



Proposed Four Years Integrated B.Ed. Program: Attitude And Perceptions Of Teacher Educators

Dr. Mohammed Trique Assistant Professor (Education), Maulana Azad National Urdu University, College of Teacher Education Nuh, Distt. Nuh, Haryana-122107.

Dr. Anil Kumar Assistant Professor (Education), Maulana Azad National Urdu University, College of Teacher Education Nuh, Distt. Nuh, Haryana-122107.

Abstract: The present study assesses the Attitude and perceptions of teacher educators towards the proposed four years integrated teacher education programme as mentioned in the document of New Education Policy-2020. A questionnaire developed by the investigators themselves consisted of four dimensions viz. Duration of the program, Curricular Aspects of the Programme, Pedagogical Aspects and Innovation, Issues and Concerns. A sample of 60 teacher educators working in the Self-financing B.Ed. colleges of Delhi NCR were selected as sample. The data was collected through online mode using Google forms designed by the investigators themselves. The study revealed significant differences among teacher educators in terms of their Attitude with respect to gender, stream of teaching and experience. But no such difference was found with respect to the qualifications of the teacher educators. This research study may be considered as one of the first kind that has been conducted with respect to the attitude and perceptions of teacher educators towards Four Years Integrated B.Ed. programme, working in Teacher Education Institutions of Delhi-NCR.

Keywords: Four Years Integrated B.Ed. Program, NEP-2020 and Teacher Educators.

Introduction: Education is always considered as the only powerful tool in the hand of stakeholders which acts as a powerful catalyst in the life of an individual, which is not helpful in shaping the future of the individual but also the destiny of the nation. It is considered as the best investment in the interest of humanity, culture and a nation. Education not only shapes the personality of the individual but it also helps him in converting him as the most effective instrument of social change. However there are a lot of factors that contributes to the education of the individual but the role of teacher is undoubtedly is pivotal in any system of education. The teacher not only shape the character, behavior and personality of the individual but it also shape the future of the country.

A skilful teacher has the suitable competencies required for rendering the effective and efficient service to the mankind and all-round development of the younger generations. Good teachers are equipped with all kind of knowledge, skills, competencies and behavior that is helpful in the effective content delivery and depiction of ideal personality before students and the society. It is a well-established

fact that good teachers only can be produced through effective teacher education programme. Here the teacher education means to the policies and procedures designed by the state or Centre to equip would be teachers with the desirable knowledge, attitudes, behaviors, and skills that are required to perform their role in the classroom, school, and wider community in an impressive manner. As teacher education is considered as the best and only medium to prepare the quality teachers in India. So teacher education programs are prepared by including the development of teaching skills, innovative pedagogical theory and professional skills.

In India, NCTE as the apex body is responsible for the maintenance of standard and norms for various teacher education programs such as Diploma in Elementary Education, Bachelor of Elementary Education, B.Ed., four years integrated B.Ed. and M.Ed. programme for the preparation of skilful, knowledgeable and competent teachers. The four years integrated programme was first started as an experiment in Kurukshetra University followed by the Regional colleges of education at Ajmer, Bhopal, Bhubaneswar and Mysore. But Secondary Education Commission (1952-53) recommended to abolish the Integrated B.Ed. programme due to which it came to an end in late 70's, which was again started in 1980 at the Regional Colleges of Education of NCERT. In recent period, Draft NEP 2019 and its Final document NEP-2020, it is recommended to restructure teacher education in India.

Significance of the Study: Since independence a lot of efforts are being made for the improvement of teacher education in India at National and State Level. As recommended by NEP-2020 all teacher education institutions would get converted into multidisciplinary higher education institutions. In these institutions the four years integrated B.Ed. programme will be offered as innovative teacher education programme. Further it has been mentioned in the final published document of NEP-2020 that 2030 onwards, four years integrated B.Ed. programme will be the only mandatory qualification for becoming a teacher in secondary schools throughout India. At present the four- year integrated B.Ed. Programme is running in Regional Institute of Education's (RIEs) along with a few other teacher education institutions. But as a result of recommendations of NEP-2020 it will be the only essential qualifications for becoming the secondary school teachers throughout India. So the researchers, after a detailed review of the related literature have tried to investigate about the attitude and perceptions of teacher educators towards four years' integrated B.Ed. Programme.

Title of the Study: The study has been titled as, "**Proposed Four Years Integrated B.Ed. Program: Attitude and Perceptions of Teacher Educators.**"

Objectives of the Study: The present study has been conducted in order to fulfill the following objectives.

- ❖ To study and describe the Attitude of four Years Integrated B.Ed. Programme as recommended by NEP-2020.
- ❖ To find out the Perceptions of Teacher Educators Regarding the Proposed Four Years Integrated B.Ed. Program.

- ❖ To explore the issues that are likely to arise due to the Implementation of Proposed Four Years Integrated B.Ed. Program from the perspectives of teacher educators.

Hypotheses Formulated for the Study: The following hypotheses have been formulated and tested using suitable statistical techniques.

- ❖ **Ho1:** There would be no significant difference in the Attitude of Teachers Educators towards proposed Four Years' Integrated B.Ed. Program with respect to their gender.
- ❖ **Ho2:** There would be no significant difference in the Attitude of Teachers Educators towards proposed Four Years' Integrated B.Ed. Program with respect to their experience.
- ❖ **Ho3:** There would be no significant difference in the Attitude of Teachers Educators towards proposed Four Years' Integrated B.Ed. Program with respect to their qualifications.
- ❖ **Ho4:** There would be no significant difference in the Attitude of Teachers Educators towards proposed Four Years' Integrated B.Ed. Program with respect to their stream of teaching.

Method and Procedure: The present study is a descriptive survey study which has been conducted on a sample of Sixty (60) Teacher Educators working in Self-financing Teacher Education Institutions in Delhi, NCR selected randomly.

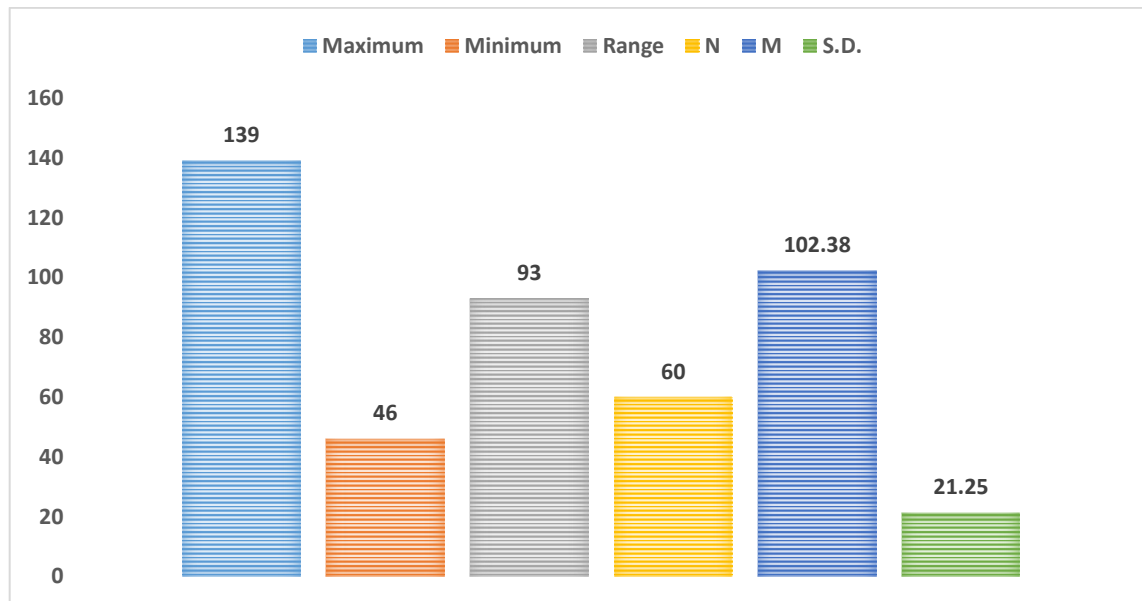
- ❖ **Population and Sample:** The population for the present study comprised of all teacher educators working in Self-financing Teacher Education Institutions of Delhi NCR. Out of these institutions sixty teacher educators were selected through simple random sampling technique.
- ❖ **Tools Used:** The following two tools, i.e. one questionnaire and online focus group discussion, have been used by the researcher for the revelation of desirable information from the respondents. The questionnaire contained thirty questions covering various dimensions of the Four Years' Integrated B.Ed. programme. The reliability of the tools was ensured by using **Split-half Method and found to be 0.87** and the content validity of the tool was ensured through expert validation.
- ❖ **Analysis of Data:** The data so obtained has been analyzed qualitatively and quantitatively.

Findings from the Study: After a careful analysis of data received from the respondents the following information has been revealed which can be classified under two major heads.

(A). Table A: Description of Attitude of Four Years Integrated B.Ed. Programme among Teacher Educators

Maximum	Minimum	Range	N	M	S.D.
139	46	93	60	102.38	21.25

Chart 1: Showing the Attitude of Teacher Educators towards Four Years Integrated B.Ed. Programme

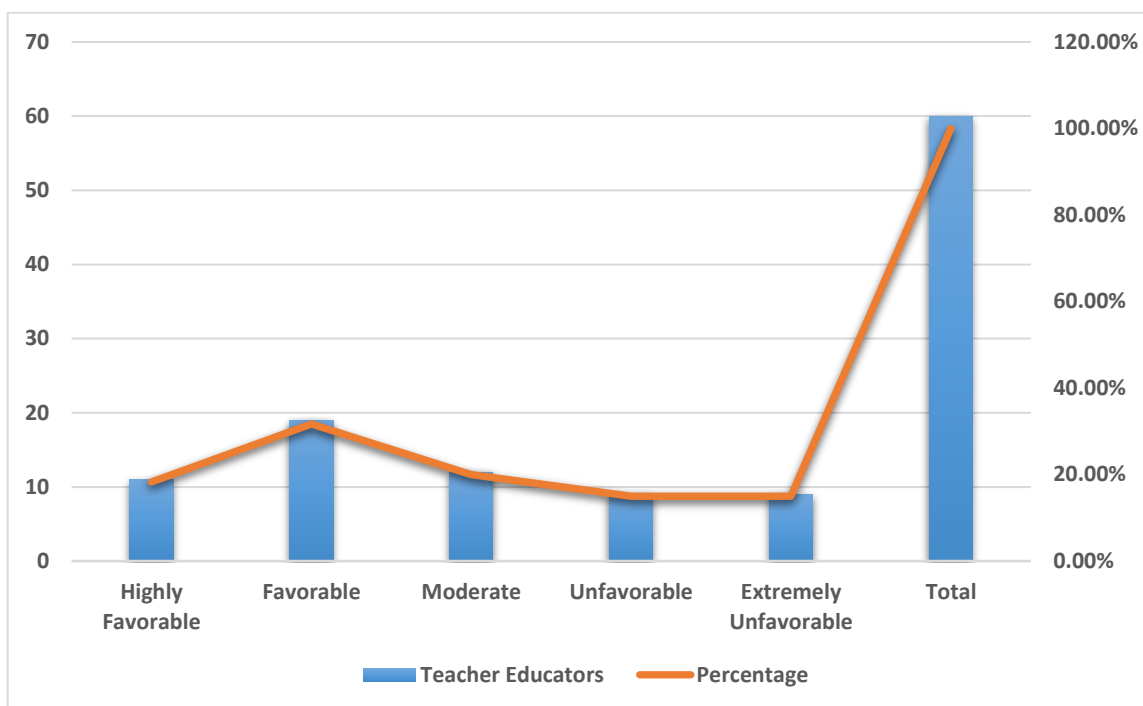


The **table A** and its associated **chart 1** reveal that maximum value of Teacher Educators' Attitude of Four Years Integrated B.Ed. Program is 139 and minimum value for the same is 46 leading to the range of Attitude scores of teacher educators is 93. It is also revealed that the mean Attitude score of teacher educators is **102.38** with a standard deviation of **21.25**.

Table B: Describing the Levels of Attitude of Teacher Educators towards Proposed Four Years Integrated B.Ed. Programme

Level (s)	Highly Favorable	Favorable	Moderate	Unfavorable	Extremely Unfavorable
Teacher Educators	11	19	12	09	09
Percentage	18.33%	31.67%	20%	15%	15%

Chart 2: Showing the Levels of Attitude of Teacher Educators towards Proposed Four Years Integrated B.Ed. Programme



The **Table B** and its associated **Chart 2** reveals that approximately 18.33% of the total Teacher Educators were found to have a very highly favorable Attitude and 31.67% teacher educators found to have favorable Attitude towards Four Years Integrated B.Ed. Program. While 20% of the total teacher educators revealed to have moderate of Attitude and 15% found to have unfavorable Attitude regarding four years Integrated B.Ed. Programme. Only 9 out of 60 i.e. 15% found to have highly unfavorable Attitude. So it can be concluded that approximately 70% of the total teacher educators found to have moderate to highly favorable Attitude towards Four Years Integrated B.Ed. programme.

Table C: Differential Analysis of Attitude of Teacher Educators towards Four Years Integrated B.Ed. Programme with respect to their background variables

Variables	Groups	N	Mean	S.D.	S.E.D	df	t-value
Gender	Male	21	89.65	23.09	6.01	58	3.26**
	Female	39	109.23	20.36			
Experience	< 10 Yrs.	30	92.45	19.32	5.55	58	3.58**
	> or = 10 Yrs.	30	112.31	23.45			
Qualifications	PG Plus NET	23	102.96	24.21	6.06	58	0.16 ^{NS}
	NET + Ph.D.	37	102.01	20.36			
	Science	26	89.76	22.01	5.54	58	4.02**

Stream of Teaching	Non-sci.	34	112.03	20.28			
---------------------------	-----------------	-----------	---------------	--------------	--	--	--

***Significant at 0.05 Levels; **Significant at 0.01 Level; NS: Not Significant at any level**

As is evident from the **Table C** that the differences among the teacher educators' Attitude of four years' integrated B.Ed. program can be summarized as under.

Hypotheses Tested	Results Reported
Ho1: There would be no significant difference in the Attitude of Teachers Educators towards proposed Four Years' Integrated B.Ed. Program with respect to their gender.	Significant at 0.01 Level
Ho2: There would be no significant difference in the Attitude of Teachers Educators towards proposed Four Years' Integrated B.Ed. Program with respect to their experience.	Significant at 0.01 Level
Ho3: There would be no significant difference in the Attitude of Teachers Educators towards proposed Four Years' Integrated B.Ed. Program with respect to their qualifications.	Not Rejected at any Level
Ho4: There would be no significant difference in the Attitude of Teachers Educators towards proposed Four Years' Integrated B.Ed. Program with respect to their stream of teaching.	Significant at 0.01 Level

(B). Positive Aspects of Four Years Integrated B.Ed. Program: After a detailed qualitative analysis of data obtained through focus group discussion following findings may be reported regarding the positive aspects of Four Years Integrated B.Ed. Programme from the perspectives of teacher educators.

- ❖ **Saving of a Year through Integrated Course:** At present there is a provision that after the completion of graduation one go for teacher training programme of two years. In this way we usually invest at least five years for getting a teacher education degree. But all the teachers were agreed that after the implementation of integrated B.Ed. programme we are getting a teacher education degree in just four years by saving entire one precious year.
- ❖ **Dual Degree through Single Entry:** Now a days, getting admission in graduation as well as a teacher education programme is an uphill task. Since at both levels teacher education aspirants are facing a very tough competition at two separate levels sometimes leading to a traumatic situation if not ended up in favorite institution. But in case of Four years integrated B.Ed. programme we are getting dual degree by just facing one time competition and in this way traumatic situation is being avoided.
- ❖ **Expectations of Entry of Serious Candidates in Teaching Profession:** At present there is a common practice that there are a few students who comes in teaching profession after becoming failure in other professions. After the implementation of Four Years Integrated B.Ed. programme it is expected that

only serious candidates will enter in this profession as like medical and engineering courses they will have to make a fare choice for teacher education immediately after completion of their XII class.

- ❖ **Chances of Survival of Standard and Serious Institutions:** As being observed that there are a lot of teacher education institutions which are involved in unethical practices related to teacher education by skipping various components of the programme just for making money. But after the implementation of Four Years Integrated B.Ed. programme it is expected that only serious institutions desirous of following fare practices will enter into the field of teacher education as the enhanced duration course will need more teacher educators, infrastructure and strong will.
- ❖ **Avoiding Oversupply of Teachers:** Due to the existing system of teacher education since there is a provision of entering in this profession even after becoming failure in other professions. In this way, even those students enter in this profession for whom teaching is the second or alternative choice leading to the oversupply of teachers. But after the implementation of the Four Years Integrated B.Ed. Programme it is likely that only serious candidates will be attracted towards teaching profession leading to supply of competent and serious teachers rather than over supply of teachers.

(B). Negative Aspects of Four Years Integrated B.Ed. Program: After the qualitative analysis of data obtained through FGD following points may be reported as the negative aspects of Four Years Integrated B.Ed. programme as under:

- ❖ **Issues related to the Implementation of the Program:** As described by teacher educators, there are certain issues related to the implementation of the programme that are likely to arise even in Govt. run colleges e.g. increased demand of infrastructure, required number of qualified teacher educators, admission process, choice for higher learning, selection of right kind of teacher education courses. These are some of the problems that are likely to arise after the implementation of the above program.
- ❖ **So Many Changes since 2014 in Teacher Education:** However every kind of education needs periodical review and up gradation but in India teacher education is the only area of higher education which has seen so many changes after 2014. Before 2014, the duration of the B.Ed. was just one year, 2014 onwards it is of two years duration and now it is going to be of four years duration. So many changes in a short span of time is difficult for adjustment for both students as well as for faculty members.
- ❖ **Chances of Reduction in Demand of the Course:** Since at present the duration of the course is of just two years and there are provisions of entry for both i.e. graduates and postgraduates. Further there are separate courses for separate levels of schooling and entry qualifications are also different. But after complete implementation of Four Years Integrated B.Ed. program the entry qualifications for the all kind courses is proposed to be Intermediate or Senior Secondary Certificate. Therefore only serious candidates will be attracted towards this stream which may lead to the reduction in the demand of the course.

- ❖ **Same Duration of Courses for Teaching at different Levels of Schooling Education:** One of the major issues is the duration of the teacher education courses. Since according to NEP-2020 for each level of teacher education programme the duration will be of four years but nomenclature of courses will be different, which will lead to different type of appointment in schools i.e. PRT, TGT and PGT etc. So this problem can't be ignored as it may lead to drastic kind of confusion in the mind of Teacher Education aspirants and may result improper choice of courses for admission in teacher education institutions.
- ❖ **Specific Problems related to teacher Educators i.e. Pedagogy vs. Content:** Last but not the least the major concern that was put before by teacher educators is the content of the teacher education courses. At present the teacher educators' concern is pedagogy and development of teaching skills. If the present curriculum of teacher education courses is observed, it will be seen the major portion of the curriculum is driven by pedagogy and development of teaching skills. The teacher educators are facing a dilemma that in Four Years Integrated B.Ed. program, what will be their role whether they will be responsible for the teaching of the content of the subject or they will be responsible for the pedagogy only.

Conclusion: 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. 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.

Bibliography:

- ❖ **Adhikary, A. (2017).** A study on the perception of the teacher trainees towards two-year B.Ed. programme implemented in the teacher education institutions in Assam. *International Journal of Scientific and Research Publication*, 7 (9)
- ❖ **Aman, A., Maelah, R., & Auzair, S. (2012).** Implementation of integrated case studies course for accounting students, *Procedia - Social and Behavioral Sciences*, 59, 9-17.
- ❖ **Behari, A. (1998).** Analysis of Teacher Education Curriculum in the content of requisite abilities for effective teaching (Doctoral dissertation). CIE, Delhi University.
- ❖ **Bhatia (1987).** Evaluation of new B. Ed. Curriculum in the college of education affiliated to the University of Bombay (Doctoral Dissertation). Bombay University.
- ❖ **Chakrabarty, A. K. & Behera, S. K.(2014)** Attitude of the Female Teacher-Trainees towards the Existing B.Ed. Syllabus of the University of Burdwan: An

Empirical Study, American Journal of Educational Research, Science and Education Publishing, Vol. 2, No. 12A, 31-36.

- ❖ **Devananda, A. C. (2020).** Pros and Cons of Integrated Teacher Education Programme. TNTEU International Journal of Educational Research, 1(1), 52-57.
- ❖ **Gay, L.R & Mills, G.E. & Airasian, P.W. (2012).** Educational Research Competencies for analysis and applications (10th edition), Pearson Education International; India.
- ❖ **Gorain, R. (2017).** Views of Teacher educators towards Two-year B.Ed. Programme of West Bengal. International Journal of Interdisciplinary and Multidisciplinary Studies (IJIMS), 4 (2), 95-98.
- ❖ **Gujjar, A.A. & Iqbal, J. (2011).** A Study of the Attitudes of the Teacher Educators towards Pre Service Teacher Education Programme in Pakistan. International Journal of Business and Social Science, 2 (16), 35-49.
- ❖ **Gupta, A., & Rakwal, R. (2020).** A Study of the Perceptions of Teacher Trainees towards the Two-Year Teacher Education Programme Being Run in India. Social Education Research, 1(2), 79–86.
- ❖ **Khan, M. & Chandra, S. (2016).** A study of attitude of B.Ed. teacher trainees through regular and distance (IGNOU) mode towards teaching profession. International Journal of Multidisciplinary Research and Development, 3 (9), 276-278.
- ❖ **Khan, S. H. (2016).** Attitude of Prospective Teacher Educators towards Incorporation of Electronic Learning Technology in Teacher Education Institutions: An Empirical Approach. Scholarly Research Journal for Humanity Science and English Language; 3(18), 4121-4131.
- ❖ **Mahdizadeh et al. (2008).** Determining Factors of the Use of E-learning Environments by University Teachers. Computers & Education, 51 (1), 145-154, Retrieved on Jan. 24, 2009, from www.eric.ed.gov/in
- ❖ **Ministry of Human Resource Development (2020).** New Education Policy. Retrieved from <https://www.mhrd.gov.in>. on 10/08/2020.
- ❖ **Mishra, S & Sharma, R.C. (2005).** Development of e-learning in India. University News, 43 (11), 9-15.
- ❖ **Moruskar, D. S. (2004).** A comparative study of the teachers trained through four - year integrated course and one year course in secondary teacher education in respect of teacher competency and teaching effectiveness (A thesis for the degree of doctor of philosophy, the Shivaji University, Kolhapur). Retrieved from <http://hdl.handle.net/10603/140149>.
- ❖ **Sagar, A.V.; Bagga, R.K. (2007).** SMILE-Learning Strategy for the Digital Age. University News, 45 (33), 10-20.
- ❖ **Sahoo, P. K. & Sharma, P. (2018).** Student Teachers' Perception towards Curriculum Reform in Teacher Education Programme in Odisha. Educational Quest: An Int. J. of Education and Applied Social Science, 9 (1), 1-11.
- ❖ **Sali, A. (2003).** Attitude of Teachers towards In-Service Training Programme, Edutracks, 32 (8). 98-109.

- ❖ **Sao, S., & Behera, S.K. (2016).** Student-teachers' attitude towards Two-Year B.Ed. Programme with reference to NCTE Regulation, 2014. *Pedagogy of Learning*, 2 (3), 09-24.
- ❖ **Sau, S., & Behera, S.K. (2016).** Student-teachers' attitude towards Two-Year B.Ed. Programme with reference to NCTE Regulation, 2014. *Pedagogy of Learning*, 2 (3), 09-24.
- ❖ **Srinivasacharlu, A. (2020).** A Study of the Attitude of the PUC Students towards Four Year Integrated B.Ed. Programme. *Shanlax International Journal of Education*, 8 (3), pp. 77-83.
- ❖ **Srivastava, D.K. & Bajpai, N (2005).** E-learning: A New Way of Education. *University News*, 43, (26), 12-15
- ❖ **Walia, J. K. (1992).** Secondary teacher education programmes in northern India: An evaluative study (Doctoral dissertation). Jamia Millia Islamia.