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Views of Teacher educators towards Two-year B.Ed. Programme of West Bengal

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Abstract

Every concerned person talks about quality education. There have been reforms for total quality education. Programs, plans and policies have been devised to achieve the quality. Unfortunately we could not get expected result in this direction, may be because we could not consider the equal importance of all the three aspects (input, process and output) together in relation to the educational objectives we have had framed. The quality parameters like infrastructural facilities, good physical plant, competent teacher, and quality student conducive environment for curricular transaction need to be considered as pre-requisites of any reform for quality improvement. Teacher education seems to be the most adversely affected area with regard to quality improvement. Mushrooming of B.Ed. colleges without satisfying the NCTE norms have further deteriorated the quality. In the present study the investigation made an attempt to study the B.Ed. teacher educator attitude towards Two year B.Ed. programme in Birbhue and Bardhaman District of West Bengal. The study also revealed that Male and Female, Rural and Urban teacher educators towards Two Year B.Ed. programme did not differ significantly.

Key Words: 2 year B.Ed, Teacher Educator

Introduction

The National Curriculum Framework-2005 states that teacher -education programmes today train teachers to adjust to a system in which education is seen as the transmission of information. Attempts at curricular reform have not been adequately supported by teacher - education. Existing teacher -education programmes neither accommodate the emerging ideas in context and pedagogy nor address the issue of linkages between school and society. There is little space for engagement with innovative educational experiments. Experiences in the practice of teacher-education indicate that knowledge is treated as 'given', embedded in the curriculum and accepted without question. Curriculum, syllabi and textbooks are hardly critically examined by the student-teacher or the regular teacher. Language proficiency of the teacher needs to be enhanced, as the existing teacher -education programmes hardly recognise the centrality of language in the curriculum. It is assumed that link subjects are automatically formed during the programme. Most teacher-education programmes provide little scope for student-teachers to reflect on their experience and thus fail to empower teachers as agents of change. Education reforms invariably accord highest priority to improve teacher effectiveness. It requires consistent up gradation of teacher-education programme. Over the last two decades in India, the issue of curriculum renewal and extended duration of secondary stage teacher education has received serious attention. A perusal of the reports of various commissions and committees indicate the preference for longer duration of B.Ed. programme. It was also endorsed by the Hon'ble Supreme Court of India in its judgment on 15 June 1993. "The Teachers Training Institutes are meant to teach children of impressionable age and we cannot let loose on the innocent and unwary children the teachers who have not received proper and adequate training. True, they will be required to pass the examination but that may not be enough. Training for a certain minimum period in a properly organized training institute is essential before a teacher may be duly launched." The NCTE prepared the curriculum framework for teacher education in 1998 and for the first time made the recommendation for beginning a two-year B.Ed. programme to prepare quality teachers. The NCERT in collaboration with NCTE developed four different syllabi for initiating this two-year B.Ed. programme in its four regional institutions in the year 1999. The experiences of running these courses for over nine years proved to be valuable indicators for the present exercise of preparing effective teachers who could cope with the emerging challenges in their professional careers. Accordingly, the two-year B.Ed. course aims at a complete development of the student-teacher; particularly in knowledge and skills, in individual care of the learner and also in methods and evaluation designed to facilitate learning. It aims at developing understanding of and competence to render disciplinary knowledge into forms relevant to stage specific understanding of teaching-learning situation apprehended through intensive

study of conceptual explanations, observation and analysis of live classroom situations as well as hand-on experiences and longer duration of field experience.

Rationale of the study

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

Statement of the problem : It has been stated as follows:

Views of Teacher educators towards Two-year B.Ed. Programme of West Bengal

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 is likely to become into force from the 2015-16 academic year.

Objectives of the study

1. To find out the views of teacher educators towards Two-Year B.Ed. Programme.
2. To compare the views of male and female teacher educators towards Two-year B.Ed. Programme.
3. To compare the views of teacher educators teaching in government and private B.Ed. Institutions towards Two-Year B.Ed. Programme.

Hypotheses

Ho1: There is no significant difference between attitude of male and female Teacher educators towards Two-year B.Ed. Programme.

Ho2: There is no significant difference between attitude of Teacher educators teaching in government and private institutions towards Two-year B.Ed. Programme.

Delimitations of the study

1. This study will be delimited on Birbhum and Burdwan district of west Bengal.
2. Regular mode of Two-year B.Ed. Programme to be come into force from the 2015-16 academic years will be used in this study.

Research methodology

Research method: Descriptive survey method will be used in proposed study.

Population: Teacher educators of Birbhum & Burdwan district will be considered as population.

Sample: 40 teacher educators teaching in government and private B.Ed. institutions in Birbhum & Burdwan district will be selected by random sampling technique.

Tool: A questionnaire will be prepared by researcher.

Statistical Measures used

In the present study inferential statistic were used for analysis and interpretation on the obtained score.

Inferential statistic, like t-test was applied to researcher significance of difference between teacher educators group (Ex- Male teacher educators and Female teacher educators, Government teacher educators and Private teacher educators).

Findings

- ✓ According to 20% of the respondents, strongly agree towards Two-Year B.Ed. programme.
- ✓ 30% of the respondents agree towards Two-Year B.Ed. programme.
- ✓ 32.5% of the respondents' undecided towards Two-Year B.Ed. programme.
- ✓ 15% of the respondents disagree towards Two-Year B.Ed. programme.
- ✓ 2.5% of the respondents strongly disagree towards Two-Year B.Ed. programme.
- ✓ No significance difference between views of Teacher educators teaching in Private and Government institution towards Two-year B.Ed. programme
- ✓ No significance difference between views of male and female Teacher educators towards Two-year B.Ed. Programme.
- ✓ According to 37.50% of the respondents, the duration of one year is sufficient for preparing of a trained teacher and according to 52.50% the duration of one year is not sufficient time for preparing a trained teacher.
- ✓ According to 32% of the respondents, that student will be interested in other programme instead of doing B.Ed. like library science, special B.Ed. etc and according to 20% of the respondents, students will not be interested in other programme instead of doing B.Ed. but 48% respondents told that they couldn't say anything regarding this view.
- ✓ In new B.Ed. programme 20 weeks will be provided for practice teaching. According to 30% of the respondents, school administration can manage to provide 20 weeks of practice teaching while 15% respondents said that school administration can't provide 20 weeks of Practice teaching and according to 55% of the respondents, don't give their opinion.
- ✓ According to 77% of the respondents, demonstration school is needed within the B.Ed. campus to complete practice teaching properly while 13% respondents said that demonstration school not needed within the B.Ed. campus to complete practice teaching properly and according to 10% of the respondents, they couldn't say anything about this question.
- ✓ According to 88% of the respondents, semester system should be adopted for new B.Ed. programme but 12% respondents said that semester system shouldn't be adopted for new B.Ed. programme.
- ✓ According to 87.50% of the respondents, CCE should be used for the assessment in new B.Ed. programme and according to 5% of the respondents, CCE shouldn't be used for the assessment in new B.Ed. programme and according to 7.50% of the respondents, they couldn't say anything about this question.
- ✓ According to 50% of the respondents, the entrance test should be obligatory for admission in Two year B.Ed. while 35% respondents said that the entrance test shouldn't be obligatory for admission in Two year B.Ed. and according to 15% of the respondents, they couldn't say anything regarding this view.
- ✓ According to 82.50% of the respondents, were agreeing to include Environment issues, Education for children with special needs. Value and peace education and child's right and education in new Two-Year B.Ed. curriculum but 8.25% respondents were disagree and 10% respondent couldn't say anything about their views.

Conclusion

Curriculum :Existing B.Ed. curriculum needs to be modified. Lengthy papers like "Education and Contemporary Indian Society" and 'Measurement and

Evaluation' need be made compulsory much important subjects like- child' right and education, Education for children with special needs. Environment Education, Value and Peace Education including Guidance and Counseling must be offered. In this way, B.Ed. course should be of two years duration

Where practice of teaching will be of at least 140 days. A demonstration school should be attached with the institution, so that practice-teaching can be better organized.

Teaching Learning Process :B.Ed. students should be the focal point of teaching-learning process. Use of teaching aids in Teaching-Learning Process need to be emphasized. Crowded classroom also adversely affects the quality of teaching.

Evaluation System: Evaluation should be transparent. Students should be shown the evaluated answer scripts. There should be unit test objective type questions asked more in number. These should be semester system. CCE should be adopted in new B.Ed. programme.

Others :Activities in B. Ed. have become only formality. There should be required number of teachers to teach. More optional papers should be offered. Number of activities should be reduced as they are time consuming and formalities only. A better well equipped library should be provided.

Suggestions for further research

Following suggestions may be given for further research--

Attitude of teacher educators towards Two-Year M.Ed. Programme.

Attitude of teacher educators towards Two-Year Special B.Ed. Programme.

Effect of two-year B.Ed. programme.

Attitude of Student teachers towards Two-Year B.Ed. Programme

The study conducted by increasing the sample and including more districts in the territory of West Bengal.

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