

## AN ASSESSMENT OF TEACHER EDUCATION (B.ED.) CORE CURRICULUM OF CHAUDHARY CHARAN SINGH UNIVERSITY, MEERUT IN TERMS TO FULFILL THE NEEDS OF SECONDARY SCHOOL TEACHERS OF C.B.S.E. AND I.C.S.E BOARDS



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### ABSTRACT

*This paper is an outcome of my research study conducted for Ph.D degree from Ch. Charan Singh University, Meerut. The purpose of the study was to collect the data (opinion based questionnaire) on core curriculum need in B.Ed. The sample comprised of 200 secondary school Teachers working in various schools affiliated to the following boards- 100 C.B.S.E Board Teachers and 100 I.C.S.E Board teachers. The questionnaire was prepared by the researcher. In this state of affairs of teacher education following research questions should be addressed immediately. (1) Does present core curriculum fulfils needs of secondary school teachers in twenty first century? (2) Does units depicted in theory course are relevant to present day teacher education programme. (3) Does the content of theory course suit the prospective teacher's need in 21<sup>st</sup> century? (4)How far theory course enable the teachers to manage technology of education in this globalized era? (5) To what extent the theory course helpful to the teachers to understand the perspectives of teacher education in global educational scenario?*

### KEY WORDS:

Core Curriculum, Secondary School Teachers, Various Boards (C.B.S.E, I.C.S.E)

## **Introduction:**

Teacher education (secondary level) is under university system for curriculum and examination and under N.C.T.E. for recognition. University grants commissions monitors quality of Teacher Education by directing universities to make necessary changes in curriculum of secondary teacher education program. Universities have Board of studies as R&D units with a convener and some members to monitor quality of teacher education.

Everything in this world changes with a change in thinking of man. Man thinks for betterment, for progress and experiments with his thinking. If he finds his experiments advantageous, he puts it in to practice. Similar things happen in every walk of life. This experimentation happens in the life of bigger organizations too. In India in the field of education, educational organizations are working at state and central levels. They are experimenting with certain aspects of education. Such an organization experimented with national curriculum and on the basis of it, developed national curriculum framework for the country popularly known as (N.C.F. 2005). It has replaced age old theory of teaching learning which is known as hydraulic theory of teaching learning, which states that knowledge flows from higher level to lower level like fluid. . Here higher level is teacher and lower level is student by constructivist theory of teaching learning states that student in classroom is not a passive receiver of knowledge but he is creator of knowledge. He has potential to create

Knowledge. This paradigm shift from hydraulic to constructivist theory of teaching learning has revolutionized the whole scenario of the classroom teaching learning and role of teacher and students. In changed paradigm the teacher is no longer remain the transmitter of knowledge but he is a helper and a co-explorer of the knowledge with students.

## **Historical Bases of the Study:**

Curriculum development is a dynamic process. At a particular juncture, it represents the past and future, the present representing continuance of the past and prospects of the future. Hence, it seems pertinent to look in to part first. Gandhi ji for the first time realized need of indigenous curriculum to develop body mind and soul of the children based on countries' need aspiration and genius. But, it could not be work out. After independence curriculum reform generated as consequence of recommendations of secondary education commission (1952-53), Education Commission (1964-66), National Policy on Education 1986, Programme of action 1986, Revised NPE 1992, National Curriculum framework 2000 (N.C.F. 2000) and National curriculum framework 2005 (N.C.F. 2005). Teacher education (secondary) is related to the secondary education. Therefore any change in secondary curriculum compels teacher education to change its curriculum. Therefore, some minor changes were made, after each change in secondary curriculum. After N.C.F. 2000 U.G.C. made guidelines to universities to change curriculum of B.Ed. But after declaration of N.C.F. 2005 no change has been made. Therefore it seems pertinent to analyse present B.Ed. curriculum and suggest needed change in it.

## **Review of Related Literature:**

1. Shivastava, Gouri; (2009) A Study of Educational Policy, Curriculum and textbooks of Republic of Maldives. Objective -: The project attempts to examine gender and peace in education policy, Curriculum, and textbooks of English, Environmental Studies and Social Studies In classroom processes and in co- curricular activities followed in the republic of

Maldives. The findings of the study depicts that there is a definite prioritization given to strengthening national identity and Islamic values, Gender and peace are woven into textual and contextual situation. Textbooks of English, Environmental studies and Social Studies in their content depiction and visual portrayal are gender inclusive, representing both sex and gender neutral.

2. Yadav, S.K.: (2007) Weight age given to different areas of School Curriculum at Secondary Stage. Objectives: To study the status of areas of school curriculum at secondary stage in the country. Major Findings: The structure at secondary stage is not common in country. The Classes 9<sup>th</sup> and 10<sup>th</sup> were included at secondary stage in 24 (68.57%) stages/UTs on the lines of recommended national norms, whereas in remaining eleven stages/UTs, the classes 8<sup>th</sup> to 10<sup>th</sup> were included. 2. The curriculum and syllabus of NCERT was followed by 16 (45.71%) states/UTs with necessary modification according to their own situation. The Boards of school Education/Board of Secondary Education were responsible for constructing curriculum and syllabus in twelve stages. The SIEs/SCERTs of six states are also developing curriculum at this stage. In Pondicherry the curriculum and syllabus are developed by Textbook Board.

#### **Statement of the Problem:**

An Assessment of Teacher Education (B.Ed.) core curriculum of Chaudhary Charan Singh University, Meerut in terms to fulfill the needs of Secondary School Teachers of C.B.S.E. and I.C.S.E Boards.

#### **Objectives of the Study:**

1. To assessment core curriculum of the B.Ed. programme. In order to achieve below objective, the objective had been divided into following sub-objectives.
  - 1.1 To asses the relevance of theory course I i.e. Teacher in Emerging Indian society.
  - 1.2 To asses the suitability of theory course II i.e. Development of Learner and Teaching Learning Process.
  - 1.3 To asses the adequacy of theory course III i.e. Educational Management and Technology.
  - 1.4 To asses the usefulness of theory course IV i.e. Development of Education System in India.

#### **Hypothesis of the Study:**

Following hypothesis had been formulated and tested.

B.Ed. core curriculum does not fulfil the needs of secondary school teachers.

#### **Method of the Study:**

Survey method of the study was the most appropriate research method for the present study. So as a researcher analytical survey method had been used in this research study.

#### **Population of the Study:**

All Secondary School Teachers teaching in schools affiliated to C.B.S.E. and I.C.S.E. Boards and situated in Meerut and Saharanpur educational regions.

#### **Sample of the study:**

100 C.B.S.E Board School Teacher and 100 I.C.S.E Board school teachers had been selected as sample of the study.

#### **Sampling Method:**

Stratified random sampling method had been used as sample of the study.

#### **Data Collection Tools:**

Four independent questionnaires were developed to identify the need of core curriculum for teachers based on each subjects.

**Statistical Techniques used:**

Percentage technique had been used as statistical technique to analyze the data of the study.

**Findings of the study:**

On the basis of analysis and interpretation of data following findings have been drawn:

**1. Findings regarding teachers working in Central Board of Secondary Education, New Delhi**

- (i) All Units (1. Education – Its meaning and nature, 2. Philosophy and Education, 3. Educational thinker and Development of Educational theories, 4. Directive principles in Indian constitute, 5. Sociological base of Education, 6. National Unity, its meaning and need, 7. New social order) of B.Ed. compulsory course first, namely, teachers in emerging Indian society and most of the contents under these units were rated most needed or needed by teachers working in Central Board of Secondary Education, New Delhi.

**Paper I- Teachers in Emerging Indian Society**

**Table 1.1**

No. of Secondary Teacher	Secondary Teachers who rated Theory Course –I Most Needed		Secondary Teachers who rated Theory Course –I Needed		Secondary Teachers who rated Theory Course –I Not Needed	
	No.	%	No.	%	No.	%
100	75	75	25	25	0	0

**Interpretation:** Table 2.1 shows analyzed data regarding secondary school teachers needs concerning the utility of theory course, 1<sup>st</sup> namely Teachers in Emerging Indian Society, its units and contents under each of seven units in terms of percentage. It is obvious from table that out of 100 secondary school teachers, 75 % are of opinion that theory course 1<sup>st</sup> is very useful , 25% view that this course is useful , whereas 0% had contrary opinion of the above two categories. Above data shows that majority of secondary school teacher are in favour of inclusion of theory course Teachers In Emerging Indian Society in B.Ed curriculum of Ch. Charan Singh University, Meerut

- (ii) All Units (1. Psychology and Nature of Learner, 2. Learning and Motivation, 3. Intelligence, 4. Special Child, 5. Personality and 6. Educational Statistics) of B.Ed. compulsory course second, namely, Development of Learner and Teaching Learning Process and most of the contents under these units were rated most needed or needed by teachers working in Central Board of Secondary Education, New Delhi.

**Paper II- Development of Learner and Teaching Learning Process**

**Table 1.2**

No. of Secondary Teachers	Secondary Teachers who rated Theory Course –II Most	Secondary Teachers who rated Theory Course –II Needed	Secondary Teachers who rated Theory Course –II Not

	Needed				Needed	
	No.	%	No.	%	No.	%
100	58	58	41	41	1	1

**Interpretation:** Table 2.2 shows analyzed data regarding secondary school teachers needs concerning the utility of theory course, II namely Development of Learner and Teaching Learning Process, its units and contents under each of six units in terms of percentage. It is obvious from table that out of 100 secondary school teachers , 58% are of opinion that theory course II is very useful , 41 % view that this course is useful , whereas 1% had contrary opinion of the above two categories. Above data shows that majority of secondary school teachers are in favour of inclusion of theory course Development of Learner and Teaching Learning Process in B.Ed curriculum of Ch. Charan Singh University, Meerut

(iii) All Units (1. Educational Technology, 2. Psychological base of use of Modern Technology, 3. Teaching Strategies, 4. Management of Teaching and 5. Techniques of teacher evaluation) of B.Ed. compulsory course third, namely, Fundamentals of Educational Technology and Management and most of the contents under these units were rated most needed or needed by teachers working in Central Board of Secondary Education, New Delhi.

#### Paper III- Fundamentals of Educational Technology and Management

**Table 1.3**

No. of Secondary Teachers	Secondary Teachers who rated Theory Course –III Most Needed		Secondary Teachers who rated Theory Course –III Needed		Secondary Teachers who rated Theory Course –III Not Needed	
	No.	%	No.	%	No.	%
100	59	59	36	36	5	5

**Interpretation:** Table 2.3 shows analyzed data regarding secondary school teacher needs concerning the utility of theory course, III namely, fundamentals of Educational Technology and Management, its units and contents under each of five units in terms of percentage. It is obvious from table that out of 100 secondary school teachers, 59% are of opinion that theory course III is very useful, 36% view that this course is useful , whereas 5% had contrary opinion of the above two categories. Above data shows that majority of secondary school teachers are in favour of inclusion of theory course Fundamentals of Educational Technology and Management in B.Ed curriculum of Ch. Charan Singh University, Meerut

(iv) All Units (1. Education in India, 2. Lord Maucalay's Minute, 3. Recommendations of Indian Educational Commission, 4. Need of University Education Commission, 5. Development of Teacher Education in India and 6. Education at different levels and their problems) of B.Ed. compulsory course fourth, namely, Development of Education System in India and most of the contents under these units were rated most needed or needed by teachers working in secondary Central Board of Secondary Education, New Delhi.

#### Paper IV- Development of Education system in India

**Table 1.4**

No. of Secondary Teachers	Secondary Teachers who rated Theory Course –IV Most Needed		Secondary Teachers who rated Theory Course –IV Needed		Secondary Teachers who rated Theory Course –IV Not Needed	
	No.	%	No.	%	No.	%
100	59	59	34	34	7	7

**Interpretation:** Table 2.4 shows analyzed data regarding secondary school teachers needs concerning the utility of theory course, IV namely, Development of Education System in India, its units and contents under each of six units in terms of percentage. It is obvious from table that out of 100 secondary school teachers , 59% are of opinion that theory course IV is very useful , 34% view that this course is useful , whereas 7% had contrary opinion of the above two categories. Above data shows that majority of teacher educators are in favour of inclusion of theory course Development of Education System in India in B.Ed curriculum of Ch. Charan Singh University, Meerut

## 2. Findings regarding teachers working in Indian Certificate of Secondary Education (ICSE), New Delhi

- (i) All Units (1. Education – Its meaning and nature, 2. Philosophy and Education, 3. Educational thinker and Development of Educational theories, 4. Directive principles in Indian constitute, 5. Sociological base of Education, 6. National Unity, its meaning and need, 7. New social order) of B.Ed. compulsory course first, namely, teachers in emerging Indian society and most of the contents under these units were rated most needed or needed by teachers working in Indian Certificate of Secondary Education (ICSE), New Delhi.

### Paper I- Teachers in Emerging Indian Society

Table 2.1

No. of Secondary Teacher	Secondary Teachers who rated Theory Course –I Most Needed		Secondary Teachers who rated Theory Course –I Needed		Secondary Teachers who rated Theory Course –I Not Needed	
	No.	%	No.	%	No.	%
100	78	78	22	22	0	0

**Interpretation:** Table 3.1 shows analyzed data regarding secondary school teachers concerning the utility of theory course, 1<sup>st</sup> namely Teachers in Emerging Indian Society, its units and contents under each of seven units in terms of percentage. It is obvious from table that out of 100 secondary school teachers, 78 % are of opinion that theory course 1<sup>st</sup> is very useful , 22% view that this course is useful , whereas 0% had contrary opinion of the above two categories. Above data shows that majority of secondary school teacher are in favour of inclusion of theory course Teachers In Emerging Indian Society in B.Ed curriculum of Ch. Charan Singh University, Meerut

- (ii) All Units (1. Psychology and Nature of Learner, 2. Learning and Motivation, 3. Intelligence, 4. Special Child, 5. Personality and 6. Educational Statistics) of B.Ed. compulsory course second, namely, Development of Learner and Teaching Learning

Process and most of the contents under these units were rated most needed or needed by teachers working in Central Board of Secondary Education, New Delhi.

**Paper II- Development of Learner and Teaching Learning Process**

**Table 2.2**

No. of Secondary Teachers	Secondary Teachers who rated Theory Course –II Most Needed		Secondary Teachers who rated Theory Course –II Needed		Secondary Teachers who rated Theory Course –II Not Needed	
	No.	%	No.	%	No.	%
100	78	78	20	20	2	2

**Interpretation:** Table 3.2 shows analyzed data regarding secondary school teachers needs concerning the utility of theory course, II namely Development of Learner and Teaching Learning Process, its units and contents under each of six units in terms of percentage. It is obvious from table that out of 100 secondary school teachers , 78% are of opinion that theory course II is very useful , 20 % view that this course is useful , whereas 2% had contrary opinion of the above two categories. Above data shows that majority of secondary school teachers are in favour of inclusion of theory course Development of Learner and Teaching Learning Process in B.Ed curriculum of Ch. Charan Singh University, Meerut

(iii) All Units (1. Educational Technology, 2. Psychological base of use of Modern Technology, 3. Teaching Strategies, 4. Management of Teaching and 5. Techniques of teacher evaluation) of B.Ed. compulsory course third, namely, Fundamentals of Educational Technology and Management and most of the contents under these units were rated most needed or needed by teachers working in Indian Certificate of Secondary Education (ICSE), New Delhi.

**Paper III- Fundamentals of Educational Technology and Management**

**Table 2.3**

No. of Secondary Teachers	Secondary Teachers who rated Theory Course –III Most Needed		Secondary Teachers who rated Theory Course –III Needed		Secondary Teachers who rated Theory Course –III Not Needed	
	No.	%	No.	%	No.	%
100	70	70	26	26	4	4

**Interpretation:** Table 3.3 shows analyzed data regarding secondary school teacher needs concerning the utility of theory course, III namely, fundamentals of Educational Technology and Management, its units and contents under each of five units in terms of percentage. It is obvious from table that out of 100 secondary school teachers , 70% are of opinion that theory course III is very useful . 26% view that this course is useful , whereas 4% had contrary opinion of the above two categories. Above data shows that majority of secondary school teachers are in favour of inclusion of theory course Fundamentals of Educational Technology and Management in B.Ed curriculum of Ch. Charan Singh University, Meerut

(iv) All Units (1. Education in India, 2. Lord Maucalay's Minute, 3. Recommendations of Indian Educational Commission, 4. Need of University Education Commission, 5. Development of Teacher Education in India and 6. Education at different levels and their problems) of B.Ed. compulsory course fourth, namely, Development of Education System in India and most of the contents under these units were rated most needed or needed by teachers working in secondary Indian Certificate of Secondary Education (ICSE), New Delhi.

#### Paper IV- Development of Education system in India

Table 2.4

No. of Secondary Teachers	Secondary Teachers who rated Theory Course –IV Most Needed		Secondary Teachers who rated Theory Course –IV Needed		Secondary Teachers who rated Theory Course –IV Not Needed	
	No.	%	No.	%	No.	%
100	68	68	30	30	2	2

**Interpretation:** Table 3.4 shows analyzed data regarding secondary school teachers needs concerning the utility of theory course, IV namely, Development of Education System in India, its units and contents under each of six units in terms of percentage. It is obvious from table that out of 100 secondary school teachers, 68% are of opinion that theory course IV is very useful, 30% view that this course is useful, whereas 2% had contrary opinion of the above two categories. Above data shows that majority of teacher educators are in favour of inclusion of theory course Development of Education System in India in B.Ed curriculum of Ch. Charan Singh University, Meerut

#### Conclusions of the study:

Findings of the present study indicates that Secondary school teachers who are working in C.B.S.E & I.C.S.E Boards considered that Chaudhary Charan Singh University, Meerut core curriculum of Teacher Education (B.Ed) is either most needed or needed for secondary school teachers & accomplish to cope up with the present challenges. As discussed above, the core curriculum of Teacher Education (B.Ed) course includes the subjects namely, Teachers in Emerging Indian Society, Development of Learner and Teaching Learning Process, Fundamentals of Educational Technology and Management and Development of Education System in India. Hence we can conclude that the core curriculum for Teacher Education (B. Ed) in Chaudhary Charan Singh University, Meerut is essential according to the secondary school teacher and is essential to lead the society towards progress.

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