



Gokhale Education Society's
COLLEGE OF EDUCATION AND RESEARCH



Parel, Mumbai – 400 012.

Permanently affiliated to University of Mumbai, NCTE Recognised, UGC 2f 12B,
ISO 9001:2015 Certified, NAAC accredited A grade in 3rd Cycle

DOCUMENT UPLOAD

FEEDBACK SYSTEM 1.4.1

A STUDY OF B.ED. PASS-OUT STUDENT'S OPINION ABOUT CURRICULUM

Dr.Prashant Kale

Associate Professor,

GE Society's College of Education, Parel, Mumbai

Introduction:

Teachers are the nation builders. Quality of school education is depended on the quality of teachers. In the recent past there are tremendous changes in the field of teacher education. From the year 2015 B.Ed. course is changed to one year to two years. It was a revolutionary change. Improvement in the quality of teachers is the main objective behind this change. All the universities across the country have accepted this change and they are implementing two-year B.Ed. course.

Importance of the Study:

A curriculum is a tool to implement a course. Curriculum formation, continuous feedback, evaluation of curriculum and revision of curriculum are the important steps regarding curriculum. In the year 2015 when two-year B.Ed. is all the universities in India revised the B.Ed. curriculum as per the guidelines given by NCTE. Two-year B.Ed. has now completed five years are, it is a time to study the pass out students' opinion about curriculum. The present study is a small effort in this direction to understand the views of B.Ed. pass-out students about curriculum they studied. With the help of this study educationists will get insight for curriculum modification and revision of curriculum.

Objectives of the study:

For the present study the researcher had formulated following objectives.

- 1) to study the opinion of B.Ed. pass-out students about curriculum.
- 2) to suggest the modifications in the curriculum on the basis of facts revealed from the study.

Methodology and Sample of the study:

For the present study the researcher has selected a Survey method. The data is collected with the questionnaire. The researcher personally distributed the questionnaire and collected the data. For the present study for the present study students who have completed their B.Ed. in 2017, 2018, 2019 are considered. The researcher has received responses from 132 students.

Tool of the data Collection:

The researcher has prepared a questionnaire and personally distributed and collected the data. There were 21 items constructed which are related to the curriculum of B.Ed. they studied. In the 21 items in the questionnaire there was a freedom given to the teachers that if they do not want to attempt particular question, they were free to do so. Students passed B.Ed. from University of Mumbai and SNDT Women's University were considered.

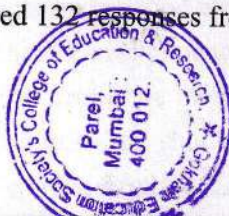
Statistical Techniques used:

For the analysis of the data simple statistical tool i.e., percentage is used.

Analysis of the Data:

On the basis of responses received following facts are revealed.

- 1) The researcher has received 132 responses from the B.Ed. pass-out students. Year wise distribution is as follows.



I/C

Principal

Gokhale Education Society's
College of Education & Research
Mumbai - 400 012.

2017	46
2018	29
2019	57
Total	132

2) As far as methods of B.Ed. was considered the distribution is as follows.

Marathi	9.1%
Hindi	18.2%
English	28%
Science	26.5%
Maths	24.2%
History	18.9%
Geography	9.8%
Economics	9.8%
Commerce	12.9%

- 3) Among the 132 respondents 70.2% students are working as a school or college teacher.
- 4) Among the respondents 78.1% students are working in unaided school/college and 21.9% students are working in aided school/college.
- 5) 78.6% B.Ed. pass-out students are working in unaided English medium schools. 17.3% students are working in Hindi medium schools, some students are working in Marathi, Gujrati and Urdu medium schools.
- 6) 17.3% B.Ed. pass-out students have accepted profession other than teaching profession.
- 7) 32.5% students are engaged with private tuitions.
- 8) 87.7% students expressed that they are happy with teaching profession.
- 9) 57.7% students are pursuing higher studies after B.Ed. 42.3% students are not pursuing any course or higher education after B.Ed.
- 10) From these 57% are taking higher education in distance mode .43% students are taking in regular mode.
- 11) 84.5% students expressed that B.Ed. curriculum proved very helpful for them to perform duties of teacher effectively.
- 12) 91.6% students expressed that whatever they have learnt in B.Ed. that they are implementing for teaching.
- 13) All the respondents expressed that all the activities in B.Ed. curriculum were very interesting and they learnt many new things. Activities like internship, technology-based lessons, practice lessons, co-curricular activities, understanding -self activity, drama art and education proved very beneficial for them to perform duties as a teacher.
- 14) Students learnt new methodologies like Constructivist approach, co-operative learning strategies, educational thinkers, use of ICT, peer-evaluation, activity-based learning, team teaching.
- 15) 59.9% students expressed that there is a scope for adding more activities and improvement in B.Ed. curriculum. 40.6% students are satisfied with present curriculum.
- 16) Students expressed that hands on experience of technology should be given. Students also expressed that number of practice lessons should be increased; more new methods of teaching should be included in B.Ed. curriculum. B.Ed. curriculum should help students to become global teachers. There should be workshops for English communication, e-tutors, experiential learning. While completing B.Ed. itself

there should be preparation of TET and CTET examination. Industry and education collaboration is also needed in the curriculum.

- 17) 83.8% students agreed that B.Ed. course is very helpful and sufficient for becoming a good teacher.
- 18) 70.5% students agreed that the duration of B.Ed. should be two years where as 26.4% students are in favour of one year B.Ed.
- 19) 46.5% students desired to take admission for M.Ed. in future.
- 20) 91% students expressed that completing B.Ed. was a memorable and very nice experience.
- 21) 80.2% students said that they will certainly refer their graduate friends to complete B.Ed. course.

Recommendations on the basis of above findings:

On the basis of above findings following recommendations can be given.

- 1) Teacher training colleges should give more hands-on practice regarding ICT.
- 2) Guidance of Teacher Eligibility Tests should be included in B.Ed. curriculum.
- 3) Components like e-tutor, virtual learning should be given more focus to help B.Ed. students to become global teachers.
- 4) Components of practice teaching and internship should be given more importance.
- 5) Teacher training colleges should introduce short courses for effective communication.

References:

- Kaur, A. (2017). B.Ed. two-year programme: Attitude of Teacher educators of SelfFinanced colleges of Education) ISSN: 2321-8150 Vol, 5, issue 01.
- Nataraja R. (2014). Attitude of teacher trainees towards two-year B.Ed. programme and their future. An International Peer Reviewed & Referred Scholarly Research Journal for Humanity Science & English Language, SJIF= 3.189 ISSN;2348-3083, Pp. 3647-3649
- Report of Justice Varma Committee. (2012), New Delhi.
- Sarang, S., Kumari, P. (2007) Quality Assurance through Professional Development of Teachers. EDUTRACKS. Vol.7 No.3.
- Goswami, D.(2007) Student Teachers' Perception of Quality Teacher Education. Anweshika – Journal of Teacher Education. Voil. 4 No.1



JTC for *[Signature]*
Principal
Gokhale Education Society's
College of Education & Research
Parel, Mumbai - 400 012.



Estd.: 1970

Gokhale Education Society's

COLLEGE OF EDUCATION AND RESEARCH

AcharyaDonde Nagar, Gokhale Society Lane, Parel Mumbai-400012.

FEEDBACK ON CURRICULUM BY PROFESSOR

1. Respondents

- I/C Prin. Prof. Dr. Prashant kale
- Dr. S. D. Patkar
- Dr. Vinod Gavitt
- Dr. Chetan Chavan
- Dr. Sandeep Bodke
- Prof. Dr. ShilpaWaghchoure

2. College

Gokhale Education Society's, College of Education & research Parel, Mumbai-12

3. Things you liked in B.Ed. Curriculum

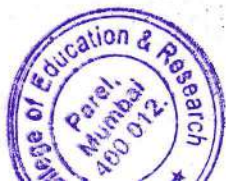
Constructive approach
Childhood and Growing Up
ICT in Education
Internship, subjects like pedagogy, philosopher, psychology theories, community work
Student teachers gets exposure of classroom teaching
All syllabus

4. Things to be added in B.Ed. curriculum

Value education
internship of 6 months added after 3 semester
Micro Teaching, ICT teaching, visit to model school, working in remote schools
Innovative techniques of teaching learning
Experimental Psychology, CCR M, Tutorial

5. Things to be omitted from B.Ed. curriculum

Shadowing observation, academic discipline chapter



for 
Principal
Gokhale Education Society's
College of Education & Research
Parel, Mumbai - 400 012.

6. Do you think B.Ed. curriculum creates competent teacher?

83.3% says Yes

16.7% says No

7. Overall feedback about B. Ed. Curriculum.

Excellent 33.3%

Good 50%

Fair 16.7%

Poor 00%

for SP
Prof. Dr. Prashant S. kale
Principal I/C Principal
Gokhale Education Society's
College of Education & Research
Parel, Mumbai - 400 012.





Gokhale Education Society's
COLLEGE OF EDUCATION AND RESEARCH
 Acharya Donda Nagar, Gokhale Society Lane, Parel Mumbai-400012.

Feedback from internship School

Gokhale Education Society's
COLLEGE OF EDUCATION AND RESEARCH
 Acharya Donda Nagar, Gokhale Society Lane, Parel, Mumbai-400 012
 [Affiliated to University of Mumbai, Recognised by NCTE, UGC under section 2(F)(12B)
 ISO Certified 9001-2015, NAAC Re-accredited 'A' Grade - 3rd Cycle]
 Tel.: (022) 2413 6408/2416 8493 E-mail: gokhalebedparel@gmail.com Website: www.gescear.in

100

24/238

Principal
Sane Guruji English
Medium Schools - Dadar
400 028

Respected Sir/Madam,

Thank you for the valuable co-operation for the Internship Programme conducted in your esteem.
 Please give your valuable feedback for the Internship Programme of our students.

Thank you.

[Signature]
 HEADMISTRESS
 SECONDARY SECTION
 SANE GURUJI ENGLISH MEDIUM SCHOOL
 Bhikoba Waman Gokhale Marg,
 Dadar, Mumbai - 400 028

[Signature]
 Dr. Prashant Kale
 Principal/Incharge Principal
 Gokhale Education Society's
 College of Education & Research
 Parel, Mumbai - 400 012



[Signature]
 Principal
 Gokhale Education Society's
 College of Education & Research

FEEDBACK FORM (Practice Teaching Schools / Stakeholders) 2021-22

Particular	Excellent	Good	Satisfactory	Not satisfactory
Attendance of the students	✓			
Discipline of the students		✓		
Regulatory and Punctuality		✓		
Preparation and conduct of lesson	✓			
Behavior of student teachers	✓			
Use of ICT and teaching aid in the lesson		✓		
Behavior of student teachers with school teacher	✓			
Teaching skills of student teachers		✓		
Participation in school co-curricular activities		✓		
Overall performance of student teachers		✓		

Seal



Gawar
Signature of School Principal

Shri Mammabal High School
63, Dr. Ambedkar Road,
Chinchwad (E), Mumbai-33.



Principal
Gokhale Education Society's
College of Education & Research
Parel, Mumbai - 400 012

Gokhale Education Society's
COLLEGE OF EDUCATION AND RESEARCH



Acharya Donde Nagar, Gokhale Society Lane, Parel, Mumbai-400 012.

[Affiliated to University of Mumbai, Recognised by NCTE, UGC under section 2(f)(12B),

ISO Certified 9001-2015, NAAC Re-accredited 'A' Grade - 3rd Cycle]

Tel.: (022) 2413 6408/2416 8493 E-mail: gokhalebedparel@gmail.com Website : www.gescer.in

2023-24/238

The Principal,
Mammabai High School,
Mumbai - 33

Respected Sir/Madam,

Thank you for the valuable co-operation for the Internship Programme conducted in your esteemed school. Please give your valuable feedback for the Internship Programme of our students.

Thanking you.

Prashant Kale

Dr. Prashant Kale
Principal incharge Principal
Gokhale Education Society's
College of Education & Research
Parel, Mumbai - 400 012.



Mammabai
Principal
Mammabai High School
Dr. Ambedkar Road,
Chookli (E), Mumbai-33.



Principal
Gokhale Education Society's

FEEDBACK FORM (Practice Teaching Schools / Stakeholders) 2021-22

Particular	Excellent	Good	Satisfactory	Not satisfactory
Attendance of the students		✓		
Discipline of the students			✓	
Regulatory and Punctuality			✓	
Preparation and conduct of lesson			✓	
Behavior of student teachers		✓		
Use of ICT and teaching aid in the lesson		✓		
Behavior of student teachers with school teacher		✓		
Teaching skills of student teachers			✓	
Participation in school co-curricular activities			✓	
Overall performance of student teachers		✓		

Seal

Sarada
 Headmistress
 Siddhanta Education Society's
 High School (English Medium)
 Kharavela, Mumbai - 400 033



SP
 Principal
 Gokhale Education Society's