

## **Trainee Attitude towards Two-year B.Ed. Programme in Uttar Pradesh** **Mohd Ali<sup>1</sup>**

### **Introduction**

Teacher education or teacher training refers to the policies, procedure and provisions designed to equip the prospective teacher with the knowledge, attitudes, behaviour and skills they require to perform their tasks effectively in the classroom, school and wider community. The professionals who engage in this activity are called teacher educators. The importance of component teacher to the nation's school system can in no way be overemphasized. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. It is common knowledge too that the academic and professional standard of teacher constitute a critical component of the essential learning conditions for achieving the educational goal. The length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills the teacher possess to meet the needs of diverse learning situation, the degree of commitment to the profession, sensitivity to contemporary issues. and problems as also to learners and the level of motivation critically influence the quality of curriculum transaction in the classroom and thereby pupil learning and the larger process of social transformation. Teacher education is often divided into these stages—

- • Initial teacher training / education - which is a preservice course before entering the classroom as a fully responsible teacher
- Induction - this is the process of providing training and support during the first few years of teaching or the first year in a particular school.
- Teacher development or continuing professional development (CPD)

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B.Ed –A bachelor of education falling under the category of Initial teacher training is an undergraduate professional degree which prepares students for work as a teacher in school, though in some countries , some additional work must be done in order for the students to be fully qualified to teach. This course can be pursued only after successfully completing graduation from a recognized university. The course enables the students to opt for a promising career in the field of teaching. Students are imparted practical training at the same time, are given theoretical knowledge in the field of teaching. For the course, the candidates are selected on the basis of their merit in the qualifying examination or performance in the B.Ed Entrance test held by concerned university or both.

The two-year B.Ed course has made many issues. Few of the teacher educators said that it is good to study it in detail, but few teacher educator said that it is not good since spending two years for B.Ed makes the student not to choose this. B.Ed is an undergraduate degree for students who aspire for the teaching programme. It improves the skill needed for teaching in schools. To teach In HPS and HS teachers must compulsorily possess B.Ed degree. To enter this course the aspirants must have completed B.A., B.Sc. & B.Com so that they can teach in the respective field. B.A. background student can teach history, civics, geography, languages, etc. B.Sc. students can teach natural sciences, physical science, and mathematics. B.Com. students can teach management, economics and other related subjects at school.

### **Literature Review**

Sushma. (2014), conducted a study on “attitude of teacher educators” towards two years B.Ed programme”. The major objective of this experiment is to find whether there is any significant difference in the attitude towards two years B.Ed Programme of teacher educators for the subsamples classified on the basis of Gender, Type of institution and Experience. The test used by her are t-test and one-way ANOVA. Sample number is 30 teacher Educators. In the first

hypotheses there exist no significant difference in the attitude of male and female Teacher Educators" towards two years B.Ed programme. Then tested by the t-test and obtained the result of male"s mean is 53.62 and females" is 52.64 then SD is 5.59 and 5.51 respectively and obtained value is 0.483 that is less than the theoretical value 2.05 at 0.05 level of significance at 28 degrees of freedom. Hence the hypotheses were accepted that there exists no significant difference between the attitude of male and female teacher educators towards two years B.Ed Programme. The second hypotheses, there exists no significant difference in the attitude of Government, Aided and unaided teacher educators" towards two years B.Ed Programme.

Jayakumar (2016), conducted a study titled "pros and cons: two years B.Ed., programme in India". The major objective of this experiment is to raise the standard of living of our people in the field of education. The test used here is survey method. This paper has highlighted the importance of updated curriculum in teaching learning process and needs to sustain it.

Marco (2011), conducted a study on "Future-oriented higher education: Which key competencies should be fostered through university teaching and learning?" The major objective of this study is to ask which key competencies are most relevant for sustainable development and hence should be developed in futureoriented higher education. The test used here is Delphi study.

Richard (1999), conducted a study on "How to improve teaching quality". The major objective of this study is observed specific actions that students should be able to perform if they have mastered the content and skills the instructor has attempted to teach. The test used here is TQM.

### **Rationale of the study**

The teacher educators prepare quality students who in turn improve the quality of school education and also enhance the learning level of children. The trainee educators are prepared through Bachelor of Education (B.Ed.) programme. It means quality of trainee educators

depend on B.Ed. programme. In this direction, many efforts were made by implementing the recommendations of policy documents. Recently Justice Verma Commission (2012) recommended that B.Ed. programme should be two year with adequate provision to branch out into specializations in curriculum studies, pedagogic studies, policy, finance and foundational studies. NCTE has also brought out four National Curriculum Framework for Teacher Education during 1978, 1988, 1998 and 2009 and recommended to improve the quality of B.Ed. programme. The UGC and RCI also made efforts on this direction. But it is felt that the existing B.Ed. programmes are of general nature and unable to prepare quality teacher educators. Therefore, this study was undertaken to analyse the existing curriculum and syllabus of B.Ed. programme run in different universities and tried to compare with NCFTE 2009. NCTE is the maker of policy but ultimately it will be implemented by the teacher educators of Education department of universities and B.Ed. colleges. It can be successful and effectively come in practice only through efforts of teacher educators. So it is very important to know the attitude of teacher educators towards Two-year B.Ed. Curriculum.

### **Definitions of the term used:**

**Teacher educators:** Teacher educators are those who are teaching in government and private B.Ed. institutions in Birbhum district.

**Two Year B.Ed. Programme:** It refers newly approved B.Ed. programme by National Council for Teacher Education (NCTE), which came into force from the 2015-16 academic year.

### **Objectives of the study**

1. To find out the views of trainee educators towards Two-Year B.Ed. Programme.

2. To compare the views of male and female trainee educators towards Two-year B.Ed. Programme.

3.To compare the views of trainee educators teaching in government and private B.Ed. Institutions towards Two-Year B.Ed. Programme.

### **Hypotheses:**

Hypothesis 1: There is no significant difference between attitude of male and female Trainee educators towards Two-year B.Ed. Programme.

Hypothesis 2: There is no significant difference between attitude of Trainee educators teaching in government and private institutions towards Two-year B.Ed. Programme.

### **Methodology:**

The methodology adopted for the study is descriptive in nature. For the present study 100 Sample trainee taken randomly from different B.Ed colleges of Uttar Pradesh of which 50 male teacher and 50 female trainee were selected for the study. Both Primary and Secondary sources were used for the study. For purposes of collection of Primary data a s Questionnaire was used. Five point Likert Scale having response mode of ‘Strongly satisfied’, ‘Satisfied’, ‘Not sure’, ‘dissatisfied’, ‘Strongly dissatisfied’, was use to evaluate the responses.

### **Major findings:**

To reach the objective of the study, the major findings of the study are stated bellow which come out of the study-

- The trainee show a mixed perception towards the Two –year B.Ed programme.
- The greater percentage of the trainee are dissatisfied with the curriculum distribution of the two year B.Ed program. Some of them stated that there are more theoretical paper in the first year and the papers included in the second year is more complex.

- The trainee education as an optional paper is point of dissatisfaction for most of them, whereas it should be the core paper as stated by them
- The most of the trainee have negative perception towards the two year B.ed programme in respect to its economic compatibility. The fee structure is too high to afford for some trainees for one more year.
- Most of the trainee prefer one-year B.ed. programme to two year in respect of its durability and economic compatibility.
- Teaching for four months in school under the Internship programme without any remuneration has become hard for some of the trainees.
- Lack of warranty of getting involved in the desired profession after a two-year long course is also a factor of disinterest to the programme.

### **Conclusion:**

This research paper shows the opinion of many trainee educators about two year B.Ed programme. The two-year B.Ed course has made many issues. Few of the trainee educators said that it is good to study it in detail, but few trainee educators said that it is not good. From this teaching competency scale, investigators came to know the competency level of the teachers. And also this investigator found the relationship between the trainee“ perspective towards two-year B.Ed programme and teachers competency skill.

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