

IMPLEMENTATION OF TWO YEAR B.ED. PROGRAMME : ISSUES AND CONCERNS

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ABSTRACT

In accordance with NCTE regulations 2014, the B.Ed. programme has been extended from one year to two year in order to improve the quality of teacher. The drive for improving quality has been praised by universities and colleges. Nevertheless this great change in two year B.Ed. programme was exciting, but quick implementation was difficult to contemplate. The implementation of extended two year B.Ed. programme in a short time frame, universities and institutions confronted with a number of challenges and concerns. The present study endeavored to find out an overview of teacher educators and trainees experiences towards two year B.Ed. programme through an empirical research of 50 teacher educators and 100 prospective teacher of two year B.Ed. programme. In the light of the findings of the study, it is suggested that four years integrated dual degree programme (ITEP) should be implemented with strict regulations, monitoring mechanism and appropriate follow up activities regarding its impact on quality improvement.

Key Words : Implementation, Programme, Teacher Education, Experience, Attitude.

Introduction:

Teacher education is an essential component of the educational process. As a result the quality of education depends on the quality of teachers. The success of education depends upon the quality of teachers who create excellence in every area of life. The quality of educational system depends completely upon the quality of teachers. Thus, the teacher occupies a central position within the educational system. A teacher plays a significant role in nation building. He is a guru who leads us from darkness to light. To bring quality in the different dimensions of the teaching profession, the training of teachers is much needed. Especially in India, the training of secondary school teachers (In-service and Pre-service) is essential. The bachelor of education (B.Ed.) programme prepares qualitative teachers that in turn, enrich the quality of school teachers and also enhance the learning level of prospective teachers. This means that the quality of the teachers rely upon the B.Ed. programme. In this regard, numerous efforts have been made to implement the various recommendations of policy documents as suggested by various commission and committees in India. Very recently NCTE new regulation 2014 made a radical shift in the duration of teacher training programme especially in B.Ed. from one year to two year. Nevertheless the sudden big shift was interesting but its quick implementation was difficult to think about. The two year B.Ed. programme has inherent responsibilities for the overall development of teacher training for the improvement of professional competencies, pedagogical teaching and learning & reflective teaching etc, to prepare professional and skilled teachers, and all this demands a large amount of planning and appropriate organization of this one. In this backdrop, the experiences of prospective teachers and teacher educators in implementation of two year B.Ed. programme must be known

Objectives of the study:

The present study was taken up considering the following research objectives:

- 1- To find the prospective teacher's experience towards two year B.Ed. programme.
- 2- To find the teacher educator's experiences towards two year programme.

Research Hypotheses of the study:

Keeping in view the objectives the following hypotheses were formulated:

- 1- There will be favorable experiences of prospective teachers towards two year B.Ed. programme.
- 2- There will be more favorable experience of prospective teachers regarding implementation of curricula activities in two year B.Ed. programme.
- 3- There will be favorable experiences of prospective teachers regarding implementation of curricula activities two year B.Ed. programme.
- 4- There will be more favorable experience of prospective teachers regarding implementation of internship in two year B.Ed. programme.
- 5- There will be more favorable experiences of teacher educators towards two year B.Ed. programme.
- 6- There will be favourable attitude of teacher educators towards two year B.Ed. programme.
- 7- There will be more favorable experiences of teacher educators regarding organization of two year B.Ed. programme.
- 8- There will be more favorable experiences of teacher educators regarding outcome of two year B.Ed. programme.

Research Methodology of the study:

The present study was based descriptive survey research method.

Sampling method & tool used in the study:

Through purposive sampling method, a sample of 100 prospective teachers and 50 teacher educators were selected out of total prospective teachers and teacher educators from Meerut area. To collect the data, researcher developed one opininaire for prospective teachers, consisting 15 items by covering all dimensions. The reliability of the scale is measured by split-half method is 0.78, whereas validity is determined by expert's opinion.

Another researcher was developed opininaire for B.Ed. teacher educators, consisting 12 items by covering all dimension the reliability was found 0.69, while the validity is established by expert's opinion.

In addition, B.Ed. teacher educators had an open space at the end in the opininaire to express their wide-ranging opinion for the dimensions of expanded B.Ed. programme such as . implementation, organization, management and outcome, which are also embedded in the findings.

Data analysis:

Table-1: Experience of prospective teachers towards two year B.Ed. programme

	% Favorable	% Moderate	% Unfavorable
Prospective teachers' experience	20	50	30

Interpretation: 20% prospective teachers have more favorable experiences in implementation of two year B.Ed. programme and 50% have moderate experiences and furthermore 30% prospective teachers have unfavorable experiences towards two year B.Ed. programme as an evident from the table-1 and figure 1.

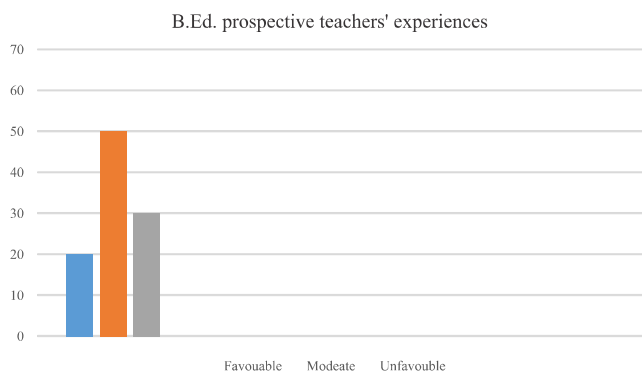


Figure-1: Prospective teacher's experiences

Table -2 B.Ed. prospective teachers' experiences in implementation of theory class.%

Favorable%

Moderate%

Unfavorable Prospective teacher's experiences 25 60 15

Interpretation: It is exhibited from the table -2

that 15% prospective teachers have unfavorable experiences in implementation of theory classes of two year B.Ed. class in implementation of two year B.Ed. Programme in compare to 25% favorable experiences of prospective teachers. Nevertheless, a huge group of 60% prospective teachers have moderate experiences in implementation of theory class of two year B.Ed. programme as depicted in fig-2.

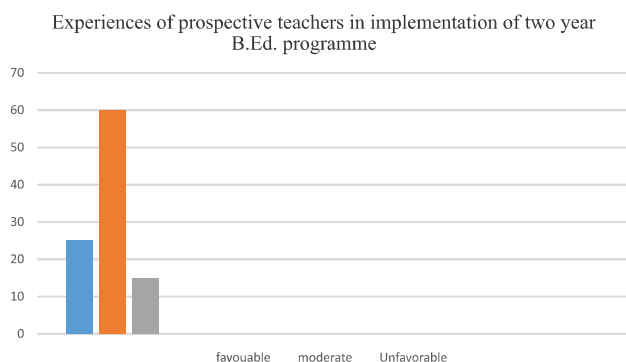


Figure-2: Experiences of prospective teachers in implementation of two year B.Ed. programme

Table-3: Experience of prospective teachers in implementation of curricular activities:

	% Favorable	% Moderate	% Unfavorable
prospective teachers' experience	10	75	15

Interpretation: the evidence from this table-3 that 15% prospective teachers have unfavorable experiences in the implementation of curricular activities in two year B.Ed. programme. Nevertheless a huge group of prospective teachers 75% have moderate experiences about curricular activities. Further 10% prospective teachers were feel favorable experiences in implementation of curricular activities towards extended two year B.Ed. programme.

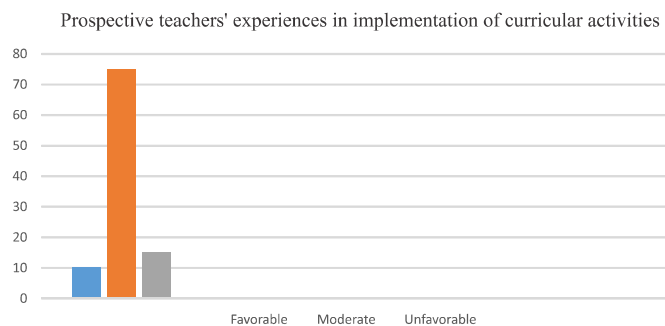


Fig-3: Prospective teachers' experiences in implementation of curricular activities:

Table -4: Experience of prospective teachers in implementation of internship programme.

	% Favorable	% Moderate	% Unfavorable
Prospective teachers' experience	14	68	18

Prospective teachers experiences in implementation of internship programme

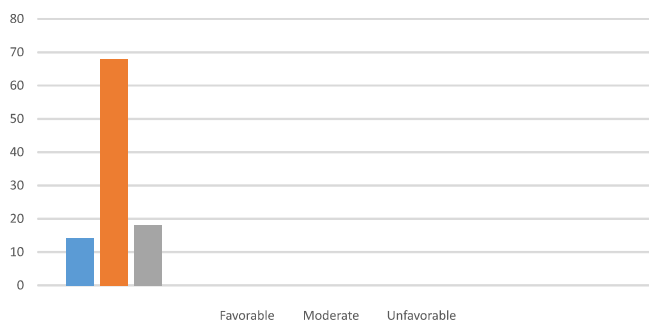


Figure-4: Experience of prospective teachers in implementation of internship programme.

Interpretation: It is evident from the table -4 and figure-4 that 18% prospective teachers have unfavorable experiences than favorable experiences of 14% prospective teachers. And 68% prospective teachers had moderate experiences in implementation of internship programme.

Nevertheless, if we compared the experiences of prospective teachers between implementation of theory classes and internship programme in which researcher is observed that highest measures of unfavorable experiences of prospective teachers were in internship programme. This can be due to the fact that while gauging the experiences of prospective teachers' experiences, researcher find out that most of the prospective teachers agreed that internship schools have not co-operating properly in the two year B.Ed. programme. Most teachers also agreed that the programme was even more effectively implemented at the central universities but state universities and private institution the condition was miserable especially in terms of internship programme.

Table-5: Teacher educator's experiences towards two year B.Ed. programme.

	% Favorable	% Moderate	% Unfavorable
Teachers Educators' experiences	20	54	26

Interpretation: Thus it is exhibited from the table-5 and figure-5 that 26% teacher educators have unfavorable experiences towards two year B.Ed. programme than favorable experiences of teacher educators (20%) and only 54% of teacher educators were having favorable experiences towards two year programme

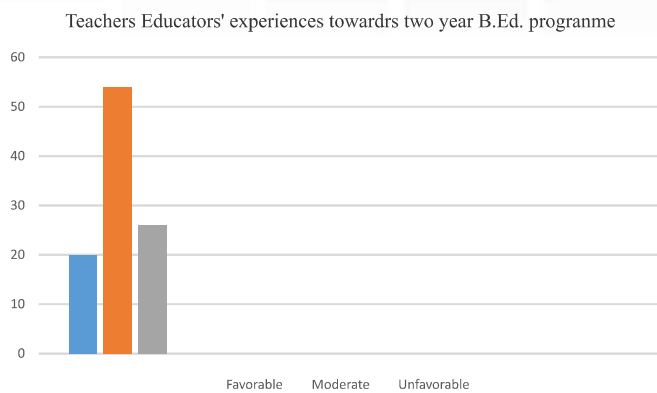


Figure -5: Teacher educators' experiences in two year B.Ed. programme

Table -6: Teacher educators' attitude towards two year B.Ed. programme.

	% Favorable	% Moderate	% Unfavorable
Teachers Educators' Attitude	18.6	62.2	19.2

Interpretation: It is evident from the table -6 and figure-6 that 62.2% teacher educators have moderate attitude and 18.6% teacher educators have favorable attitude against unfavorable attitude with 19.2% teacher educators towards two year B.Ed. programme.

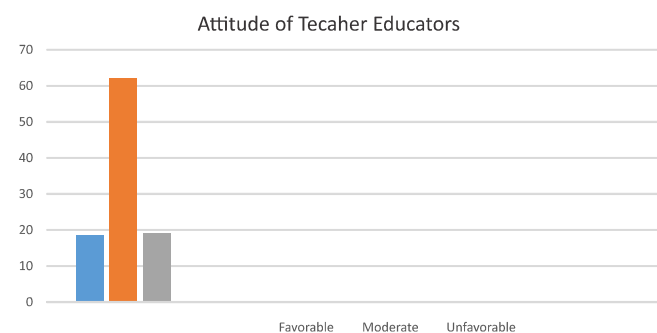


Figure -6: Teacher educator's attitude towards two year B.Ed. programme.

In writing, many teachers have voiced their views about the two-year B.Ed. programme, as the extended duration has significant Objectives. However, it does not serve prospective teachers' job aspirations well. Some teachers proposed an integrated B.Ed. M.Ed. course to save one year of pupils. While some teacher educators have proposed that it should be more skill-oriented, in terms of expanded hands-on teaching experiences so as to a greater exposure of prospective teachers.

Table-7: Teacher educators' experiences in organisation of two year B.Ed. programme.

	% Favorable	% Moderate	% Unfavorable
Teacher educator's experiences in organization	22	52	26

Interpretation:

Table-7 and figure-7 indicated that 26%teacher educators have highly unfavorable experiences in the implementation of two year B.Ed. programmeagainst 22%favorable experiences whereas 52% teacher educators have moderate experiences. This may be due to the change in tenure of the B.Ed. programme without any orientation. Consequently teacher educators and administrators were unprepared and difficult to organize.

Teacher Educators experiences in organisation of two yaer B.Ed. programme



Figure-7: Teacher educator's experiences in organisation of two year B.Ed. programme.

Most of teacher educators have written about the need to upgrade the two year B.Ed. programme. Teacher educators share their perspectives on implementation, but much is required to achieve this. In addition, many teachers share this view with the prolonged length of B.Ed. prgramme's practicum. Due to this schools are not cooperating well, many of them reported about rough and rigid behaviors of subject school teachers with prospective teachers.

Table-8: Teacher educators' experiences in outcome of two year B.Ed. programme.

	% Favorable	% Moderate	% Unfavorable
Teacher educators experience in outcome	28.6	42	29.4

Interpretation: Table-8 depicted that29.4% teacher educators have unfavorable experiences about the outcome of two year B.Ed. programmeagainst 28.6% favorable experience about outcomes whereas 42% of teacher educators have moderate experiences about outcome of two year B.Ed. programme.

Teacher educators experiences in outcome of two year B.Ed. programme



Figure -8: Teacher educators experience regarding outcome of two year B.Ed. programme.

It is obvious from the above table-8 that teacher educators were quietly unsure of the outcome of two year B.Ed. programme.However, many of teacher educators indicated that the result would be better if more specialized skills such as ICT, innovative science & mathematics, environment education, special education etc should be focused. Teacher educators were opined that if the pupils would spend four previous year just after their secondary level in four years integrated programme like ITEP, it will allow a better development of teaching competencies among them, which is need of the hour and teaching profession as well.

Conclusion:

Researcher may infer from the above results that all the hypotheses are rejected due to more unfavorable experiences of prospective teachers and teacher educators in two year B.Ed. programme compare to favorable experiences. Nevertheless, a number of them also have moderate experience. It is obvious from the above results that prospective teachers have least favorable experiences in implementing curricula activities. As an extensive two year B.Ed. programme offered a broad range of curricular activities, but the results indicated that it is not suitable for them or institution in not in a position to provide the appropriate facilities as per programme's need.In addition, they have the greatest unfavorable experiences in the practicum programme. It could be the reason that the practicing schools do not welcome the prospective teachers for repeated visits over two year. Clearly, schools have to make arrangements for them. Teacher educators are also pointed out that the extended practicum is challenging and does not have a lot of practical aspects without proper supervision.Perhaps it could be profound cause of all the unfavorable experiences of teacher educators and prospective teachers as well. In the light of the above findings and facts it is suggested that four years integrated dual degree programme (ITEP) should be implemented with strict regulations, monitoring mechanism and appropriate follow up activities regarding its impact on quality improvement.

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