

## Curricular and Co-curricular Activities of B.Ed. Programme: What do the M.Ed. Students Opine?

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### Abstract

The practice of teaching constitutes the hub of the multiple and varied activities comprising the total programme of teacher education. It is interconnected with theoretical study, field work and practicum and a wide range of institutional experiences involving school students, teachers, student teachers, and mentors or teacher educators. This article focuses on the importance of 'practicum' in bridging "theory and practice" but beyond that, it offers the context for student teachers to develop their personal teaching competence. It enhances professional awareness such as knowledge of people, knowledge of themselves, self-control and inter-personal sensitivity, all of which are important traits that would see them through their professional lives. The survey method was adopted in the present study. With a sample of 130 M.Ed. students, randomly selected from 19 Colleges of Education in Tirunelveli, Tuticorin and Kanyakumari districts. In this study, MuWi's Opinionnaire on Activities of B.Ed programme (2015) was used. The statistical techniques employed were t-test and Man-Whitney test. The study found that there is no significant difference in quality of curricular and co-curricular activities of B.Ed programme with regard to type of B.Ed College, and nature of B.Ed College, and there is significant difference with regard to locality of B.Ed College as perceived by M.Ed. students.

**Keywords:** B.Ed Programme, M.Ed. Students, Perception, Practicum

### Introduction

Education is the ladder to pluck the fruits of success and a good life is the aim of basic education. It is one in which a man develops individual potentialities and becomes thereby a useful member of the community in which one lives. Individual and social abilities should be developed side by side, so that a perfectly balanced personality may be created (Pathak, 2004) <sup>[10]</sup>. The development of human resources is possible through a properly organized programme of education. It is imperative, that the teacher has to assume greater responsibility so as to initiate action for the transformation of society as an agent of social change and thereby help achieve the goal of national development. Thus success in carrying out educational reforms and acceptance of the new role by the teacher depends on the quality of teacher education (www.archive.mu.ac.in).

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. Teacher education in the 21st century must be oriented to the challenge of covering the entire population in providing literacy and knowledge for economic development and, progress of the society (Mohan, 2011) <sup>[9]</sup>. The curricular activities practiced in the colleges of education are: micro teaching, lesson plan, observation, demonstration, test and measurement, case study record, action research, laboratory experiment, psychology experiment, text book review, instructional material file, educational technology, programmed learning material, website analysis and environmental education; The co-curricular activities include physical and health education, citizenship training camp,

socially useful productive work (SUPW), etc. are being conducted (www.tnuniv.ac.in).

### Significance of the Study

India has one of the largest systems of teacher education in the world. Teacher education is important as efficient teachers can shape an efficient future society. The best teacher-preparation programme emphasizes subject-matter mastery and provides many opportunities for student teachers to spend time in real classrooms under the supervision of an experienced mentor. Prospective teachers play an important role in shaping the future of the country and hence it's important to pay much attention on the quality of teachers churned out every year. The goal of teaching practice is to create a link between theory and practice with a view to the student acquiring theoretically based skills in preparing, implementing and evaluating courses of teaching.

Teacher education has to be responsive to the challenges faced by educational system in general and the school education in particular. The students need to be exposed more and more to the realities of school and community. Internship, practice of teaching, practical activities and supplementary educational activities need to be planned better and should be organized more systematically. The curriculum, pedagogy and evaluation of teacher education programmes need to be made more objective as well as comprehensive. Besides, teacher education is essentially a context-sensitive activity. It has to respond to various changes in its social, political, economic as well as cultural contexts. To prepare teachers for helping physical, mental, social, emotional, aesthetic and linguistic development of children by means of individual and group activities.

In the educational system, activities are essential; especially in teacher education it places a vital role. Activities are important in the teaching learning process, which enable to make better performance and gain knowledge in a fruitful way. Hence the investigator opted to study the activities of B.Ed programme.

**Related studies**

The reviewed studies revealed that duration of the programme varies from country to country (Yadav, 2011) [11]; Co-curricular activities contribute for enhancing academic achievements of the secondary school students (Bashir & Hussain, 2012) [2]; participation in the co-curricular activities improve the academic performance of the students (Danial, Nawaz, Hassan & Mubeen, 2012) [3]; educators held positive views about the participation of learners in co-curricular activities as they felt the participation was beneficial in numerous ways (Kariyana, Maphosa, & Mapuranga, 2012) [7]; co-curricular activities develop positive attitude and confidence (Agnihotri & Sikka, 2013) [1]; level of participation in co-curricular activities and personality development of B.Ed. students is moderate (Kumar & Selvaraju 2014) [8]; co-curricular activities help to develop the spirit of healthy competition and develop the values like physical, psychological, academic, civic, social, aesthetic, ethical, cultural recreational and disciplinary values (Debnath & Pal, 2015) [4]; the student teachers’ participation seems to be average in evaluation process of college of education (Mali, 2012); over-scheduled involvement in co-curricular activities affect the academic performance of students negatively (Suleman, Singh & Zeeshan, 2014).

**Objectives of the Study**

1. To find out the significant difference, if any, in the quality of curricular activities of B.Ed programme as perceived by M.Ed. students with regard to institutional variables.
2. To find out the significant difference, if any, in the quality of co-curricular activities of B.Ed programme as perceived by M.Ed. students with regard to institutional variables.

**Hypotheses of the Study**

1. There is no significant difference in quality of curricular activities of B.Ed programme as perceived by M.Ed. students with regard to institutional variables.
2. There is no significant difference in quality of co-curricular activities of B.Ed programme as perceived by M.Ed. students with regard to institutional variables.

**Methodology**

The method adopted in the present study was survey method.

**Tool Used**

In this study, MuWi’s Opinionnaire on Activities of B.Ed programme developed by M. Mullaikodi and B. William Dharma Raja (2015) was used. It consists of two dimensions namely curricular activities and co-curricular activities. This tool contains 55 statements and it has ‘yes’ or ‘no’ type questions. After establishing the validity, the reliability was found by *Cronbach’s Alpha test* and the co-efficient of reliability was found to be 0.994. Thus the reliability of the tool was established.

**Sample**

The sample consisted of 130 M.Ed. students, randomly selected from 19 Colleges of Education in Tirunelveli, Tuticorin and Kanyakumari districts in Tamil Nadu.

**Statistical Techniques Used**

The relevant statistical techniques help the investigator to analyse and interpret the data meaningfully in the study. The techniques employed were t-test and Man-Whitney test.

**Table 1:** Significance of Difference in quality of curricular and co-curricular activities of B.Ed programme as perceived by M.Ed. students with regard to type of B.Ed College.

Dimensions	Type of B.Ed College	N	Mean Rank	U value	p-value
Curricular Activities	Govt-Aided	18	60.72	914.000	.976 <sup>NS</sup>
	Private	102	60.46		
Co-Curricular Activities	Govt-Aided	18	59.86	906.500	.925 <sup>NS</sup>
	Private	102	60.61		

NS – Not Significant

The Man-Whitney U test result from the above table indicates that the p value (= .976, .925) is greater than 0.05, hence the null hypothesis is accepted. It shows that there is no significant difference in quality of curricular and co-curricular activities of B.Ed programme as perceived by M. Ed students with regard to type of B.Ed College.

**Table 2:** Significance of Difference in quality of curricular and co-curricular activities of B.Ed programme as perceived by M.Ed. students with regard to Nature of B.Ed College.

Dimensions	Nature of B.Ed College	N	Mean Rank	U value	P value
Curricular Activities	Women’s College	10	56.85	513.500	.725 <sup>NS</sup>
	Co-education	110	60.83		
Co-curricular Activities	Women’s College	10	70.05	454.500	.316 <sup>NS</sup>
	Co-education	110	59.63		

NS – Not Significant

The Man-Whitney U test result from the above table indicates that the p value (= .725, .316) is greater than 0.05, hence the null hypothesis is accepted. It shows that there is no significant difference in quality of curricular and co-curricular activities of B.Ed programme as perceived by M.Ed. students with regard to nature of B.Ed College.

**Table 3:** Significance of Difference in quality of curricular and co-curricular activities of B.Ed programme as perceived by M.Ed. students with regard to locality of B.Ed College.

Dimensions	Locality of B.Ed College	N	Mean	S.D	t-value	p-value
Curricular Activities	Rural	76	28.289	5.142	2.750	.002*
	Urban	44	30.795	4.168	2.970	
Co-Curricular Activities	Rural	76	10.855	2.784	2.493	.005*
	Ruban	44	12.068	2.139	2.672	

NS – Not Significant

In the above table, since p value is less than 0.01, the null hypothesis is not accepted. It shows that there is significant difference in quality of curricular and co-curricular activities

of B.Ed programme as perceived by M.Ed. students with regard to locality of B.Ed. College.

### Findings

1. There is significant difference in quality of curricular and co-curricular activities of B.Ed programme as perceived by M.Ed. students with regard to type of B.Ed. College.
2. There is no significant difference in quality of curricular and co-curricular activities of B.Ed programme as perceived by M.Ed. students with regard to nature of B.Ed. College.
3. There is significant difference in quality of curricular and co-curricular activities of B.Ed programme as perceived by M.Ed. students with regard to locality B.Ed. College.

### Results and Discussion

The results found that the urban college M.Ed. students have better perception than the rural M.Ed. students about curricular activities. This may be due to the fact that the urban students have experience in using digital study materials, possess better infrastructural facilities and improved library facilities which the rural college students lack. Rural college M.Ed. students have better perception than the urban M.Ed. students about co-curricular activities, because they may get more chances in home to practice and involve in physical activities than the urban students.

### Implications

The National educational bodies can modify the curriculum of B.Ed programme in par with the intellectual abilities of the students. And curriculum could include more practical oriented activities and project based assignments. It would enhance the curricular activities of B.Ed students. The state government could improve upon the in-service programmes for the teacher educators to develop in them the necessary knowledge and skills in different co-curricular activities. The separate trained teachers should be appointed for various co-curricular trainings. Adequate time could be allotted for conducting these co-curricular activities. The institutions can conduct quiz programmes and brainstorming sessions within the classrooms frequently. It creates interest and develops a healthy competition among the students. The teacher educators can motivate and encourage the B.Ed students in cognitive and non-cognitive activities which would evoke their learning style. The colleges of education may provide better infrastructural facilities and improve library facilities to increase the curricular activities of rural students. The educational institutions can conduct awareness programmes on usage of recycled materials, practice of yoga and celebration of national leaders. The institutions can conduct inter-college competitions frequently, where B.Ed students can get a chance to exchange their ideas with others. It will improve the urban students' co-curricular activities and build up team spirit among them. Thus they will be able to work with others in future. More co-curricular activities should be included as assignments for teaching practice. Participation in co-curricular activities should be made compulsory for student teachers when doing their practicum at schools and colleges.

### Conclusion

Hence the B.Ed programme is bound to emerge with well-equipped teachers who are profound in knowledge and committed in service to the humanity in future, to mould and shape the younger generation in the classrooms. Its influence will be seen and felt in the student teachers and teacher educators in time to come.

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