



ATTITUDE OF TEACHER TRAINEES TOWARDS TWO YEAR B.Ed PROGRAMME AND THEIR FUTURE

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Abstract

Teacher education, all over the world, has undergone drastic changes in the last two decades. In India NCTE recently changes the B.Ed programme duration from one year to two year. This reason the researcher wants to study the attitude of teacher trainees towards two year B.Ed programme and their future in selected B.Ed colleges of Hassan city, Karnataka. The study was conducted in both purposely and simple random sampled Aided and private B.Ed colleges in Hassan city, Karnataka. Data were collected using Questionnaire. All questions are yes/no questions. The data collected was analyzed by use of descriptive statistics and presented with the aid of tables and percentage. From the analyzed data major discussion were made and reported. Most of the teacher's trainee's opinion was that two year B.Ed programme is not correct. But they agree the teacher trainee's quality will improve by increase of two years. And they will have good hope for their future / job security.

Key words: *Teacher Education, B.Ed programme, Quality, future and hope.*



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Introduction: By putting a tremendous faith and responsibility on them, the national policy of education (1986) expects a lot from the teachers. It boldly opined. "No people can rise above the level of its teachers." It states that the "status of the teacher reflects the socio-cultural ethos of a society." It has been recommended that: "the government and the community should Endeavour to create conditions which will help to motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community."

By ‘teacher education’ is meant all those formal and informal activities and experiences imparted to an individual in order to make him capable following carrying out the duties of a teacher effectively.

Objectives of the study:

The following objective of this study is to:Determine the teacher trainee’s opinion in relation to the two year B.Ed programme.

- ii. Determine the teacher trainee’s opinion in relation to their future job security.
- iii. Determine the teacher trainee’s opinion in relation to their interest and purity towards teaching profession.

Methodology: This study was a descriptive survey. A descriptive survey attempts to describe characteristics of phenomena, opinions, subjects, preference, attitudes and perceptions of people of interest to the investigation.

Sampling procedures: Purposive sampling was used. The researcher purposively selected the one aided and one private B.Ed college Teacher trainees Hassan city, Karnataka, India. Among 120 teacher trainees 40 trainees are from aided college and 80 trainees from private college. 47 trainees are male and 73 are female. 81 trainees are from rural background and 39 are from urban background. 57 trainees are graduates another 63 are post graduates. 54 trainees are science or commerce background and 66 are arts background.

Table-1:SampleDistribution

S No	Components		Total No
1	Aided College trainees 40	Private college trainees 80	120
2	Male 47	Female 73	120
3	Rural 81	urban 39	120
4	Graduates 57	Post graduates 63	120
5	Science or commerce 54	Arts 66	120

Statistical techniques used:The classified and tabulated data were subject to statistical analysis using percentage only.**Findings and discussion:**

Table-2: The Teacher trainee's responses on the two year B.Ed programme and their future.

	Yes	No	Total
1. Did You join the B.Ed programme on your own interest?	105	15	120
2. Did you join the B.Ed programme without other option/opportunity?	15	105	120
3. Did you get the college which you liked?	120	00	120
4. Does the 2 Year B.Ed programme is correct/suitable?	48	72	120
5. Do you think spending two year for B.Ed programme is a waste of time?	57	63	120
6. Do you hope of completing the 2 year B.Ed programme?	111	09	120
7. Does the Quality of student trainees will improve by increase of 2 years?	108	12	120
8. After completing the B.Ed programme do you have any hope of getting Good Job?	114	06	120
9. After completion of B.Ed do you have any hope to getting Government Job?	108	12	120
10. After completion of B.Ed do you have any hope to getting Good private Job?	114	06	120
11. Have you taken the B.Ed programme for only knowledge purpose?	57	63	120
12. Do you have humbleness to become a teacher?	102	18	120
13. Does the teaching profession have reverence?	63	57	120
14. Do you have stage fear?	72	48	120

The findings and discussion of the study were as follows: 88 % of the teacher trainees join the B.Ed programme on their own interest.

- 12 % of the Teacher trainees join the B.Ed programme without other option/opportunity.
- All the teacher trainees joined colleges they liked.
- 60 % of the teacher trainee's opinion extension of B.Ed programme from one year to two year is not correct/suitable.
- 48 % of the teacher trainees think spending two year for B.Ed programme is a waste of time.
- 93 % of the teacher trainees have hope of completing the two year B.Ed programme. But only 7% of trainees have no hope.
- 90 % of the teacher trainees think quality of teacher trainees will improve by increase of two years.
- 95 % of the teacher trainees have hope of getting good job and 90% have hope of getting government job in future and 95% have hope of getting good private job.

- 48 % of the teacher trainees join the B.Ed programme for only knowledge purpose.
- 85 % of the teacher trainees have humbleness to become a teacher.
- 47 % of the teacher trainees told now the teaching profession have no purity/ reverence.
- 60 % of the teacher trainees have stage fear.

Conclusion: Based on the findings the conclusion of the study as bellow: Most of the teacher trainees join the B.Ed programme on their own interest. This is the good thing and nearly 90% of the trainees have humbleness to become a teacher. Teacher trainees this attitude in future have a hope of more good quality in the education system. Nearly half of the teacher trainees express that the two year B.Ed programme is not suitable and it is a time waste process. They all oppose the two year B.Ed programme. Present in Karnataka state all most all B.Ed colleges admissions is so much less, this will supports the teacher trainees opinion. Maximum teacher trainees express, when the B.Ed programme become two year there is an improve in our teaching quality and in this way good hope on their future. And maximum teacher trainees said that we get good private or government jobs. This was the good thing in the quality and development in education field. The half of the teacher trainees says that they have the stage fear. The main responsibility of the B.Ed colleges is to remove this stage fear from the teacher trainees. **Suggestions:** Is good NCTE has to reduce the duration of B.Ed programme.

- After one year B.Ed programme providing 2-4 months internship, then giving the degree is enough.
- More than the half of teacher trainees having the stage fear. So to remove this teacher education institutions and teacher educators have to give more concentration on this.
- Some of the teacher trainees has to joined the B.Ed programme without interest, for them also the teacher educator should develop the holy opinion and interest on the profession.

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