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A STUDY ON AWARENESS OF TEACHER TRAINEES AND TEACHER EDUCATORS ABOUT TWO YEAR B.ED. PROGRAMME

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Abstract:

All nations of the world are trying their best survival in the race development and progress, and "Teacher education" is being considered as key element for the purpose. Reorientation of teacher education is essential for the whole society to face the challenges of the 21st century. A perusal of the various reports of commission and committees in regard to teacher education augur the preference for an extensive duration of B.Ed program in our country very early. But the two year B.Ed program found its implementation all over India in 2015. The objective is to develop more professionalism among prospective teachers, to all the gap between theory and practice of teaching with their sustained engagement in schools, and to establish close connections between different curricular areas. The present study were conducted to analyse the awareness of both Teacher educator as well as Teacher Trainees during research process. 1000 teacher trainees and 600 teacher Educators were selected for this study. Result reviles that all most all Teacher educator and Teacher Trainees high extent awareness about two year B.Ed. Programme.

Key words: Two years B.Ed. Programme, Teacher Trainees, Teacher Educators

1. Introduction:

The Bachelor of Education, generally known as B.Ed., is a two year professional programme in the field of Teacher Education which aims at preparing teachers for upper primary or middle level (Classes VI to VIII), Secondary level (classes IX to X) and Senior Secondary level (classes XI to XII) This syllabus has been prepared as per norms and regulations of NCTE 2014. The course is offered in 82 credits which are divided into four semesters.

The two year B.Ed. Programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, develop competencies & skills that contribute to make an effective teacher and to train and create quality human resource with positive attitude towards learners, leading to specialization in either elementary education or secondary and senior secondary education. This paper reveals the awareness of Teacher Trainees as well as Teacher Educators about this two year programme.

2. Objectives of the Study:

- 1) To study the awareness of teacher students with regard to two year B.Ed. Programme.
- 2) To study the awareness of teacher Educators with regard to two year B.Ed. Programme.
- 3) To find out the difference between the awareness of Teacher students towards two year B.Ed. Programme with respect to some variables.
- 4) To find out the difference between the awareness of Teacher Educators towards two year B.Ed. Programme with respect to some variables.

3. Hypotheses:

1. H₀₁: There is no significant difference between awareness of male and female teacher Trainees.
2. H₀₂: There is no significant difference between awareness of Arts and Science teacher Trainees.
3. H₀₃: There is no significant difference between awareness of urban TTIs' and urban TTIs' teacher Trainees.
4. H₀₄: There is no significant difference between awareness of Govt. TTIs' and private TTIs' teacher Trainees.
5. H₀₅: There is no significant difference between awareness of male and female teacher Trainees.
6. H₀₆: There is no significant difference between awareness of Arts and Science teacher Trainees.
7. H₀₇: There is no significant difference between awareness of urban TTIs' and urban TTIs' teacher Trainees.
8. H₀₈: There is no significant difference between awareness of Govt. TTIs' and private TTIs' teacher Trainees.

4. Review of related literature:

1. **Jegade, O., Taplin, M. & Chan, S. L. (2000)** made an investigation into the trainee teacher's perception of their current knowledge and what they think they need to know to become expert teachers. Data was collected from a sample of 183 science and mathematics trainee teachers. A 60-item instrument, the Science and Mathematics Expert Teacher Preparation Survey (SMETPS), was developed to gather data on trainee teachers' perceptions of their current knowledge and what they think they need to know to become expert teachers. The data, analysed using both descriptive and inferential statistics, indicated some of the areas in which trainee teachers identified the need for future professional development that would contribute towards expert training. The areas they wanted more knowledge about were pedagogical knowledge, pedagogical content knowledge, knowledge of concepts, and knowledge about theories of teaching and their use. Significantly, trainee teachers identified knowledge of theories of teaching and their use as the area in which they had least current knowledge and felt they needed to know more about. According to authors, these findings indicate that student teachers have high expectations of the range of knowledge they need to be an expert teacher, which in itself is a good indicator of dedication they feel towards the profession.
2. **Biggs (2006)** reported that the purpose of this study was to learn what teacher educators think is important in forming the future teaching force. The study showed that most teacher-educators feel they have quality programs. Teacher-educators believed their programs prepared graduates well for their first year of teaching. They felt most programs are of quality in the state of Ohio. They were pleased with the current emphasis on pedagogy, subject area, and general education requirements. Teacher-educators were concerned about the importance of quality in field and clinical experiences. They further held that the overall quality of teacher education programs in Ohio is better than in the past.

5. Sample:

The total sample consisted of 600 Teacher Educators and 1000 teacher trainees of TTIs in the areas of districts of Hyderabad Karnataka Region. The subjects were chosen on the basis of stratified random sampling from the districts of Hyderabad Karnataka Region.

6. Data Collection tools:

In the present study, the scale of Measurement of Awareness of Two year B.Ed. Programme (MATBP) was which is developed by Investigator himself on the lines of Allport-Vernon Lindzey scale of awareness. This scale consists of 138 items. This Awareness scale is a measure of six different components of B.Ed. Programme:

Sl.No.	Components
1	Policies and Regulations
2	Theoretical Knowledge
3	Knowledge about Pedagogy
4	Communication Competency
5	Ability to use technology
6	Job Competency

- **Scoring of the Scale:** The tool includes 138 statements. Each statement is having

Sl.No.	Type of Statement	Option and Marks
1	Positive Statement	Strongly agree = 5 Marks
		Agree = 4 Marks
		Neutral = 3 Three Marks
		Disagree = 2 Marks
		Strongly Disagree = 1 Marks
2	Negative Statement	Strongly agree = 1 Marks
		Agree = 2 Marks
		Neutral = 3 Three Marks
		Disagree = 4 Marks
		Strongly Disagree = 5 Marks

7. Procedure for Data Collection:

This scale was administered to selected subjects. The data was collected through Google form by each selected subjects. Each item was scored with the help of scoring key. The data, thus, collected were tabulated to arrive at meaningful inference.

8. Data analysis techniques:

Data were analysed using following techniques

1. Arithmetic mean
2. Standard Deviation
3. Graphical Representation
4. T- test

9. Results:

Awareness towards Smart Class of the students with respect to some variables

Table-1: mean, S.D. and t-value of awareness of teacher trainees with respect to different variables

Variable	Type students	N	Mean	SD	t - value	p-value
Gender	Male teacher trainees	500	452.59	123.697	79.37	0.05=1.960
	Female teacher trainees	500	197.49	107.443		0.01=2.576
Subject	Science teacher trainees	500	358.73	168.319	28.48	0.05=1.960
	Arts teacher trainees	500	291.34	169.829		0.01=2.576
Locale	Urban TTI's teacher trainees	500	393.21	159.277	56.94	0.05=1.960
	Semi-urban/ Rural TTI's teacher trainees	500	256.86	157.365		0.01=2.576
Type of TTI	Govt. teacher trainees	500	325.34	172.437	6.189	0.05=1.960
	Private teacher trainees	500	324.73	172.375		0.01=2.576

Above table shows that, t- values of mean awareness values of different groups teacher trainees is significant at significant level 0.05 and 0.01 with respect to different variables. Therefore null hypothesis H_{01} , H_{02} , H_{03} , and H_{04} were rejected and alternate hypothesis accepted. In above the cases male teacher trainees were got more awareness of two year B.Ed. Programme than that of female teacher trainees, Arts teacher trainees were got more awareness of two year B.Ed. Programme than that of Science teacher trainees, Urban TTI's teacher trainees were got more awareness of two year B.Ed. Programme than that of Semi-urban/ rural TTI's teacher trainees and Govt. TTI's teacher trainees were got more awareness of two year B.Ed. Programme than that of private TTI's teacher trainees. This is because different TTI's were providing opportunity to their student to have different quality of Teacher Education and different factors affects the awareness of teacher trainees. These results coincides the study of Jegede, O., Taplin, M. & Chan, S. L. (2000).

9.1. Awareness towards two year B.Ed. Programme of the Teacher Educators with respect to some variables.

Table-2: mean, S.D. and t-value of awareness of teacher Educators with respect to different variables

Variable	Type students	N	Mean	SD	t -value	p-value
Gender	Male teacher Educators	300	338.27	44.824	63.397	0.01=2.576
	Female teacher Educators	300	173.6	62.41		
Subject	Science teacher Educators	300	273.77	92.124	10.958	0.01=2.576
	Arts teacher Educators	300	238.11	101.899		
Locale	Urban TTI's teacher Educators	300	290.34	83.585	21.302	0.01=2.576
	Semi-urban/ Rural TTI's teacher Educators	300	221.54	100.733		
Type of TTI	Govt. teacher Educators	300	255.69	98.771	0.786	0.01=2.576
	Private teacher Educators	300	256.18	98.753		

Above table shows that, t- values of mean awareness values of different groups teacher Educators is significant at significant level 0.05 and 0.01 with respect to different variables. Therefore null hypothesis H_{05} , H_{06} , H_{07} , and H_{08} were rejected and alternate hypothesis accepted. In above the cases male teacher Educators were got more awareness of two year B.Ed. Programme than that of female teacher Educators, Science teacher educators were got more awareness of two year B.Ed. Programme than that of Arts teacher Educators, Urban TTI's teacher Educators were got more awareness of two year B.Ed. Programme than that of Semi-urban/ rural TTI's teacher Educators and Govt. TTI's teacher trainees were got less awareness of two year B.Ed. Programme than that of private TTI's teacher Educators. This is because of different factors effects on the awareness of different category teacher Educators. These results coincides the study of Biggs (2006).

10. Educational Implications:

Teacher education in the 21st century needs to be revised to meet the requirements of holistic approach to education. Today teacher education has become important means to human resource development. Education is the prime resource to the social and economic growth of the society. In this context school curriculum could be re arranged to meet the demands of the society. Learning is consequence of thinking and knowledge and skill have to be developed to meet the demands of modern society.

The study reveals that teacher trainees and Teacher Educator have a high awareness about two year B.Ed. Programme, Therefore educationists should facilitate this aspect for a better outcome.

This paper has highlighted the awareness of updated curriculum in teaching learning process and need to sustain it. The strength of course is accepted and it was being leveraged by all the Universities and colleges, J.C. Aggarwal, (2006). Quality must be built into each design and each process. It cannot be created through inspection. However, it should be a onetime activity and is also to be continuously modified. So far teacher education is concerned, NCTE has come out with a changed structure of various teacher education programmes with several new and innovative components and it is our responsibility to ensure that all these components are efficiently integrated with the academic audit process, The University and its affiliated colleges will make all efforts to ensure it. Of late, ICT has made a comeback through Educational Television programme, Ashakanwar (2007). ETV Programme transmissions were gaining strength at a faster pace than traditional teaching methods. Technical education can be imparted along with updated curriculum.

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