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## A Detailed Study On Responsiveness Of Teacher Educators Towards Two Years B.Ed Programme In Uttar Pradesh

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### ABSTRACT

In this era of rapid explosion of knowledge and advancements in the field of technology, quality education is a great concern for all of us today. Of all the factors that influence the quality of education, the quality of teachers is undoubtedly the most significant. The ability and attitude of teachers depend on the teacher education programme that is in operation. In this context pre-service teacher education, which is a major part of Teacher Education, assumes great significance. There were certain controversies because of the changing duration of the B.Ed. course among teachers and teacher trainees. According to NCTE regulation 2014 new norms that the duration of B.Ed. programme is being the duration of two academic years, during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed and the minimum attendance of the student teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

**Keywords:** Attitude, Teachers Educators, Technology, Advice, Guidance, Dialogue, Consultation, Programme.

### INTRODUCTION:

Education is a kind of thing that almost all of us got, are still getting or are actually giving in approved schools, colleges and universities or other similar places. In this common sense, education refers to official institutionalized education or to those living experiences that are provided by or sanctioned by the state. Its central concern is that students will discern certain things that they do not discern.

In true logic, education of man does not begin at school. It begins at birth. It ends, not when he graduates from the university, but on his death. Hence education is a lifelong process. "Any modifications brought about in the behavior of an individual as a result of his interaction with the environment constitute learning."

The concept of education is dynamic. It has passed through many ages and stages in the process of evolution and at every stage it has had a different meaning according to the then existing social conditions. The concept of education is still in the process of evolution and this process will never come to an end. Changing times will always demand a revision of the prevailing educational ethics. The ability and attitude of teachers depend on the teacher education programme that is in operation.

In this context pre-service teacher education, which is a major part of Teacher Education, assumes great significance.



Teacher education is, of course, at the base of all educational systems. The quality and nature of teacher training determines the nature and success of educational systems. This is what the Delors report had to say about the crucial role of teachers:

Our vision of the coming century is one in which the pursuit of learning is valued by individuals and by authorities all over the world, not only as a means to an end, but also as an end in itself. Each person will be encouraged and enabled to take up learning opportunities throughout life. Hence much will be expected, and much demanded, of teachers have crucial roles to play in preparing young people not only to face the future with confidence but to build it with purpose and responsibility (Delors et al. 1996).

Teacher education is an integral component of the Indian educational system. The constitutional goals, the directive principles of the state policy, the socioeconomic problems and the growth of knowledge, the emerging expectations and the changes operating in education, etc. call for an appropriate response from a futuristic education system and provide the perspective within which teacher education programmes need to be viewed. When our country attained freedom, the then existing educational system was accepted as such because it was through that an abrupt departure from the same would be disturbing and destabilising. Thus a predisposition to retain the system acquires preponderance and all that was envisaged by way of changes was its rearrangement. Consequently, teacher education largely remained isolated from the needs and aspirations of the people. During the last five decades certain efforts have been made to indigenise the system.

Various commissions and committees appointed by the central and the state governments have invariably emphasised the need for quality teacher education suited to the needs for the educational system. The secondary education commission (1953) observed that a major factor responsible for the educational reconstruction at the secondary stage is teachers' professional training. The education commission (1964-66) stressed that in a world based on science and technology it is education that determines the level of prosperity, welfare and security of the people' and that a sound programme of professional education of teachers is essential for the qualitative improvement of education.

India has a large system of education .there are nearly 5.98 lakh primary schools, 1.76 lakh elementary schools and 98 thousand high/ higher secondary schools in the country, about 1300 teacher education institutions for elementary teachers and nearly 700 colleges of education/ university departments preparing teachers for secondary and higher secondary schools. Out of about 4.52 million teachers in the country nearly 3 million are teaching at primary/ elementary level. A sizeable number of them are untrained or under- trained. In certain backward regions, there are even under- qualified teachers. As far as in-service education is concerned the situation is not very encouraging. It is estimated that on an average 40 percent of the teachers are provided in- service teacher education once over a period of five years. Regarding non-formal education, though a number of models are in vogue in various states in the country, much more needs to be done to prepare teacher and other functionaries for the system.

#### **RATIONALE OF THE STUDY:**

The teacher educators train excellence teachers who in turn develop the quality of school education and also develop the learning stage of children. The teacher educators are equipped all the way through Bachelor of Education (B.Ed.) teacher training course. It means excellence of teacher educators depend on B.Ed. training course. In this way, a lot of efforts were made by implementing the recommendations of policy documents. NCTE has also brought out for National Curriculum Framework for Teacher training programme during 1978, 1988, 1998 and



2009 and recommended to get better quality of B.Ed. teacher training course. The UGC and RCI also prepared efforts on this direction. The outcome of teacher-education has become a serious topic to analysis for the present scenario so everyone of us should be clearer about the consequential part of teacher-education from upshot query. Upshot query clear that there should be the profit of teacher - education programme and the teachers will do for the self and the society, and there should be clear reason behind infinite amount of money spending on teacher-education programme. There are certain controversies because of the changing duration of the B.Ed. course among teachers and teacher trainees. According to NCTE regulation 2014 new norms the duration of B.Ed. programme shall be of duration of two academic years, during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed and the minimum attendance of the student teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

### **OBJECTIVES OF THE STUDY**

- 1) To study the attitude of teacher educators towards two years B.Ed. programme.
- 2) To study the attitude of male and female teacher educators of B.Ed. colleges of Uttar Pradesh towards two years B.Ed. programme.
- 3) To study the attitude of government and private teacher educators towards two years B.Ed. programme.

### **DELIMITATIONS OF THE STUDY**

- 1) The present study is delimited to 10 B.Ed. Colleges situated in Uttar Pradesh.
- 2) The present study is delimited to 60 teacher educators of B.Ed. Colleges of Uttar Pradesh.
- 3) The study is delimited to the teacher educators of B.Ed. College only.

### **RESEARCH METHODOLOGY**

To put in effect the objectives of the present study, the descriptive survey method was considered appropriate for gathering data about the attitude of teacher educators of selected B.Ed. Colleges of Uttar Pradesh about two years B.Ed. programme. Therefore the study has been conducted on the Teacher educators teaching in B.Ed colleges of Uttar Pradesh.

### **POPULATION**

The whole aggregation of items or group of individuals from which samples can be drawn is known as population. It consists of all aspects of individuals of their attributes that can be described as having as unique type of characteristics or qualities. For the current study all the 3,678 teacher educators of B.Ed. colleges of Uttar Pradesh constituted the population of the study.

### **SAMPLE**

The representative proportion of the population is known as sample. A sample is a cluster of folks, objects, or events that represents the characteristics of the larger group from which the sample is drawn. The population of the study includes the teacher educators of B.Ed. colleges of Uttar Pradesh. For the present study 60 teacher educators has been taken from 10 B.Ed. colleges



(5 Government and 5 Private) of Uttar Pradesh. In order to achieve the objectives of the study simple random sampling technique has been used.

### **CONSTRUCTION OF TOOL:**

The first and foremost process for construction of the tool was prepared by the researcher on the basis of the different research questions and objectives as laid down to find out the attitude of teacher educators towards two years B.Ed. programme. Hence, keeping in view the aims and objectives of the study in mind, 40 self-made questions were prepared for study to be carried on. Out of the 40 self-made questionnaires, 39 questions were finalized as Close-ended questionnaire and 1 questionnaire was finalized as Open-ended questionnaire.

### **STATISTICAL TECHNIQUES USED:**

The technique of the study is therefore testing through self made questionnaire. Scoring is done through percentage wise analysis for 39 items and carefully studied and discussed the feedback of every teacher educators for 40<sup>th</sup> item which was open ended question and each of the item present in the questionnaire in order to test the factors attitude of the teacher educators towards two years B.Ed. programme.

### **ANALYSIS AND INTERPRETATION OF DATA:**

#### **1. Item no. 1. "Is the two years B.Ed. programme very costly?"**

- Out of 60 teacher educators 60% have agreed the item no. 1
- Out of 30 male 66% and out of 30 female 55% have agreed the item no. 1.
- Out of 30 government 44% and out of 30 private 76% have agreed the item no. 1.

Hence, from the above interpretation it is found that the two years B.Ed. programme is very costly.

#### **2. Item no. 2. Whether two years B.Ed. programme is affecting the financial status of student teachers?**

- Out of 60 teacher educators 78% have agreed the item no. 2
- Out of 30 male 90% and out of 30 female 69% have agreed the item no. 2.
- Out of 30 government 62% and out of 30 private 94% have agreed the item no. 2.

Hence, from the above interpretation it is found that the two years B.Ed. programme is affecting the financial status of student teachers.

#### **3. Item no. 3. Interviews, group discussions along with common entrance tests marks should be introduced for selecting the candidates?**

- Out of 60 teacher educators 80% have agreed the item no. 3
- Out of 30 male 92% and out of 30 female 71% have agreed the item no. 3.
- Out of 30 government 82% and out of 30 private 78% have agreed the item no. 3.



Hence, from the above interpretation it is found that the Interviews, group discussions along with common entrance tests marks should be introduced for selecting the candidates.

**4. Item no. 4. Will it be better if there is a basic unit of 50 students with a maximum of two units in B.Ed. programme?**

- Out of 60 teacher educators 87% have agreed the item no. 4.
- Out of 30 male 95% and out of 30 female 81% have agreed the item no. 4.
- Out of 30 government 94% and out of 30 private 80% have agreed the item no. 4.

Hence, from the above interpretation it is found that it will be better if there is a basic unit of 50 students with a maximum of two units in B.Ed. programme.

**5. Item no. 5. Do you feel that the duration of the two years B.Ed. course is lengthy and wastage of time?**

- Out of 60 teacher educators 53% have disagreed the item no. 5.
- Out of 30 male 53% and out of 30 female 54% have disagreed the item no.5.
- Out of 30 government 62% and out of 30 private 44% have disagreed the item no. 5.

Hence, from the above interpretation it is found that the duration of the two years B.Ed. course is not lengthy and not wastage of time.

**6. Item no. 6. Are you satisfied with the present changes in the duration of B.Ed. course?**

- Out of 60 teacher educators 56% have agreed the item no. 6.
- Out of 30 male 57% and out of 30 female 55% have agreed the item no.6.
- Out of 30 government 58% and out of 30 private 54% have agreed the item no.6.

Hence, from the above interpretation it is found that every teacher educators are satisfied with the present changes in the duration of B.Ed. course.

**7. Item no. 7. Do you think that the present two years B.Ed. course is more effective than the previous one year B.Ed. course?**

- Out of 60 teacher educators 66% have agreed the item no. 7.
- Out of 30 male 77% and out of 30 female 59% have agreed the item no.7.
- Out of 30 government 80% and out of 30 private 52% have agreed the item no.7.

Hence, from the above interpretation it is found that the present two years B.Ed. course is more effective than the previous one year B.Ed. course.

**8. Item no. 8. Will trainee teachers suffer from mental pressures with the duration of minimum two years B.Ed. course?**

- Out of 60 teacher educators 53% have disagreed the item no. 8.
- Out of 30 male 53% and out of 30 female 54% have disagreed the item no.8.
- Out of 30 government 54% and out of 30 private 52% have disagreed the item no.8.

Hence, from the above interpretation it is found that the teacher trainee will not suffer from mental pressures with the duration of minimum two years B.Ed. course.

**9. Item no. 9. Do you think that the extension of B.Ed. course would lessen the interest of students towards studies as it becomes a time consuming process?**



- Out of 60 teacher educators 63% have agreed the item no. 9.
- Out of 30 male 72% and out of 30 female 57% have agreed the item no.9.
- Out of 30 government 72% and out of 30 private 54% have agreed the item no.9.

Hence, from the above interpretation it is found that the extension of B.Ed. course would lessen the interest of students towards studies as it becomes a time consuming process.

**10. Item no. 10. Is the two years B.Ed. course sufficient time to provide adequate and stable content knowledge?**

- Out of 60 teacher educators 89% have agreed the item no. 10.
- Out of 30 male 95% and out of 30 female 84% have agreed the item no.10.
- Out of 30 government 94% and out of 30 private 84% have agreed the item no.10.

Hence, from the above interpretation it is found that the two years B.Ed. course is sufficient time to provide adequate and stable content knowledge.

**11. Item no. 11. Do you think student teachers will face so many problems due to two hundred working days and 80% of minimum attendance in B.Ed. course?**

- Out of 60 teacher educators 55% have disagreed the item no. 11.
- Out of 30 male 53% and out of 30 female 57% have disagreed the item no.11.
- Out of 30 government 54% and out of 30 private 56% have disagreed the item no.11.

Hence, from the above interpretation it is found that the student teachers will not face so many problems due to two hundred working days and 80% of minimum attendance in B.Ed. course.

**12. Item no. 12. Do you think that with the expansion of the duration of the internship programme a better understanding of demonstration lesson, micro teaching and macro teaching practice has prevailed in the present student teachers?**

- Out of 60 teacher educators 83% have agreed the item no. 12.
- Out of 30 male 90% and out of 30 female 78% have agreed the item no.12.
- Out of 30 government 88% and out of 30 private 78% have agreed the item no.12.

Hence, from the above interpretation it is found that with the expansion of the duration of the internship programme a better understanding of demonstration lesson, micro teaching and macro teaching practice has prevailed in the present student teachers.

**13. Has the 6 months internship programme been an important factor for enhancing the entire B.Ed. programme?**

- Out of 60 teacher educators 81% have agreed the item no. 13.
- Out of 30 male 86% and out of 30 female 78% have agreed the item no.13.
- Out of 30 government 88% and out of 30 private 74% have agreed the item no.13.

Hence, from the above interpretation it is found that the 6 months internship programme been an important factor for enhancing the entire B.Ed. programme.

**14. Item no. 14. Do you think that the internship of six months is very long period?**

- Out of 60 teacher educators 66% have disagreed the item no. 14.
- Out of 30 male 66% and out of 30 female 66% have disagreed the item no.14.
- Out of 30 government 72% and out of 30 private 60% have disagreed the item no.14.

Hence, from the above interpretation it is found that the internship of six months is not very long period.



**15. Do you think the curriculum is very much rigid in two years B.Ed. course?**

- Out of 60 teacher educators 64% have disagreed the item no. 15.
- Out of 30 male 72% and out of 30 female 59% have disagreed the item no.15.
- Out of 30 government 62% and out of 30 private 66% have disagreed the item no.15.

Hence, from the above interpretation it is found that the curriculum is not very much rigid in two years B.Ed. course.

**16. Item no.16. Do you think the two years B.Ed. curriculum reduces the gap between theory and practice, between teacher education curriculum and school realities?**

- Out of 60 teacher educators 66% have agreed the item no. 16.
- Out of 30 male 62% and out of 30 female 69% have agreed the item no.16.
- Out of 30 government 74% and out of 30 private 58% have agreed the item no.16.

Hence, from the above interpretation it is found that the two years B.Ed. curriculum reduces the gap between theory and practice, between teacher education curriculum and school realities.

**17. Do you think the present B.Ed. Curriculum is based on the needs of the individual and society?**

- Out of 60 teacher educators 66% have agreed the item no. 17.
- Out of 30 male 62% and out of 30 female 69% have agreed the item no.17.
- Out of 30 government 70% and out of 30 private 62% have agreed the item no.17.

Hence, from the above interpretation it is found that the present B.Ed. Curriculum is based on the needs of the individual and society.

**18. Item no. 18. Do you think that there are unplanned and insufficient co-curricular activities in 2 years B.Ed. programme?**

- Out of 60 teacher educators 55% have disagreed the item no. 18.
- Out of 30 male 53% and out of 30 female 57% have disagreed the item no.18.
- Out of 30 government 48% and out of 30 private 62% have disagreed the item no.18.

Hence, from the above interpretation it is found that there are planned and sufficient co-curricular activities in 2 years B.Ed. programme.

**19. Item no. 19. Do you think that the ICT, gender, yoga education and inclusive education shall form an integral part of the B.Ed. curriculum?**

- Out of 60 teacher educators 95% have agreed the item no. 19.
- Out of 30 male 98% and out of 30 female 93% have agreed the item no.19.
- Out of 30 government 98% and out of 30 private 92% have agreed the item no.19.

Hence, from the above interpretation it is found that the ICT, gender, yoga education and inclusive education shall form an integral part of the B.Ed. curriculum.

**20. Item no. 20. Do you think that there is no scope for curriculum development on a continuing basis to keep pace with current trends?**

- Out of 60 teacher educators 52% have agreed the item no. 20.
- Out of 30 male 53% and out of 30 female 52% have agreed the item no.20.
- Out of 30 government 52% and out of 30 private 52% have agreed the item no.20.

Hence, from the above interpretation it is found that there is no scope for curriculum development on a continuing basis to keep pace with current trends.



**21. Item no 21. Do you think that 2 years B.Ed. curriculum is 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?**

- Out of 60 teacher educators 75% have agreed the item no. 21.
- Out of 30 male 77% and out of 30 female 74% have agreed the item no.21.
- Out of 30 government 94% and out of 30 private 56% have agreed the item no.21.

Hence, from the above interpretation it is found that 2 years B.Ed. curriculum is 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.

**22. Item no. 22 Do the inclusion of two years B.Ed. courses would increase the learning burden of student teachers?**

- Out of 60 teacher educators 63% have agreed the item no. 22.
- Out of 30 male 64% and out of 30 female 62% have agreed the item no.22.
- Out of 30 government 72% and out of 30 private 54% have agreed the item no.22.

Hence, from the above interpretation it is found that the inclusion of two years B.Ed. courses would increase the learning burden of student teachers.

**23. Item no. 23. Do you think the two years B.Ed. programme fulfils the educational objectives?**

- Out of 60 teacher educators 73% have agreed the item no. 23.
- Out of 30 male 74% and out of 30 female 72% have agreed the item no.23.
- Out of 30 government 56% and out of 30 private 90% have agreed the item no.23.

Hence, from the above interpretation it is found that the two years B.Ed. programme fulfils the educational objectives.

**24. Item no. 24. Do you think Instead of extending the B.Ed. course the change in curriculum could have been much effective?**

- Out of 60 teacher educators 63% have agreed the item no. 24.
- Out of 30 male 64% and out of 30 female 62% have agreed the item no.24.
- Out of 30 government 54% and out of 30 private 72% have agreed the item no.24.

Hence, from the above interpretation it is found that Instead of extending the B.Ed. course the change in curriculum could have been much effective.

**25. Item no.25. Do you think the two year B.Ed. course gaining more focus on practical aspect of education rather than theoretical aspect of education?**

- Out of 60 teacher educators 68% have agreed the item no. 25.
- Out of 30 male 69% and out of 30 female 67% have agreed the item no.25.
- Out of 30 government 78% and out of 30 private 58% have agreed the item no.25.

Hence, from the above interpretation it is found that the two year B.Ed. course gaining more focus on practical aspect of education rather than theoretical aspect of education.

**26. Item no. 26. Do you think two year B.Ed. course will develop proper teaching skills in student teachers?**

- Out of 60 teacher educators 79% have agreed the item no. 26.



- Out of 30 male 77% and out of 30 female 81% have agreed the item no.26.
- Out of 30 government 64% and out of 30 private 94% have agreed the item no.26.

Hence, from the above interpretation it is found that the two year B.Ed. course will develop proper teaching skills in student teachers.

**27. Item no. 27. Do you think the teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being?**

- Out of 60 teacher educators 80% have agreed the item no. 27.
- Out of 30 male 81% and out of 30 female 79% have agreed the item no.27.
- Out of 30 government teacher educators 74% and out of 30 private 86% have agreed the item no.27.

Hence, from the above interpretation it is found that the teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being.

**28. Item no. 28. Do you think during two years of training the student teachers can develop the ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations?**

- Out of 60 teacher educators 70% have agreed the item no. 28.
- Out of 30 male 66% and out of 30 female 72% have agreed the item no.28.
- Out of 30 government teacher 64% and out of 30 private 76% have agreed the item no.28.

Hence, from the above interpretation it is found that during two years of training the student teachers can develop the ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations.

**29. Item no. 29. Are the student teachers of two years B.Ed. course getting more opportunities for practise teaching rather than the student teachers of one year B.Ed. course?**

- Out of 60 teacher educators 97% have agreed the item no. 29.
- Out of 30 male 95% and out of 30 female 98% have agreed the item no.29.
- Out of 30 government teacher 100% and out of 30 private 94% have agreed the item no.29.

Hence, from the above interpretation it is found that the student teachers of two years B.Ed. course getting more opportunities for practise teaching rather than the student teachers of one year B.Ed. course.

**30. Item no. 30. Is there co-operation from the school principal for internship?**

- Out of 60 teacher educators 78% have agreed the item no. 30.
- Out of 30 male 74% and out of 30 female 81% have agreed the item no.30.
- Out of 30 government teacher 70% and out of 30 private 86% have agreed the item no.30.

Hence, from the above interpretation it is found that there is co-operation from the school principal for internship.

**31. Item no. 31. Are appropriate teaching aids used during practice teaching?**

- Out of 60 teacher educators 81% have agreed the item no. 31.



- Out of 30 male 90% and out of 30 female 74% have agreed the item no.31.
- Out of 30 government teacher 84% and out of 30 private 78% have agreed the item no.31.

Hence, from the above interpretation it is found that the appropriate teaching aids used during practice teaching.

**32. Item no. 32. Do Practice teaching helps in mastery of teaching skill?**

- Out of 60 teacher educators 98% have agreed the item no. 32.
- Out of 30 male 98% and out of 30 female 98% have agreed the item no.32.
- Out of 30 government teacher 100% and out of 30 private 96% have agreed the item no.32.

Hence, from the above interpretation it is found that the Practice teaching helps in mastery of teaching skill.

**33. Item no. 33. Do you think practice teaching enhances the degree of confidence in teacher trainees?**

- Out of 60 teacher educators 95% have agreed the item no. 33.
- Out of 30 male 95% and out of 30 female 95% have agreed the item no.33.
- Out of 30 government teacher 94% and out of 30 private 96% have agreed the item no.33.

Hence, from the above interpretation it is found that the practice teaching enhances the degree of confidence in teacher trainees.

**34. Item no. 34. Do you think assignments gives stress on practical activities like internal assignment, project works, seasonal works, internship in teaching, practice of micro –teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc?**

- Out of 60 teacher educators 62% have agreed the item no. 34.
- Out of 30 male 55% and out of 30 female 67% have agreed the item no.34.
- Out of 30 government teacher 66% and out of 30 private 58% have agreed the item no.34.

Hence, from the above interpretation it is found that the assignments gives stress on practical activities like internal assignment, project works, seasonal works, internship in teaching, practice of micro –teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc.

**35. Item no. 35. Do you think that the student teachers find difficulty in assignment work?**

- Out of 60 teacher educators 56% have disagreed the item no. 35.
- Out of 30 male 55% and out of 30 female 57% have disagreed the item no.35.
- Out of 30 government teacher 52% and out of 30 private 60% have disagreed the item no.35.

Hence, from the above interpretation it is found that the student teachers do not find difficulty in assignment work.



**36. Item no. 36 Do you think adequate teaching and non-teaching staff should be employed in order to make the course effective?**

- Out of 60 teacher educators 89% have agreed the item no. 36.
- Out of 30 male 83% and out of 30 female 93% have agreed the item no.36.
- Out of 30 government teacher 80% and out of 30 private 98% have agreed the item no.36.

Hence, from the above interpretation it is found that the adequate teaching and non-teaching staff should be employed in order to make the course effective.

**37. Item no. 37. Do you think the NET qualified and experienced teacher educators must be recruited?**

- Out of 60 teacher educators 71% have agreed the item no. 37.
- Out of 30 male 77% and out of 30 female 67% have agreed the item no.37.
- Out of 30 government teacher 68% and out of 30 private 74% have agreed the item no.37.

Hence, from the above interpretation it is found that the NET qualified and experienced teacher educators must be recruited.

**38. Item no. 38. Do you think that NCTE should reduce the duration again to 1 year?**

- Out of 60 teacher educators 62% have disagreed the item no. 38.
- Out of 30 male 55% and out of 30 female 67% have disagreed the item no.38.
- Out of 30 government teacher 64% and out of 30 private 60% have disagreed the item no.38.

Hence, from the above interpretation it is found that the NCTE should not reduce the duration again to 1 year.

**39. Item no. 39. Do you think the two years B.Ed. course is a downfall for the self-financing institutions as the students of two years B.Ed. course are lesser as compared to that of one year course.**

- Out of 60 teacher educators 71% have agreed the item no. 39.
- Out of 30 male 74% and out of 30 female 69% have agreed the item no.39.
- Out of 30 government teacher 74% and out of 30 private 68% have agreed the item no.39.

Hence, from the above interpretation it is found that the two years B.Ed. course is a downfall for the self-financing institutions as the students of two years B.Ed. course are lesser as compared to that of one year course.

**40. Item no. 40. Do you think that NCTE should continue with two years duration?**

- Out of 60 teacher educators more than 60% teacher educators gave their feedback in favour that NCTE should continue with two years duration.

Hence, from the above interpretation it is found that the NCTE should continue with the two years duration.

**FINDINGS:**

1. It was found that the two years B.Ed. programme is very costly
2. Two years B.Ed. programme is affecting the financial status of student teachers.



3. The Interviews, group discussions along with common entrance tests marks should be introduced for selecting the candidates
4. It will be better if there is a basic unit of 50 students with a maximum of two units in B.Ed. programme
5. The duration of the two years B.Ed. course is not lengthy and not wastage of time.
6. Every teacher educators are satisfied with the present changes in the duration of B.Ed. course.
7. The present two years B.Ed. course is more effective than the previous one year B.Ed. course.
8. The teacher trainee will not suffer from mental pressures with the duration of minimum two years B.Ed. course.
9. The extension of B.Ed. course would lessen the interest of students towards studies as it becomes a time consuming process.
10. The two years B.Ed. course is sufficient time to provide adequate and stable content knowledge.
11. The student teachers will not face so many problems due to two hundred working days and 80% of minimum attendance in B.Ed. course.
12. With the expansion of the duration of the internship programme a better understanding of demonstration lesson, micro teaching and macro teaching practice has prevailed in the present student teachers.
13. The 6 months internship programme been an important factor for enhancing the entire B.Ed. programme.
14. The internship of six months is not very long period.
15. The curriculum is not very much rigid in two years B.Ed. course.
16. The two years B.Ed. curriculum reduces the gap between theory and practice, between teacher education curriculum and school realities.
17. The present B.Ed. Curriculum is based on the needs of the individual and society.
18. There are planned and sufficient co-curricular activities in 2 years B.Ed. programme.
19. ICT, gender, yoga education and inclusive education shall form an integral part of the B.Ed. curriculum.
20. There is no scope for curriculum development on a continuing basis to keep pace with current trends.
21. 2 years B.Ed. curriculum is 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.
22. The inclusion of two years B.Ed. courses would increase the learning burden of student teachers.
23. Two years B.Ed. programme fulfils the educational objectives.
24. Instead of extending the B.Ed. course the change in curriculum could have been much effective.
25. Two years B.Ed. course is gaining more focus on practical aspect of education rather than theoretical aspect of education.
26. Two year B.Ed. course will develop proper teaching skills in student teachers.
27. Teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being.
28. During two years of training the student teachers can develop the ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations



29. The student teachers of two years B.Ed. course getting more opportunities for practise teaching rather than the student teachers of one year B.Ed. course.
30. There is good co-operation from the school principal for internship.
31. Appropriate teaching aids used during practice teaching.
32. Practice teaching helps in mastery of teaching skill.
33. Practice teaching enhances the degree of confidence in teacher trainees
34. Assignments gives stress on practical activities like internal assignment, project works, seasonal works, internship in teaching, practice of micro –teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc
35. Student teachers do not find difficulty in assignment work.
36. Adequate teaching and non-teaching staff should be employed in order to make the course effective.
37. NET qualified and experienced teacher educators must be recruited.
38. NCTE should not reduce the duration again to 1 year.
39. Two years B.Ed. course is a downfall for the self-financing institutions as the students of two years B.Ed. course are lesser as compared to that of one year course.
40. NCTE should continue with the two years duration.

#### CONCLUSION:

The two years B.Ed. programme has a great contribution and plays a vital role for providing proper knowledge and skills to the student teachers and it has also an important factor for enhancing the quality of education and enhancing the quality of student teachers. The conclusion which can be down from the analysis and interpretation of data is that the two years B.Ed. programme is necessary for successful completion of the course. Therefore the two years B.Ed. course will develop proper teaching skills in student teachers and also the student teachers of two years B.Ed. course gets more opportunities for practise teaching rather than the student teachers of one year B.Ed. course. Hence, the two years B.Ed. programme should be continue for maintaining the quality of education.

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