



## A Study on The Opinion of B .Ed Students on A Two Year B.Ed Programme

### KEYWORDS

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**ABSTRACT** *The National Council for Teacher Education (NCTE) is making comprehensive changes from 2015-2016 academic year to produce quality teachers. It has increased the duration of the Bachelor of Education (B.Ed.) programme from one year to two years, besides modifying the curriculum. Experts feel the change will lend the programme the gravitas enjoyed by other professional courses like BE (four years) and MBBS (five-and-a-half years). The aim is to produce quality teachers. In a recent initiative, the MHRD has restructured the teacher training system by doubling the duration of teacher training courses i.e. Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) from one year to two years. After a long-term debate and discussion, realizing the insufficiency/ inadequacy of one year B.Ed. programme, NCERT introduced a two year B.Ed. course in its four wings from session 1999-2000 in accordance with NCTE guidelines. Since then this programme is continuing in the four Regional Institutes of Education keeping in view many hopes and aspirations. NCERT is a leading council at the national level, whose main objective is to bring qualitative improvement in school education. Teacher-education is a significant part of this school education programme. Along with many other functions, some of the important functions of NCERT in the area of teacher- education are to prepare the curriculum for teacher education, to revise the teacher-education curriculum in accordance with existing needs, to judge the suitability of some innovative curriculum for teacher education, to judge the suitability and effectiveness of some new teacher-training strategies etc teacher-education programmes have to define teachers' roles with reference to an emerging vision of school education. Existing conditions in schools will need to be critically viewed vis-à-vis aims of education, and teachers will need to be prepared such that they have the potential of transforming these conditions.*

The 2-Year B.Ed programme aims at a complete development of the student teacher, particularly knowledge and skills, in individual care of the learner and also in the methods and evaluation designed to facilitate learning. Interactive processes, i.e., group reflection, critical thinking and meaning-making have been encouraged and, there is an effort to obtain foreign recognition for B.Ed., and M.Ed., degrees. To begin with, the Tamil Nadu Teacher Education University has prepared new curriculum for B.Ed and M.Ed programmes under the direction of National Council for Teacher Education (NCTE). According to reliable sources, the southern states have resolved to accept NCTE's proposed extension of one-year B.Ed and M.Ed programmes to two years and now it is grounded as it is a policy decision by the government for the betterment of the teacher education. Two years of education will definitely improve the quality of school teachers," says M.Rajendran, a retired principal of a government teacher education college.

The Teacher Education Policy in India has evolved over time and is based on recommendations contained in various Reports of Committees/Commissions on Education, the important ones being the Kothari Commission (1966), the Chattopadhyay Committee (1985), the National Policy on Education (NPE 1986/92), Acharya Ramamurthi Committee (1990), Yashpal Committee (1993), and the National Curriculum Framework (NCF, 2005). The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which became operational from 1st April, 2010, has important implications for teacher education in the country. With this background, the investigator has made an attempt to study the opinion of B.Ed. students on two years B.Ed. programme .The study is limited to B.Ed teacher trainees of Warangal town. The investigator adopted the survey method. The Random sampling technique was employed and the data was collected from 100 B.Ed trainees of Wa-

rangal town using the opinionnaire developed by the investigator. The data thus collected were subjected to statistical analysis using appropriate techniques and the recommendations were offered on the basis of the results. The results disclosed that there is a moderate opinion among the B.Ed. trainees on two years B.Ed. programme. However two-Year B.Ed. programme will helps to be complete development of the student teacher, so as to make it a vibrant, enjoyable and more relevant to the present day demands of the society.

### Statement of the problem

**"A study on the opinion of B .Ed students on a two year B .Ed programme"**

### Significance of the study

Education reforms invariably accord highest priority to improve teacher effectiveness. It requires consistent up gradation of teacher-education program. Over the last two decades in India, the issue of curriculum renewal and extended duration of secondary stage teacher education has received serious attention. A perusal of the reports of various commissions and committees indicate the preference for longer duration of B.Ed. program. NCERT introduced two year B.Ed. programme in its four wings from session 1999-2000 in accordance with NCTE guidelines. Since then this programme is continuing in these four RIEs keeping in view many hopes and aspirations. NCERT is a leading council at the national level, whose main objective is to bring qualitative improvement in school education. There are divergent views with regard to the increased duration of the B.Ed. and M.Ed. programme and before it is grounded the opinions are to be collected from all the states and the reforms are to be effected and without proper exercise, the programme is now made into a two year programme and the admissions have gone down and

the present state of affairs is that many private colleges may not run the programme for want of admissions. In this context an attempt is made to find out the opinion of B.Ed. trainees towards two year B.Ed. training program.

**Objectives of the study**

- To study the Opinion of B.Ed. trainees on proposed two years B.Ed. programme.
- To study whether there is any difference between male and female B.Ed. trainees opinion on two years B.Ed. programme.
- To study whether there is any difference between Govt. and Private B.Ed. trainees opinion on two years B.Ed. programme.
- To study whether there is any difference between Method-I and method-II B.Ed. trainees opinion on two years B.Ed. programme.
- To study whether there is any difference between U.G. with B.Ed. and P.G. with B.Ed. trainees opinion on two years B.Ed. programme.

**Hypothesis of the study**

There would not be a significant difference between Male and Female B.Ed. Trainees opinion on two years B.Ed. programme.

There would not be a significant difference between Government and Private B.Ed. Trainees opinion on two years B.Ed. programme.

There would not be a significant difference between Method-I and Method-II B.Ed. Trainees opinion on two years B.Ed. programme.

There would not be a significant difference between U.G. with B.Ed. and P.G. with B.Ed. trainees opinion on two years B.Ed. programme.

**Operational definitions of the study**

Opinion: B.Ed. trainee way of thinking about two years B.Ed. programme

Two Year B.Ed. Program: The duration of the program taking for completion of the programme.

Student Teachers: The trainees who are studying the Bachelor of Education in the teacher training college treated as student teachers

**Methodology:**

The investigator adopted the survey method. opinionative was developed with 30 items. The content and face validity of the scale was established and the scale possessed the split-half reliability as the value is 0.76. The Random sampling technique was employed and the data was collected from 100 B.Ed., students from the colleges of education, Warangal town. The sample contained 42 male and 58 female B.Ed. trainees also the data represented management, methodology and qualifications of the universe. The responses of the student teachers were calculated as per the norms. The data thus scored were subjected to statistical analysis using appropriate techniques.

**Analysis and Interpretation**

The data collected was analyzed and interpreted in the light of the objectives and the hypotheses set for the study.

Objective:1 To study the opinion of B.Ed. trainees on pro-

posed two years B.Ed. program.

In order to realize the above objective raw scores obtained from B.Ed trainees on two years B.Ed. programme were entered in the tables. On the basis of the opinions the trainees were classified into two three groups viz., trainees having high, Moderate and low opinion on two years B.Ed.  $\sigma = \text{Mean} \pm \text{Sd}$ . Then the percentage of B.Ed. Trainees having different opinion that is high, moderate and low opinion on two year B.Ed. Programme were calculated and shown in table-1

**Table-1: B.Ed. trainees opinion on two years B.Ed. program.**

Opinion	No. of B.Ed. Trainees	Percentage
High	22	22%
Moderate	71	71%
Low	07	07%
N	100	100%

Above table reveals that there is a lot of variation in the opinion of B.Ed trainees on two years B.Ed. Programme i.e., 22% of trainees had high opinion and 7% had low opinion remaining 71% trainees had moderate opinion on two years B.Ed programme.

**4.5.2 HYPOTHESIS testing:** The hypotheses in conjunction with the rest of the objectives are tested using appropriate statistical techniques

**Hypothesis-I**

There would not be a significant difference between Male and Female B.Ed. student teachers in their opinions on a two years B.Ed. programme.

**Table-2: Male and Female B.Ed Trainees opinion on two year B.Ed. programme**

Gender	B.Ed. trainees opinion on two year B.Ed. programme		't' Value	Leave of Significance
	Mean	SD		
Male N=42	49.64	3.8	1.52	0.05&0.01
Female N=58	48.1	6.4		

Above table reveals that the mean scores of male and female B.Ed trainees Means, SD were 49.64 and 48.1, 3.8 and 6.4 respectively. Further calculated 't'-value 1.52 less than the critical value of 1.98 and 2.63 for df 98 so it is not significant at 0.05 and 0.01 levels. Therefore, null hypothesis is accepted at both levels. Finally it is concluded that there exists no significant difference between male and female B.Ed trainees opinion on a two year B.Ed programme.

**Hypothesis – II**

There would not be a significant difference between Government and Private B.Ed. Trainees opinion on a two years B.Ed. programme.

**Table-3 results of't' test of variable Management**

Management	B.Ed. trainees opinion on two year B.Ed. programme		df	't' Value	Level of significance
	Mean	S.D			
Govt. N=40	49.12	4.5	98	0.45	0.05&0.01
Private N=60	48.59	7.15			

Above table reveals that Govt. and Private B.Ed. trainees Mean Scores, SD were 49.12 and 48.59, 4.5 and 7.15 respectively. Further calculated 't'-value 0.45 less than the critical value of 1.98 and 2.63 for df 98 so it is not significant at 0.05 and 0.01 levels. Therefore, null hypothesis is accepted at both levels. Finally it is concluded that there is no significant difference between male and female B.Ed. trainees teachers opinion on a two year B.Ed programme.

#### 4.5.2 HYPOTHESIS-III

There is no significant difference between the method-I and method-II B.Ed trainees opinion on a two year B.Ed. programme

**Table- 4 results of 't' test of variable Method**

Methodology	B.Ed Trainees opinion on two Year B.Ed programme		df	't' value	Level of Significance
	Mean	S.D			
Method-I 41	48.24	6.75	98	0.74	0.05&0.01
Method-II 59	49.19	5.7			

Above table reveals that Method-I and Method-II B.Ed. trainees Mean, SD scores were 48.24 and 49.19, 6.75 and 5.7 respectively. Further calculated 't'-value 0.74 less than the critical value of 1.98 and 2.63 for df 98 so it is not significant at 0.05 and 0.01 levels. Therefore, null hypothesis is accepted at both levels. Finally it is concluded that there is no significant difference between students of Method-I and Method-II in their opinion on a two year B.Ed programme.

#### 4.5.2 HYPOTHESIS-IV

There would not be a significant difference between U.G. with B.Ed. and P.G. with B.Ed. trainees/student teachers opinion towards two years B.Ed. programme.

**Table -5 results of 't' test of variable Qualification**

Qualification	B.Ed. trainees opinion on Two year B.ED programme		df	't' value	Level of significance
	Mean	S.D			
UG with B.Ed. N=42	47.85	6.65	9.8	1.47	0.05&0.01
P.G With B.Ed. N=58	49.74	5.95			

The Table 5 reveals that the mean scores of UG with B.Ed. and PG with B.Ed. trainees Mean, SD scores were 47.85 and 49.74, 6.65 and 5.95 respectively. Further calculated 't'-value 1.47 less than the critical value of 1.98 and 2.63 for df 98 so it is not significant at 0.05 and 0.01 levels. Therefore, null hypothesis is accepted at both levels. Finally it is concluded that there is no significant difference between the opinion of UG with B.Ed. and PG with B.Ed. trainees.

#### Findings of the study

93% of the B.Ed. trainees are in favour of a two year B.Ed. programme.

The variables viz., Gender, Management, Methodology, and Qualification did not influence the opinion of the student teachers on a two year B.Ed. programme.

#### CONCLUSION

The results have are in favour of a two year B.Ed programme as 93% of the B.Ed. students expressed high and

moderate opinion. In order to realise the objective of the teacher education the curriculum ,methods, approaches, projects, teaching practice and the execution of a two year B.Ed. programme for preparing the best teachers with international standards have to undergo a through change.

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