



A Study of opinions of B.Ed. teacher trainee towards the two year B.Ed. Programme in Gujarat

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Abstract

On the quality and number of persons coming out of our school and colleges will depend our success in the great enterprise of national reconstruction whose principle objective is to raise the standard of living of our people. This study is a humble attempt to take the opinion of B.Ed. trainees. In present study, a survey was conducted to know the opinion towards two year B.Ed. programme in Gujarat. To test the objectives 85 B.Ed. colleges of different zones of Gujarat were visited in academic year 2017-'18. In this study, to collect the data total 13 field investigators were appointed to visit the B.Ed. colleges selected in sample after taking telephonic permission. In Sample 1465 B.Ed. Teacher trainees were selected. In this visit, opinion towards two year B.Ed. programme was collected with the help of self constructed tool. Collected data is analyzed and interpreted according to objectives. In self constructed Opinnionire, positive and negative opinion was obtained. According to opinions, this new two year B.Ed. programme is successful in giving professional training to teacher trainees by practical work and continues six month internship but along with the one year course has been compelled to be converted into two years, increasing economical burden and there is a wastage of time, energy and money of the youth of our country due to two years course. Mere increase of time duration does not lead to increase of the quality of training, to bring any innovations, enhanced the professional preparedness of teachers, to ensure any quality of training instead of this there is a need to think of a new structure instead of the present two years course.

Key-Words: Opinion, Two year B.Ed. Course, B.Ed. Teacher Trainee, Gujarat

Introduction:

“The destiny of India is being shaped in the classroom.”

This is the first line of Kothari Commission Report (1963-64); it shows the importance of education. Education is not just only the classroom interaction, it's beyond the classroom and curriculum.

The teacher education and training to shape responsible & enlightened citizens and qualified experts and specialists, without whom no nation could progress economically, socially, culturally or politically, since society is becoming knowledge based, higher education and research were vital components of cultural, socioeconomic and environmentally sustainable development of individuals, organizations, communities nations. So that Dr. D. S. Kothari in the education commission he has rightly pointed out, “The destiny of India is now being determined within four walls”. This we belief, is no mere rhetoric. In a word based on science and technology, it is education that determines the level of prosperity, welfare, and security of the people, (R. A. Sharma, 2004). On the quality and number of persons coming out of our school and colleges will depend our success in the great enterprise

of national reconstruction whose principle objective is to raise the standard of living of our people. This study is a humble attempt to take the opinion of B.Ed. trainees.

Objectives of the Research:

The objectives of the Present Study were:

1. To study the opinions of the B.Ed. teacher trainees towards two – year B.Ed. programme.

Research Questions:

1. How would be the opinions of the B.Ed. teacher trainees towards two – year B.Ed. programme?

Methodology:

❖ **Coverage:**

- **The Universe of Study:** All teacher trainees of B.Ed. colleges of Gujarat State were the population of the present study.

- **Sampling:**

Form of the Sample: In the present sample B.Ed. colleges was selected by Simple random sampling method and 1465 Trainees of B.Ed. colleges was selected by cluster sampling method. A representative sample of Universe was selected as the sample.

❖ **Data Collection:**

- **Source of Data:** Opinionaire for Teacher Trainees of B.Ed.
- **Types of Data:** Quantitative.
- **Tools:** In the present study a survey of the 85 selected B.Ed. colleges of Gujarat were conducted. To collect the data in this research self constructed tool was prepared.
- **Techniques:** After recruiting 13 Field Investigator and completion of workshop to train them, the field invigilators visited all the B.Ed. colleges and collected the data by using the tool.

❖ **Data Analysis:**

Nature of Data: Quantitative

- Data analysis of the quantitative data was done by frequency counting.
- Data collected by the Field Investigators was analyzed by using the statistical methods of percentage and Chi-square.
- Statement wise Chi-square and percentage of response is given in Table No. A

Table No. A

Analysis of opinion of B.Ed. teacher trainees and statement wise chi-square calculation

Sr. No	Statement		Agree	Neutral	Disagree	Total	Chi-square	Remarks
1	The course curriculum is boring due to two years.	f	889	287	289	1465	25.94	**
		%	60.68	19.59	19.73	100		
2	Financial burden has increased.	f	1147	170	148	1465	59.51	**
		%	78.29	11.60	10.10	100		
3	It provides a comprehensive training to become a teacher.	f	1095	207	163	1465	54.89	**
		%	74.74	14.13	11.13	100		

4	There is no sufficient attention given due to lengthy course.	f	625	323	517	1465	0.89	NS
		%	42.66	22.05	35.29	100		
5	Subjects in the course are unfamiliar. (not studied at graduate or post graduate level)	f	947	276	242	1465	35.16	**
		%	64.64	18.84	16.52	100		
6	There is overload of practical work.	f	729	316	420	1465	7.23	**
		%	49.76	21.57	28.67	100		
7	The quality of education has improved after two years.	f	898	232	335	1465	20.85	**
		%	61.30	15.84	22.87	100		
8	The present new curriculum focuses more on Co-curricular activities.	f	918	353	194	1465	42.39	**
		%	62.66	24.10	13.24	100		
9	There is no inter-connection between subjects in four semesters.	f	569	308	588	1465	0.03	NS
		%	38.84	21.02	40.14	100		
10	Computer education is not sufficient.	f	662	256	547	1465	0.90	NS
		%	45.19	17.47	37.34	100		
11	The time allotted for the principled subjects is minimum.	f	640	413	412	1465	4.70	*
		%	43.69	28.19	28.12	100		
12	The review of related literature is not adequately available.	f	779	236	450	1465	7.17	**
		%	53.17	16.11	30.72	100		
13	It is difficult to perform better in the theoretical subjects due to overload of practical work.	f	623	469	373	1465	6.30	*
		%	42.53	32.01	25.46	100		
14	The one year course has been compelled to be converted into two years.	f	845	254	366	1465	15.65	**
		%	57.68	17.34	24.98	100		
15	Teachers are not able to pay adequate attention on the new subjects.	f	594	298	573	1465	0.03	NS
		%	40.55	20.34	39.11	100		
16	There are opportunities of self-learning in the new subjects.	f	930	275	260	1465	31.70	**
		%	63.48	18.77	17.75	100		
17	Frequency of examination has increased due to two years.	f	1090	187	188	1465	49.81	**
		%	74.40	12.76	12.83	100		
18	The implementation of continuous evaluation is quite simple now.	f	876	347	242	1465	32.16	**
		%	59.80	23.69	16.52	100		
19	There is no proper structure of internship in the present course.	f	575	279	611	1465	0.09	NS
		%	39.25	19.04	41.71	100		
20	Evaluation of practical work is not done on the same time.	f	598	333	534	1465	0.32	NS
		%	40.82	22.73	36.45	100		
21	It is very difficult to participate in any competitive examination due to two years of course.	f	757	172	536	1465	2.92	NS
		%	51.67	11.74	36.59	100		
22	The two year course has been very useful in preparation of TET/TAT.	f	983	251	231	1465	38.37	**
		%	67.10	17.13	15.77	100		

23	The issues of indiscipline have increased.	f	818	239	408	1465	11.18	**
		%	55.84	16.31	27.85	100		
24	The guidance related to practical work is not provided adequately due to overload of first and second year of students.	f	678	281	506	1465	2.11	NS
		%	46.28	19.18	34.54	100		
25	It is inappropriate to make subjects of Yoga, Acting and Music compulsory to all.	f	541	292	632	1465	0.60	NS
		%	36.93	19.93	43.14	100		
26	The EPC subjects are not taught properly.	f	488	371	606	1465	1.16	NS
		%	33.31	25.32	41.37	100		
27	The course of B.Ed. should be allowed to those who wish to do along with job in the present competitive world.	f	891	241	333	1465	20.78	**
		%	60.82	16.45	22.73	100		
28	There is a compulsion of selection of group subjects instead of selection from two years subjects.	f	908	289	268	1465	29.62	**
		%	61.98	19.73	18.29	100		
29	The internship program in the present two year course provides sufficient training to become a teacher.	f	1145	154	166	1465	55.76	**
		%	78.16	10.51	11.33	100		
30	It seems that time is wasted in two year course.	f	799	260	406	1465	10.64	**
		%	54.54	17.75	27.71	100		
31	There is no assurance that the two year course would enhance the quality of teacher.	f	663	313	489	1465	2.28	NS
		%	45.26	21.37	33.38	100		
32	There is a growing resent in the parents as well in view of the two year course.	f	860	314	291	1465	24.44	**
		%	58.70	21.43	19.86	100		
33	Subjects like Philosophy have no existence in the present two year course.	f	719	438	308	1465	16.02	**
		%	49.08	29.90	21.02	100		

Whereas, f = Frequency,

% = Percentage,

* = Significance difference at 0.05 level,

** = Significance difference at 0.01 level,

NS = No Significance difference

Findings:

➤ Findings related opinions of the B.Ed. teacher trainees:

There were 22 statements among 33 statements showing significance difference in opinion of B.Ed. teacher trainees towards two year B.Ed. programme, which are as follow:

Positive opinions:

- It provides a comprehensive training to become a teacher.
- The two year course has been very useful in preparation of TET/TAT.

- There are opportunities of self-learning in the new subjects.
- The quality of education has improved after two years.
- The implementation of continuous evaluation is quite simple now.
- The course of B.Ed. should be allowed to those who wish to do along with job in the present competitive world.

Negative opinions:

- Financial burden has increased due to two year B.Ed. programme.
- Frequency of examination has increased, the course curriculum is boring, the issues of indiscipline have increased, it seems that time is wasted because of two year B.Ed. programme.
- There is a compulsion of selection of group subjects instead of selection from two years subjects and Subjects in the course are unfamiliar (not studied at graduate or post graduate level) in new course.
- It is difficult to perform better in the principled subjects due to overload of practical work and co-curricular activity
- The one year course has been compelled to be converted into two years although Subjects like Philosophy have no existence in the present two year course.
- The reference material is not adequately available.
- There is a growing resent in the parents as well in view of the two year course.

Recommendations:

- The government should think for some scheme to reduce the economical burden of teacher trainees, parents and B.Ed. colleges due to new two year B.Ed. course i.e. Scholarship / loan to students of open category, etc.
- In new curriculum, choice based credit system should be introduced for teacher trainees to select their subject by choice.
- Syllabus of TET/TAT should be inculcated with new two year B.Ed. programme curriculum.
- There should be alternative planning for two year B.Ed. programme to stop wastage of time, energy and money of the youth of our country due to two years course.
- It should be thought to make Planning in a way to enhance the quality of training which result in giving a good teacher to society having teaching skills and with professional aptitude.

Concluding Remarks:

Role of teachers has always been hailed in India as among the gods, an evidence of which is the respect paid to teachers. Celebrating Teachers Day, as a birth anniversary of Dr. Sarvepalli Radhakrishnan, is a further echo of this belief. Since post freedom, teaching profession is existent in the nation because the basis of development of a country is covered 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 as well in higher education.

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.

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