



ATTITUDE OF TEACHER EDUCATORS' TOWARDS TWO YEARS B.ED PROGRAMME.

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Introduction

A Bachelor of Education (B.Ed) is an undergraduate professional degree which prepares students for work as a teacher in schools, course offered for those interested in pursuing career in teaching. The B.Ed degree is mandatory for teaching in higher primary schools and high schools. The minimum qualification required for entry into B.Ed. course is Bachelor of Arts(B.A.), Bachelor of Science (B.Sc.). While students from arts stream are trained to teach subjects like history, civics, geography and languages. It was introduced to teach a person about teaching and the various aspects associated with teaching.

Role of teachers has always been hailed in India as among the gods, a testimony of which is the reverence paid to teachers. Celebrating Teachers Day, as a birth centenary of Sarvepalli Radhakrishnan, is a further reiteration of this belief. Since post independence, teaching profession is existent in the country because the basis of development of a country is masked in the role of teachers. As the development in the field of education goes on in India, teachers have always been in demand for schools, starting from the primary level to the higher secondary levels. Also, for every educational institution, To empower the child with quality education and making them learn the power of social upliftment, is what has been the primary driving force towards schooling. Government rules and regulations have been formulated at the primary education and secondary education level. Steps like Sarva Sikshya Abhiyan, setting up of new schools, providing elementary education to girls, and many such progressive endeavours have been taken towards the strengthening of education system in the country. Course options - Requirement of teachers in schools has increased in elementary and higher school levels. Those,

who are having an aptitude for teaching children, can take up courses like Bachelor in Education or B.Ed, so that after finishing of the course, they can start as teachers in different subjects. But, to be eligible as teachers, people need to complete these courses. There are also courses like Diploma in Education or D.Ed or TCH, which is a requisite for teaching in primary and nursery schools in India. If people want to go further and teach in higher secondary institutes, another qualification with carries some importance is that of masters in Education or M.Ed, which many people are nowadays opting for. Respective streams - B.Ed courses have become mandatory for people who are aiming to teach in the higher primary schools and high schools. To enter into these courses, the minimum educational qualification is Bachelor in arts, science or commerce, according to which the interested candidates can go for teaching in respective streams. Those with educational background of arts can go for teaching in history, civics, geography, and languages. Students of science stream can teach mathematics, physics, chemistry and biology. With background of bachelor in commerce, the students can teach economics and other commerce subjects.

Courses being monitored - National Council for Teacher Education is the highest statutory body regulating teaching education in India. With the introduction of B.Ed and M.Ed courses and an integrated course of Bachelor of Elementary Education or B.El.Ed, wholesome and professionally qualified elementary teachers are possible to be recruited. These are meant to increase the subject knowledge, human development, pedagogical capabilities and communication skills in incumbent students. To further improve the quality of teachers who are getting into the teaching profession at all levels of primary and secondary education, the minimum educational qualification has been provided with a rider of minimum score of 50% in the qualifying exam. B.Ed and M.Ed course are being offered by large number of institutes in India, with some of them even being correspondence courses. Students from small towns and village, who have an aptitude of higher education and wish to enter into teaching profession and have an aptitude for such a job, need to go through different colleges and their admission criteria, so that they can build for themselves a good career in the field.

The regulation NCTE 2014 has made B.Ed and M.Ed programme two years from the forthcoming years. The teacher educators, experts from the educational field have diverse attitude towards two years B.Ed and M.Ed course. Some says it is good for two years, some says it is not at all good because after completion of three years degree, students have to peruse two years B.Ed and two years M.Ed and again M.A. M.Sc. M.Com is mandatory, this long run of course may make students to not to opt the B.Ed and M.Ed course. Thus the investigators interested to find the attitude of teacher educators' attitude towards B.Ed Programme in the present paper.

Objectives of the Study

1. 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
a. Gender b. Type of institution c. Experience.

Hypotheses of the Study

1. There exist no significant difference in the attitude of male and female teacher educators' towards two years B.Ed Programme
2. There exist no significant difference in the attitude of Government, Aided and unaided teacher educators' towards two years B.Ed Programme
3. There exist no significant difference in the attitude of 10-20, 21-30, 30-40 years of Experienced teacher educators' towards two years B.Ed Programme

Methodology

Method

Survey method was used for collecting data for the present study

Sample

Study was conducted on random sample of size of 30 teacher Educators of Belagavi B.Ed Institutions. Government, Aided and unaided B.Ed institutions were selected for the study.

Tool

A survey was the sole means of data gathering for this study. For the study the attitude scale was prepared by investigators followed by Likert scale. The attitude scale was administered as pilot study and found validity and reliability. Nearly 25 questions were prepared ultimately 15 questions were selected by item validity and item analysis. Split half reliability was established and the reliability was $r=.90$. Hence it can be said that the attitude scale was reliable. The items were in the form of positive statements (8) and negative statements (7), and one open ended question was open for their any other opinion and suggestions.

Statistical Technique used

The t-test and one way ANOVA was employed

Results

The first hypothesis that is there exist no significant difference in the attitude of male and female Teacher Educators' towards two years B.Ed programme was tested by the t-test obtained result is male's mean is 53.62 and females' is 52.64 then SD is 5.59 and 5.51 respectively and obtained t

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 hypothesis was accepted that there exists no significant difference between the attitude of male and female teacher educators towards two years B.Ed Programme.

The second hypothesis that is there exists no significant difference in the attitude of Government, Aided and unaided teacher educators' towards two years B.Ed Programme. To analyze this hypothesis one way ANOVA was employed and obtained result was presented as below.

Table 1. F ratio of government, Aided and unaided

	Sum of Squares	df	Mean Square	F
Between Groups	208.096	2	104.048	4.324
Within Groups	625.697	26	24.065	
Total	833.793	28		

the f value is 4.324 which is greater than the theoretical f-value that is 3.35 at 0.05 level of significance. Hence the hypotheses is rejected and said that there is difference in the attitude of government, aided and unaided teacher educators towards two years B.Ed programme.

Hypothesis three was to test the significant difference in the experience wise attitude of teacher educators towards Two years B.Ed programme. Based on the collected sample the experience was divided into three strata those are 10 to 20, 21-30 and 31 to 40. This hypothesis tested by employing one way ANOVA and result was presented in the table 3.

Table 2 The F-ratio of experience wise teacher educators' attitude towards two years B.Ed programme.

	Sum of Squares	df	Mean Square	F
Between Groups	108.921	2	54.461	2.046
Within Groups	718.545	27	26.613	
Total	827.467	29		

The obtained F value is 2.046 is lesser than the f table value 3.35 at 0.05 level of significance thus hypotheses three was accepted and it can be concluded that there exists no significant difference in the attitude of experience wise teacher educators towards two years B.Ed programme.

Qualitative Analysis of open ended question

1. Some of the teacher educators accept the two years B.Ed programme as it enhances teaching ability, teacher educators get more time to mould the students perfectly, students get more time to learn teaching more skills at training.
2. But whereas most of the teacher educators deny two years B.Ed programme, they feel that whatever students are able to learn in
3. one year that extends to another year it bores the students. For B.Ed holders there are less job opportunities as TET is there most of the B.Ed holders will not qualify and they remain unemployed.
4. Most of the teacher educators suggested that it is good when the subject Education should be introduced in all the P.U.C and B.A level of education.
5. They suggested that after three years of degree B.Ed is two years, then M.Ed is two years after that M.A. M.Com, M.Sc is two years this long run of years makes the students not to opt B.Ed course. It may lead to decreasing of enrollment ratio for B.Ed course.
6. They suggested that as B.Ed is also bachelor's degree let it be for one year and M.Ed for two years.
7. They suggested that if B.Ed and M.Ed is for two years then they should exempt the M.A. M.Sc. or M.Com for recruitment as teacher educator at B.Ed and M.Ed.

Conclusion

The present paper has shown diversified opinion of teacher educators towards Two years B.Ed programme. The investigators want to draw the attention of experts, academicians of the field to look into these opinions and regulate the programme.

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