

CHAPTER V

ANALYSIS OF THE B.Ed. SYLLABI

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5.1 Introduction

Education can be deemed as a process involving teaching, learning and evaluation. A student pursuing a particular course of study expects to achieve certain intellectual abilities, and skills in order to acquire certain knowledge, beliefs, attitudes during and after the completion of the course may go for higher studies or take up a job which is related to the intellectual and other qualities developed in the previous course. In the whole process of teaching, learning and evaluation teachers, students, examiners, administrators and employers are guided by the document called 'syllabus'. Therefore, the syllabus should provide clear guidance and describe in detail the requirements of the course and specify the role of each person in the process viz., teaching, learning and evaluation.

The syllabus of any teacher education programme occupies a very important position in the whole edifice of education. The syllabus of teacher education should clearly specify the requirements of a teacher at a particular stage-in terms of content, students, professional components. In addition to this, the syllabus should also reflect the expectations of the course and describe ways to educate teacher trainees in terms of content and methodology and suggest concrete evaluation procedures. The description of the entire course structure and delineation of each curricular element involve a careful selection of objectives and systematic synthesis of all the needed professional experiences to develop intellectual abilities, excellence and professional beliefs and attitude.

5.2 The purpose of analysing the B.Ed. syllabi

The B.Ed. course is provided to the graduates to enable them to teach at the secondary level. The investigator decided to analyze the B.Ed. syllabi with a view to identifying certain course elements relevant for higher secondary teacher training. This analysis was done as a supplement to the identification of teacher training needs and functions. This helped the investigator to build the course structure of the higher secondary teacher education programme.

5.3 Sample

In order to study the course outline of the B.Ed. course, the B.Ed. syllabi of all the universities in Gujarat were considered. The reason for selecting only the B.Ed. syllabi of universities of Gujarat has been two fold. Firstly, the investigator thought that as the teacher training needs survey and teachers functions data were collected from Gujarat, it would be pertinent to consider the syllabi of B.Ed. course of Gujarat universities. Furthermore, the course details in a particular state would give a better picture and more uniformity than studying many courses in different states. Secondly, the investigator was working in a U.G.C. research project at the Centre of Advanced Study in Education, M.S. University of Baroda, Baroda and it was more feasible for collecting information from universities of Gujarat state. However, the B.Ed. syllabus of S.N.D.T. Womens University has also been considered for analysis for certain colleges in Gujarat are affiliated to S.N.D.T. Women's University, Bombay.

5.4 Data collection

The investigator wrote a letter to all the Registrars of Universities in Gujarat explaining the purpose of the study

and requesting them to send a copy of the B.Ed. syllabus. The investigator could collect the syllabus of B.Ed. course of all the universities in Gujarat by mail.

5.5 Data analysis

The B.Ed. syllabi has been analysed at two levels. Firstly, it has been analysed at the structural level, where in the structure of different courses - theory as well as practical courses have been studied. Essentially, the technique adopted for analysing these courses was content analysis. Special efforts have been made to draw specific lessons for building the higher secondary teacher education programme. Secondly, a finer and deeper analysis of the course elements of each course has been made keeping in view the requirements of higher secondary teachers needs and functions. Here also the technique adopted for analysing the syllabi has been content analysis.

5.5.1 I level analysis - the structure of courses

The purpose of this analysis of the structure of the courses has been to understand the requisite number of courses needed for the higher secondary teachers and their organisation.

The table 5.1 shows the structural details of the theory courses in B.Ed. programme of different universities. It could be observed from table 5.1 that there is a striking uniformity in the number of courses offered for B.Ed. programme in different universities. However, there has been some variation in the course details and the titles of the courses (theory). Almost all the universities are offering eight theory papers, out of which five papers are foundational in character - such as Philosophical and

Sociological Foundations of Education, Psychological Foundations in Education, Secondary School Organisation and Administration, Techniques or Principles of Teaching and Evaluation of Instruction and Current Trends in Indian Education or Education in Emerging Society. Two methods have to be chosen by students in their specific specialisation or related subjects - such as methods of teaching Chemistry, Biology, Physics, Accountancy, Commerce, History, Economics etc. one special field have to be chosen for the study of one semester duration. The usual courses offered are: Educational Evaluation and Guidance, School Library Organisation, Continuing Education, Education of the Exceptional Children, Population Education, Educational Technology, Socially useful productive work, Linguistics etc.

Some universities offer content courses also. However, it could be noted that it is not a regular feature. This course is offered to those students who had not studied school subjects in their basic degree programme (i.e., B.A./B.Sc./B.Com.) or offered to all the students with a lighter syllabus covering the level of secondary school subject matter.

The investigator has made an attempt to include all the essential courses along with the needed modifications to suit the needs of higher secondary teachers. (Please refer Chapter VI, P.294).

Table 5.2 shows a comparative analysis of courses and activities assessed internally in B.Ed. programme. A careful study of the table reveals that there has been a wide variation in the nature of courses and activities assessed internally. However, a common pattern of practical

Table 5.3

1. BHAVN^{ES} Mathematics (Std.XI & XII)
History, Civics, Science
Elements of Commerce and
2. GUJAR^{AT}cs, Science, Physics,
lements of Book keeping,
cience stream) (any two).
3. M.S. Work centred Education,
athematics, Physics, Chemistry,
logy, Statistics,
rsical education (any two).
4. S.P.U
(a) F Mathematics, Economics,

(b) F^{iction} and Conversational English,

tructure, (b) Composition, (c) Poetry.
5. SAURA^{SH}ics or Business Mathematics,
6. S.N.D Civics Administration, Social
emistry, Biology, Home Science,
7. SOUTH^{WEST}Social Reconstruction,
ok keeping and Accountancy,

work could be identified in some universities. Further, the marks or grades allocated for each activity varies from university to university. Some universities have allocated more marks for internal activities. The opinion of the experts in this regard is that practical activities should carry an equal weightage as that of theory components in the total course. It could be observed that all the universities have practical activities to be performed in three courses viz., Foundation courses, Methods course and content course. Usually the number of activities in foundation course varies from one to four and it is given as assignment. In the methods course the activity usually prescribed is preparation of blue print and question papers. Content course also has one or two assignment. A few universities have viva-voce also. Generally, there are two periodical tests and one final examination at the end of each semester.

This reveals that there is no uniformity in the assignment of internal activities (practical activities) as addition to the theory courses. In the model presented in Chapter VI, Page No. 294, the investigator has provided a practical activity for each foundation course as an integral part of the course. However, the nature and number of activities have to be decided by the individual institution considering the facilities, time and resources available.

Table 5.3 shows a comparative list of the method and content courses offered in B.Ed. programme in the universities of Gujarat state. A striking uniformity can be seen in the course requirement that two methods course should be chosen for study related to the specialization of

the student and two courses in content area also have to be chosen. It could be observed that the content courses is at the level of higher secondary. There is some variation with regard to the different methods courses available in different universities depending on the availability of specialised teacher educators and resources. The usually offered methods courses are: Gujarati, English, Marati, Hindi, Sanskrit, Mathematics, Physics, Chemistry, Biology, Economics, History, Commerce, Elements of Book Keeping etc.

It may be noted that there have been some changes in the methods and content course organisation in the higher secondary teacher education programme. (Please refer Chapter VI, P 306-320).

Practice teaching

The table 5.4 clearly shows the different elements in the practice teaching component of B.Ed. programme in universities in Gujarat. The allocation of marks to the practice teaching component clearly shows that it occupies an important position in the teacher education programme. With regard to the number of lessons to be given by students varies from 20 to 50. The number of lessons given by others to be observed ranges from 30 lessons to 60 lessons. Two lessons are allocated for examination - one in each method. Apart from this, almost all universities in the study have such activities as lesson planning, unit planning, preparation of teaching aid or instructional material, preparing test, preparing question paper, viva. In many of the universities microteaching programme are included in the practice teaching programme.

In the model (please refer chapter VI, p 320 to 334) more emphasis has been given to the practice teaching aspects and the duration of the practice teaching also has been increased.

5.5.2 II Level of analysis - Course elements

In this analysis, the elements of each course in different universities were examined for its relationship, consistency, similarity and the focus it provides for the higher secondary teacher training. The course elements which reflected the higher secondary teacher needs and functions were pooled and organized in to meaningful units and integrated into the higher secondary teacher training programme. This was further examined to see that it reflects the purpose, meaning, sequence and organisation. The course elements thus organized could be seen in Chapter VI. P 354-393.

Thus, the analysis of the B.Ed. syllabi of different universities helped the investigator in building the course structure and selecting and organising the course elements of different components in the higher secondary teacher training programme.

REFERENCES

The B.Ed. course syllabus of the following universities were utilised for analysis:

1. M.S. University of Baroda, Baroda.
2. S.G. University, Surat.
3. Sardar Patel University, Vallabh Vidyanagar.
4. Gujarat University, Ahmedabad.
5. Saurashtra University, Rajkot.
6. Bhavnagar University, Bhavnagar.
7. S.N.D.T. Women's University, Bombay.

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