



Perception of Student Teacher's towards CBCS for Quality Sustenance

DR. MANVEER SINGH

Asso. Professor, Dept. of Teacher Education,
N.M.S.N. Das (P.G.) College, Budaun

Abstract:

This paper is primarily answers the question "How is our CBCS of curriculum doing?" The Paper is aimed at assessing the curriculum of Bachelor of Education Programme of revised as per the CBCS pattern. Although it is important to assess the effectiveness of programs, courses, and teaching methods to ensure that goals are being achieved, it is very difficult to evaluate the impact of fundamental changes in a whole curriculum. This paper reviews the changes in curriculum guidelines, grading pattern, internal marking system and examination pattern. Alumni are the source of information in this survey type research. To meet the objective of the study 52 former students have been selected as a sample. The purposive sample technique has been used for selection of the sample. For data collection self made scale has given to the student. Data was analyzed by chi square technique. The result reported that CBCS plays important role in holistic development of the student.

Keywords: CBCS, Curriculum, Teacher Education

1. Introduction

One of the most important activities of the university are the development of curriculum or course outlines in consonance with the emerging concerns and imperatives of the fast changing canvas of education both nationally and globally. The National Knowledge Commission (NKC) has observed that teachers are the single most important element of the school system, and the country is already facing a severe shortage of qualified and motivated school teachers at different levels. It is urgent to restore the dignity of school teaching as a profession and provide more incentives for qualified and committed teachers. This calls for upgrading curriculum. The curriculum assessment is as crucial as curriculum renovation as it is an attempt to toss light on two questions: Do planned courses, programs, activities, and learning opportunities as developed and organized actually produce desired results? How can the curriculum offerings best be improved ?

2. Curriculum

Standard dictionaries define curriculum as a course of study offered by an academic institution. The term 'curriculum' is not confined to programmes of study alone but refers to everything that is or could be utilized by the teacher to promote the objectives of education. According to Ronald Doll, curriculum is the formal and informal content and process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations, and values under the auspices of an academic institution. In other words, curriculum can be defined as the total experience. From this view point, Curriculum is not only the content selected and delivered, but also the planned and unplanned activities in which individuals' participate as students.

3. Curriculum Assessment

It is a process of gathering and analyzing information from multiple sources in order to improve student learning. The major reason for assessing the effectiveness of a curriculum is to ensure that the

goals of the program have been achieved: in the words of Casamassimo, “finding out how you are doing in doing what you do.” Qualitative assessment can also be accomplished using discussions and feedback of the end users. This usually takes place shortly after the completion of programme.

4. Objective

Following are the **Objectives** of the study.

1. To study features of a curriculum that are working
2. To study features of a curriculum that need to change

5. Methodology

The Bachelor of Education programme is designed to acquire competence to teach subjects of his/her specialization on the basis of accepted principles of learning and teaching in the context of the new school curriculum. Keeping Kirkpatrick's first level of evaluation data has been collected from the alumni i.e. student teacher Opinnionaire was developed by the researcher to collect the data. It has 32 statements with 'agree', 'can't say' and 'disagree'-rating scales used to respond to these. Statements related to Efficiency, Appropriateness and Adequacy are selected of curriculum guidelines, grading pattern, internal marking system, examination pattern.

6. Analysis and interpretation

The collected data was analyzed using chi-square technique.

7. Discussion

The overall statistical result reveals that the student teachers are satisfied with the CBCS pattern. Their responses were positive with respect of changes in curriculum guidelines, grading pattern, internal marking system, and examination pattern. Thus, modification in the curriculum pattern seems effective as per the opinions of the end users. To cultivate a higher education system that is suitability blended with provision for knowledge values and skill practice where every student learns in without sacrificing his/her creativity. Through CBCS, students change from being passive listeners of knowledge to becoming active participants of the knowledge imbibing process. CBCS provides interdisciplinary approach as well as value based courses which make students total development. CBCS would enable students to have a flexible learning, to have wider choices outside their discipline of their study, to have an exposure to real life experience by participation in internships as well as vocational training, to have facility of Credit transfer across the country and many more.

8. Conclusion

From the above discussion it can be said that the ultimate goal of education to bring reforms in higher education so that students develop thinking as well as diagnostic ability with compulsory skills ultimately suitable for an engagement and to assimilate values of our philosophy with education. From the results we may say that our predefined goal has been achieved. Students were constructive means that curriculum fulfils their requirement and make them equipped for future. This is not the final and decisive form of the curriculum but we have to assess it normally as the development of the knowledge is in very high frequency.

References

1. Casamassimo P.S. Assessment of educational outcomes in pediatric dentistry: a site examiner's perspective. J Dent Edu. 1990;54:91-3.
2. Gerbert B., Badner V, Maquire B, Martinoff J, Wycoff S, Crawford W. Recent graduates' evaluations of their dental school education. J Dent Educ 1987;57:697-700.
3. Joseph, Das Amrutha, Fostering a Liberal Credit System (February 14, 2012). Available at SSRN: <http://ssrn.com/abstract=2005294>

4. Kirkpatrick, D. (1998). Evaluating training programs: The four levels. San Francisco, CA: Berrett-Koehler.
5. Mawn, B., Reece S.M. Reconfiguring a curriculum for the new millennium: the process of change. J Nurs Educ 2000;39(3): 101-8.