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## THE ATTITUDE OF STAKEHOLDERS TOWARDS IMPLEMENTATION OF FOUR YEARS INTEGRATED B.ED. PROGRAMME

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### Abstract:

Teacher education is the best medium to prepare the competent, skillful, knowledgeable and responsible teachers. The NCTE decided to maintain the norms and standards of different teacher education programmes. The purpose of the present study is to know the attitude of stakeholders towards implementation of the four years integrated B.Ed. programme. So, the descriptive survey method is used to conduct this study. The researcher chose 230 samples (e.g. 203 students, 25 teachers and 2 college management) by Purposive sampling method from Orisha state. Self-made questionnaire is administered for data collection from Ravenshaw University and Regional Institute of Education (RIE, Bhubaneswar) the students of 1st year, 2nd year, 3rd year, 4th year and teachers. Collected data is analysed through the percentage analysis, Mean, S.D. and hypothesis testing such as z test and t test. As findings, the four years integrated B.Ed. programme is good in respect to fulfill the educational objectives, not lengthy & wastage of time, develop adequate and stable content knowledge, skills and different abilities. But this programme is very costly and affected the financial aspects of trainee of teachers. Also, the differences are existed between male students & female students and self-finance institution & government institution on their attitude towards implementation the four years integrated B.Ed. programme.

**Keywords:** Attitude, Stakeholders, Four years integrated B.Ed. programme.

## Introduction:

Education is the fundamental right for every child in India. So the quality teachers are needed to provide the quality education. The teacher education is the best medium to prepare the quality teachers. So teacher education encompasses teaching skills, sound pedagogical theory and professional skills. The NCTE maintained the standard and norms of different teacher education programmes such as D.El.Ed., B.El.Ed., B.Ed., four years integrated B.A. B.Ed./ B.Sc. B.Ed. and M.Ed. programme for preparing the competent, the skilful, and knowledgeable teachers in present India. The integrated approach was taken up from U.S.A. and it is applied to teacher education during sixties in India. A few experiments were conducted at Kurukshetra University, Rural institute at Vidyanagar under Sardar Patel university and Regional colleges of education. The first experiment was adapted in the college of education at Kurukshetra University. Later, it is adopted in the Regional colleges of education at Ajmer, Bhopal, Bhubaneswar and Mysore. After, it also is conducted at Rural institute at Vidyanagar under Sardar Patel university. By the recommendation of secondary education commission (1952-53), and NageChoudhary Committee (1974), the four year integrated B.Ed. programme was closed. In 1970, the four year integrated B.Ed. programme was totally closed in the college of education at Kurukshetra University. Also this programme was temporary closed in the Regional colleges of education. After, by the recommendation of the Kappor Committee (1974), Mathur Committee (1978) and other committee, this programme was reopened in 1980 at the Regional Colleges of Education. After the Government of India appointed two National commissions on teachers for developing the nation's human and material resources in February 1983 for school education and higher education. National Commission on Teachers- I (1983-85) recommended that the present arrangements for training of secondary school teachers would be one year B.Ed. course or the four-year integrated course. Each state may start at least one the four-year integrated college of education during the 7th plan period. Nevertheless, the present time the four-year integrated college is not developed in each state. In resent period, Draft NEP 2019 is recommended to bring comprehensive change in teacher education. All teacher preparation programmes would be moved into multidisciplinary higher education institutions. Each higher education institution should be offered the four year integrated B.Ed. programme. The four year integrated B.Ed. programme provides general course and teacher training course simultaneously. It offers a dual-major liberal Bachelor's degree, in education as well as a specialised subject.

## **Rationale of the study:**

The four- year integrated B.Ed. Programme is running from just few years ago at Regional Institute of Education's (RIEs). Recently in India, there are running the four- year integrated B.Ed. Programme in some institutions. But this programme has not affected the people and did not try to know the attitude of people properly. So the researcher tried to investigate about the attitude of stakeholders towards implementation of four- year integrated B.Ed. Programme.

## **Objectives of the study:**

- To find out the attitude of stakeholders towards implementation of the four years integrated B.Ed. programme.
- To compare the attitude of stakeholders towards implementation of the four years integrated B.Ed. programme between self-finance institution and government institution.

## **Hypotheses of the study:**

H0<sub>1</sub>: There is no significance difference between male teachers and female teachers on their attitude level towards implementation of the four years integrated B.Ed. programme.

H0<sub>2</sub>: There is no significance difference between teachers of self-finance institution and teachers of government institution on their attitude level towards implementation of the four years integrated B.Ed. programme.

H0<sub>3</sub>: There is no significance difference between male students and female students on their attitude level towards implementation of the four years integrated B.Ed. programme.

H0<sub>4</sub>: There is no significance difference between students of self-finance institution and students of government institution on their attitude level towards implementation of the four years integrated B.Ed. programme.

H0<sub>5</sub>: There is no significance difference between management community of self-finance institution and management community of government institution.

H0<sub>6</sub>: There is no significance difference between self-finance institution and government institution on their attitude level towards implementation of the four years integrated B.Ed. programme.

## Methodology of the Study:

This part is very important any kind of research and a way to systematically solve the research problem. The researcher followed this steps to solve the research problem.

**Method:** The researcher used to conduct the present study the descriptive survey method.

**Population:** The researcher took as population all the students, teachers, and college managements from recognised by NCTE Four Years Integrated Teacher Training Institutions of Odisha.

**Sample:** There are eight recognized by NCTE Four Years Integrated Teacher Training Institutions in Odisha. The researcher took as sample total 230 individuals from two institutions such as one Government institution and one self-finance institution. There are 203 students, 25 teachers, and 2 college management in 230 individuals' samples.

**Sampling technique:** The researcher selected the Four Years Integrated Teacher Training Institutions such as one Government institution and one Self finance institution by Purposive sampling method and choosed 230 samples from selected teacher education institutions by purposive sampling method.

**Tool construction:** The researcher developed the tool as self-made questionnaire basic on norms and standards for four years integrated B.Ed. programme of NCTE. A self made questionnaire with 50 items is prepared and this questionnaire is modified by the supervisor. Then 38 items are selected and standardized for data collection. This questionnaire consisted about different aspects of four years integrated B.Ed.programme. This questionnaire is made in statement form with five points scale. This five points are described as strongly agree, agree, neutral, disagree and strongly disagree.

**Data analysis and interpretation:**

Analysis data is presented in below

**Table of items analysis data**

Sl no	Items	Level of attitude according to percentage				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The Four years integrated B.Ed. programme is very costly.	33.91	17.57	19.57	23.91	5.22
2	The Four- Years Integrated B.Ed. programme is affecting the financial status of student teachers.	24.78	25.65	19.57	24.78	5.22
3	Interviews, group discussions along with common entrance tests marks should be introduced to select the candidates.	20.87	35.22	24.35	12.17	7.39
4	It will be better if there is a basic unit of 50 students with a maximum of two units in Four- Years Integrated B.Ed. programme.	12.61	36.52	34.78	13.48	2.61
5	The duration of the Four- Years Integrated B.Ed. course is lengthy and wastage of time.	3.91	8.70	9.13	46.09	32.17
6	You satisfy in the duration of Integrated B.Ed. course.	20.87	53.04	16.09	6.96	3.04
7	The Four- Years Integrated B.Ed. programme is more effective than the present two years B.Ed. course.	40.43	35.22	13.48	9.13	1.74
8	The trainee teachers will suffer from mental pressures with the duration the four years integrated B.Ed. course.	7.83	20.87	21.30	33.91	16.09
9	The extension of the four years integrated B.Ed. course would reduce the interest of students towards studies as it becomes a time consuming process	10.87	18.26	20.43	40.87	9.57
10	The Four- Years Integrated B.Ed. course	22.17	56.96	12.17	6.96	1.74

	provides sufficient time for adequate and stable content knowledge.					
11	Student teachers will face so many problems due to eight hundred and forty working days and 80% of minimum attendance in the Four- Years Integrated B.Ed. course.	25.65	35.22	15.22	17.39	6.52
12	The expansion of the duration of the internship programme will be a better understanding in the present student teachers.	3.91	9.57	15.22	45.65	25.65
13	The twenty weeks internship programme have been as per NCTE norms an important factor for enhancing the entire Four- Years Integrated B.Ed. programme.	25.22	50.87	18.69	5.22	00
14	The internship of twenty weeks is very long period in Four- Years Integrated B.Ed. programme.	8.26	21.30	20.43	41.74	8.26
15	The curriculum is very much rigid in Four-Years Integrated B.Ed. course.	7.83	24.35	28.26	36.52	3.04
16	The Four- Years Integrated B.Ed. curriculum reduces the gap between theory and practice,between teacher education curriculum and school realities.	12.61	33.04	31.74	20.43	2.17
17	The present Four- Years Integrated B.Ed. Curriculum is based on the needs of the individual and society.	16.96	56.52	16.96	6.95	2.61
18	The unplanned and insufficient co-curricular activities exist in the Four-Years Integrated B.Ed. programme.	9.13	22.17	18.26	37.39	13.04
19	The ICT, gender, yoga education and inclusive education shall form as an integral part of the Four- Years Integrated B.Ed. curriculum.	29.56	51.74	13.48	2.61	2.61
20	There is no scope for curriculum	4.35	18.26	30.43	39.13	7.83

	development on a continuing basis to keep pace with current trends in the Four-Years Integrated B.Ed. curriculum.					
21	The Four- Years Integrated B.Ed. curriculum sufficient to provide greater scope for development of sound knowledge on different areas i.e. content knowledge, knowledge on teaching, learning, methodologies and knowledge on pedagogy of teaching- learning among the trainee teachers.	27.83	50.87	14.35	6.96	00
22	The inclusion of Four- Years Integrated B.Ed. courses would increase the learning burden of student teachers.	8.69	28.26	28.26	29.56	5.22
23	The Four- Years Integrated B.Ed. programme fulfils the educational objectives.	17.39	56.09	19.13	7.39	00
24	You think that instead of extending the B.Ed. course the change in curriculum could have been much effective.	17.39	32.17	27.83	20	2.61
25	The Four- Years Integrated B.Ed. course focus more on practical aspect of education rather than theoretical aspect of education.	16.52	37.39	25.22	20.43	00.43
26	The Four- Years Integrated B.Ed. course will develop proper teaching skills in student teachers.	23.48	58.26	10	8.26	00
27	The teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being.	11.30	50	28.26	9.57	00.87
28	For during four years of training the student teachers can develop the ability for critical and logical thinking and apply the acquired knowledge and skills in	26.96	50.87	14.78	6.96	00.43

	unfamiliar situations.					
29	The student teachers of Four- Years Integrated B.Ed. are getting more opportunities for practice teaching rather than the student teachers of two years B.Ed. course.	26.09	38.26	23.04	10.43	2.17
30	The student teachers of Four- Years Integrated B.Ed. are getting more opportunities for practice teaching rather than the student teachers of two years B.Ed. course.	16.09	47.83	26.96	6.08	3.04
31	The appropriate teaching aids used during practice teaching.	17.83	55.22	16.09	9.13	1.74
32	The practice teaching helps in mastery of teaching skill.	31.30	48.26	13.48	6.09	00.87
33	The practice teaching enhances the degree of confidence in teacher trainees.	37.48	49.57	9.13	2.61	00.87
34	The student teachers find difficulty in assignment work.	11.30	20	36.96	25.65	6.09
35	The adequate teaching and non-teaching staff should be employed in order to make the course effective.	37.39	36.09	16.52	8.26	1.74
36	The NCTE should reduce the duration again to two years B.Ed. course.	8.26	9.13	19.13	37.83	25.65
37	The four years integrated B.Ed. course is a downfall for the self-financing institutions as the students of four years integrated B.Ed. course are lesser as compared to that of two years B.Ed. course.	8.26	11.30	36.09	28.26	16.09
38	8 The NCTE should implemented the four years B.Ed. programme all over India.	37.49	31.74	13.91	11.74	5.22



**Table of Hypotheses testing data**

Null Hypotheses	Group	N	M	SD	Mean Difference	SED	CR	Level of significance
H0 <sub>1</sub>	Male teachers	18	146	16.01	8.67	6.40	1.35	Not significant at 0.05 & 0.01 level
	Female teachers	09	137.33	12.96				
H0 <sub>2</sub>	Teachers of self finance institution	15	144.667	12.21	0.666	6.307	0.106	Not significant at 0.05 & 0.01 level
	Teachers of Government institution	12	145.333	19.16				
H0 <sub>3</sub>	Male students	69	135.333	14.93	4.191	2.109	1.987	Significant at 0.05 & 0.01 level
	Female students	134	131.142	12.79				
H0 <sub>4</sub>	Students of self-finance institution	99	129.424	12.500	6.134	1.956	3.136	Significant at 0.05 & 0.01 level
	Students of government institution	104	135.558	15.295				
H0 <sub>6</sub>	Self-finance institution	114	130.596	12.925	5.887	1.851	3.180	Significant at 0.05 & 0.01 level
	Government institution	116	134.483	15.09				

H0 <sub>5</sub>	Department of Education (H.O.D)	Raw data	Mean
	H.O.D. of Self-finance institution	159	4.18
	H.O.D. of Government institution	152	4.00

**Findings:**

After data analysis, the researcher found some findings and presented as positive Findings, negative Findings, neutral findings and other findings.

**Positive Finding:** The four years integrated B.Ed. programme or course fulfilled the educational objectives. The duration of course is not lengthy and wastage of time. So, it helps to develop adequate & stable content knowledge, critical & logical thinking and different skills that are used in unfamiliar situation. Even, this programme focus more on practical aspects of education rather than theoretical aspects of education. The internship of twenty weeks as per NCTE norms is very suitable to enhance teaching skills, the degree of confidence among the trainee teacher. The ICT, gender, yoga education and inclusive education are forming as an integral part of the four years integrated B.Ed. programme. The student- teachers of four years integrated B.Ed. are getting more opportunities for practice teaching rather than the student- teachers of two years B.Ed. course. So this programme is more effective than the present two years B.Ed. course. The NCTE should not reduce the four years integrated B.Ed. course again to two years B.Ed. course. Next the four years integrated B.Ed. programme should be implemented all over India.

**Negative Findings:** The four years integrated B.Ed. Program is very costly and affected the financial status of trainee teachers. This course slightly increased the learning burden. Student- teachers faced so many problems due to eight hundred and forty working days and 80% of minimum attendance in the four years integrated B.Ed. course.

**Neutral Findings:** A maximum of two units (100 Students) would be better or worse in four years integrated B.Ed. programme. It is not properly known that student - teachers faced the difficulty in assignment work. Even, It is not certainly said that the four years integrated B.Ed. course should be rise or downfall for the self-financing institution.

**Others Findings:**

1. There is no significance difference between male teachers & female teachers and self-finance institution teachers & government institution teachers on their attitude towards implementation of four years integrated B.Ed.
2. There is a significance difference between male students & female students and self-finance institution students & government institution students on their attitude towards implementation of four years integrated B.Ed. so, the attitude of male students is more favorable than the female students. Also, the attitude of government institution students is more favorable than the self-finance institution students.
3. There is a slightly significance difference between management community of self-finance institution and management community of government institution.
4. There is a significance difference between self-finance institution and government institution on their attitude level towards implementation of the four years integrated B.Ed. programme. The attitude of government institution is more favorable than the attitude of self-finance institution.

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