basis of separate lab for each craft. There are different crafts in the B.Ed. Programme and it is very beneficial to be separate lab for each craft. Regarding this 92.50 per cent respondents reply that there are separate labs for each craft. And this is the plus point for B.Ed. Curriculum.

Table No. 5
On the basis of Separate teachers appointed to each craft

S.No.	Teaching Professional	Yes (%)	No (%)	Total (%)
1	Principal	13(10.84)	47(39.16)	60(50.00)
2.	Professor	06(05.00)	14(11.66)	20(16.66)
3	Associate Professor	04(03.33)	16(13.34)	20(16.67)
4	Assistant Porfessor	03(02.20)	17(78.33)	20(16.67)
5	Total	26(21.67)	94(78.33)	120(100.00)

The above table no. 5 is shown on the basis of separate teachers appointed to each craft. Earlier it is said that there is separate lab for each craft but now this table shows that very few teachers are appointed for each craft. Only 21.67 per cent respondents reply that there are separate teachers appointed to each craft. 78.33 respondents reply in negative response.

CONCLUSION :

Teachers deal with the most dynamic resource i.e. human beings. Teacher training programmes require continuous innovations to respond to changing needs. Conversation will help student teachers to reflect on shared personal concerns, to ask questions, to seek answer from others and this becomes a vehicle for articulating, examining and changing beliefs. "Teacher training" should not appear as apprenticeship, where only imitation of their lecturers / supervising teachers is dony by student teacher rather it should be given empowerment in the classroom / school so that he can actualize his responsibility in a better and competent way. Thus this research shows that new trend in B.Ed. curriculum is necessary and demand of the time.

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