



Implementation of Two year B.Ed program: Issues and Concerns

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ABSTRACT

A perusal of the various reports of commission and committees in regard to teacher education augur the preference for an extensive duration of B.Ed program in our country very early. But the two year B.Ed program found its implementation all over India in 2015. The objective is to develop more professionalism among prospective teachers, to fill the gap between theory and practice of teaching with their sustained engagement in schools, and to establish close connections between different curricular areas. It thus sets up a complete juncture for indoctrinating teaching perspectives. However in implementation of this extended program within a short period of time, institutions faced many difficulties and dilemmas. In the present paper an attempt was made to find out the B.Ed students and teacher educator experiences in two year B.Ed program through an empirical investigation of 37 teacher educators teaching to B.Ed course and 110 student teachers enrolled in B.Ed course. The researcher utilized two self constructed scales to do so and the results are being incorporated.

KEYWORDS

Professionalism, Implementation, Teacher education.

Introduction:

There were always suggestions from various commissions and committees about extension in the duration of B.Ed course, but the National Council of Teacher Education (NCTE) 1998 curriculum framework was the first to recommend an extension in the time duration of B.Ed program to two years. And NCERT implemented it very first in 1999 through introducing two year B.Ed programs in all its five Regional Institutes of Education i.e., at Ajmer, Bhopal, Bhubaneswar, Mysuru, and Shillong. While after the Justice Verma Commission (JVC) report 2012 appointed by the Government of India at the behest of the Honorable Supreme Court of India, NCTE revisited its regulations, norms and standards for various teacher education programs and notified new Regulations on 1st December, 2014. The new Regulations to translate the vision of JVC as to enhance the status of teacher education provided an increment in the duration of the B.Ed. and M.Ed. programs from one year to two years. No matter that it was a hasty judgment, but this quality improvement vigor was welcomed by the universities and colleges as they implemented it. However the sudden big change was interesting, but challenging and also its rapid implementation was hard to think about.

The two-year B.Ed. program has the intrinsic responsibility for the wholesome development of the teacher trainees for enhancing professional competencies, pedagogical teaching, and learning and reflective teaching etc., to prepare professional and humane teachers. And all this require great amount of planning and proper organization of it. Despite this it got implemented and have created mixed responses among teacher educators but a negative impact on of a large number teacher educators and students, as obviously change never gets its acceptance so easily and it was a change for which institutions were not prepared before. Ever since the NCTE turned the B Ed course into a two-year, academicians have said that the demand for the course has reduced. As the college owners contended that half the seats in B.Ed courses remained vacant after the course was extended from one year to two years Times of India, Ahmedabad (April 26, 2016). In Jaipur the seats were being counseled for more than six months with repeated counseling schedules, BEd seats on offer in December too, despite court orders Rossama Thomas (2016). In Maharashtra, too, the demand for teacher training courses has dipped in the past two years with over 70 per cent seats remaining vacant. A great reason behind fall in B.Ed aspirants is decreased duration in job opportunity. As students are already in a hurry to find jobs and don't want to wait for two years Priyanka Sahoo (2016). Thus the program laid large perspective to fill up many existing inadequacies, as many provisions in the new regulations are no doubt appreciable. But its short span implementation faced a lot of negativity. However there is shortage of studies relating to

implementation of this initiative, the present paper is thus an empirical attempt to find out the experiences of teacher educators and B.Ed students in two year B.Ed course. As the batch is in its final semester their experiences will surely help in managing the upcoming session.

Objectives of the study:

The present study was taken up considering the following two research objectives:

1. To find the B.Ed student experiences in two year B.Ed program.
2. To find the teacher educator experiences in two year B.Ed program.

Hypotheses of the study:

Keeping in view the objectives the following hypotheses were formulated:

- H₁: There will be overall more favorable experiences of B.Ed students two year B.Ed program.
- H_{1.1}: There will be more favorable experiences of B.Ed students regarding implementation of theory classes in two year B.Ed program.
- H_{1.2}: There will be more favorable experiences of B.Ed students regarding implementation of curricular activities in two year B.Ed program.
- H_{1.3}: There will be more favorable experiences of B.Ed students regarding implementation of internship in two year B.Ed program.
- H₂: There will be overall more favorable experiences of teacher educators in two year B.Ed program.
- H_{2.1}: There will positive attitude of teacher educators towards two year B.Ed program.
- H_{2.2}: There will be more favorable experiences of teacher educators regarding organization of two year B.Ed program.
- H_{2.2}: There will be more favorable experiences of teacher educators regarding outcome of two year B.Ed program.

Methodology of study:

The present study is based on descriptive survey method, in which through purposive sampling 110 B.Ed students and 37 teacher educators were selected out of total teacher educators and B.Ed students in Aligarh area. For description the researches prepared two scales for measuring experiences of student teachers and teacher educators separately as:

1. Student experiences in two year B.Ed program: The final draft of the scale consists of 20 questions regarding four dimensions as experiences regarding implementation of theory

classes, curricular activities, and internship. The reliability of the scale is measured by split half method is 0.78, while the validity is set through expert's opinions in the department of education at AMU.

2. Teacher experiences in two year B.Ed program: The final draft of the scale consists of 16 questions regarding attitude towards, organization of and outcome of two year B.Ed program. The reliability through split half method is 0.69, and the validity is set through experts opinions in the department of education at AMU.

Besides this the teacher educators were provided free space at the end of the scale to share their widespread views for the implementation, organization, management and outcome of the extended B.Ed program, which are also incorporated in the results.

Analysis and Interpretation of Data:

Table 1: Overall B.Ed experiences in two year B.Ed program

	% Favorable	% Moderate	% Unfavorable
Overall Student Experiences	13.6	65.4	21.0

The B.Ed students have more unfavorable experiences as 21% in implementation of two year B.Ed course as evident from table1 and figure 1. However 65.4% students have moderate experiences and only 13.6% have favorable experiences in the two year extended B.Ed program.

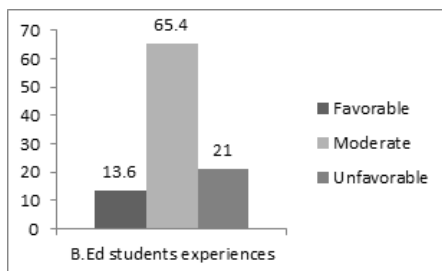


Figure 1 Overall B.Ed student experiences

However if we see the experiences of B.Ed students regarding implementation of theory classes, curricular activities, and internship separately the figures are as follows:

Table 1.1 B.Ed student experiences in implementation of theory classes:

	%Favorable	%Moderate	%Unfavorable
Student Experiences	15.6	63.6	20.8

It is evident from this table1.1 that students have more unfavorable experiences in implementation of theory classes of two year B.Ed program then favorable experiences. However a large group of students have moderate experiences. But if we see about 20.8% of the students are having unfavorable experiences in implementation of theory classes in the extended B.Ed program.

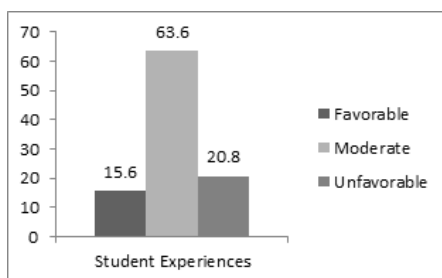


Figure 2 B.Ed student experiences in implementation of theory classes. And it shows that hypothesis H_{1,1} is rejected.

Table 1.2 B.Ed student experiences in implementation of curricular activities:

	%Favorable	%Moderate	%Unfavorable
Student Experiences	6.3	78.1	15.6

Table 1.2 and figure 3 show that students have more unfavorable experiences than favorable experiences in implementation of curricular activities in two year B.Ed program. However a large group of students here also have moderate experiences. While only 6.3% of the students are having favorable experiences in two year B.Ed program. Thus hypothesis H_{1,2} is also rejected.

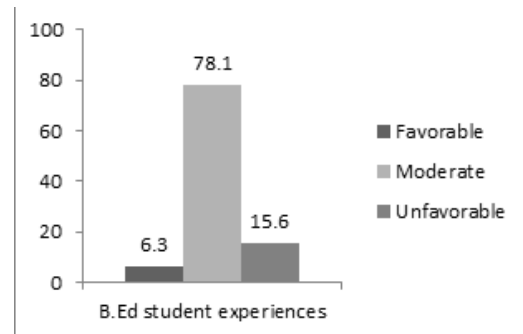


Figure 3 B.Ed student experiences in implementation of curricular activities

Table 1.3 B.Ed student experiences in implementation of internship program:

	%Favorable	%Moderate	%Unfavorable
Student Experiences	13.6	56.3	30.1

Thus it is evident from the table 1.3 and figure 4 that students have comparatively more unfavorable experiences than favorable experiences in implementation of internship program two year B.Ed program. It thus rejects hypothesis H_{1,3} as well.

And hence with this hypothesis H₁ is rejected as well.

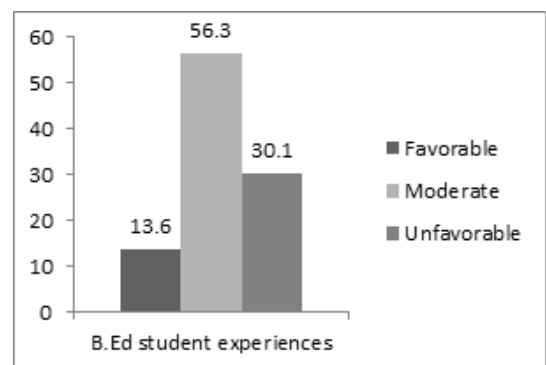


Figure 4 B.Ed student experiences in implementation of internship program.

However, if we compare experiences among implementation of theory classes, curricular activities and internship program we see that the highest measure of unfavorable experiences of student teachers are in implementation of internship programs. It may be due to the reason that while measuring teacher educator experiences we find that most of the teachers agree that internship schools are not cooperating well in the extended year B.Ed program. Majority of the teacher educators also agreed that the extended B.Ed program is still in better implementation in central universities but in state universities and in private institution the condition is miserable especially in terms of internship program.

Table2: Overall teacher educator experiences in two year B.Ed program.

	%Favorable	%Moderate	%Unfavorable
Total Teacher Experiences	19.3	53.4	27.3

Thus it is evident from table 2 and figure 5 that teacher educators also have more unfavorable experiences in two year B.Ed program than favorable experiences. And only 27.3% of the teacher educators are having favorable experiences in two year B.Ed program.

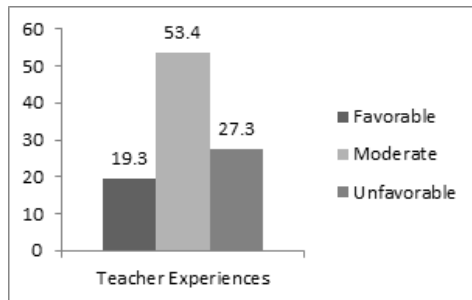


Figure 5 Overall teacher educator experiences in two year B.Ed program.

However if we look for experiences of teacher educators in terms of attitude towards, organization of and outcome of two year B.Ed program separately the figures are as follows:

Table 2.1: Teacher educator attitude regarding two year B.Ed program.

	%Favorable	%Moderate	%Unfavorable
Teacher Educator Attitude	18.4	62.5	19.1

It is evident from the table 2.1 and figure 6 that teacher educators have more moderate attitude. And they did not give clear indication as two year B.Ed program is either a better choice or not. While nearly same percent of teacher show their attitude as favorable or unfavorable.

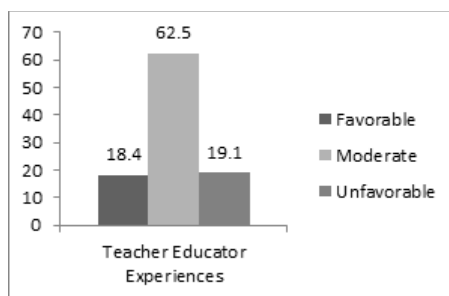


Figure 6 Teacher Educator Attitude towards two year B.Ed program.

In writing their extensive views about the two year B.Ed program many teachers expressed their views as the extended duration has high targets but it is not serving well to the student teachers. And has decreased the aspiration of B.Ed course among good students. Some teachers suggested integrated B.Ed M.Ed program to save precious years of students. While some teachers suggested that it should be more teaching oriented, in terms of extended practice teaching classes so as to have better exposure of student teachers.

Table2.2: Teacher educator experiences in organization of two year B.Ed program.

	%Favorable	%Moderate	%Unfavorable
Teacher Experiences in Organization	14.4	43.2	38.4

The table 2.2 and figure 7 shows that teachers have highly unfavorable experiences in the implementation of two year B.Ed program. This may be due to the fact that the change of duration of B.Ed program was sudden and teacher educators as well as administrators were not prepared for and organization was difficult for them. And it is evident from the figure 8 that only 14.4% are having favorable experiences in the organization of two year B.Ed program.

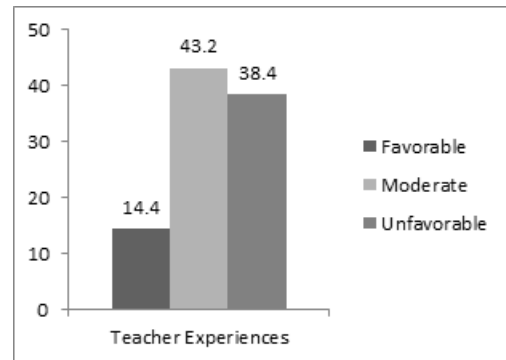


Figure 7 Teacher Educator Experiences in organization of two year B.Ed program.

Almost all the teachers wrote about need to improve the organization of two year B.Ed program. Teachers shared their views as they implemented it but a lot is needed to make it happen. Also many of the teacher shares that with the extended duration of B.Ed program internship schools are not cooperating well, many of them reported about rude rigid behaviors of subject teachers in the schools with the student teachers.

Table2.3: Teacher educator experiences in outcome of two year B.Ed program.

	%Favorable	%Moderate	%Unfavorable
Teacher Experiences in Outcome	26.3	55.3	28.4

This shows that teacher educators have slightly higher unfavorable experiences about the outcome of the two year. The teacher educators are not much predictive about the outcome in terms of job opportunities as the first two year B.Ed batch is still in institutions and not much can be said about their outcome.

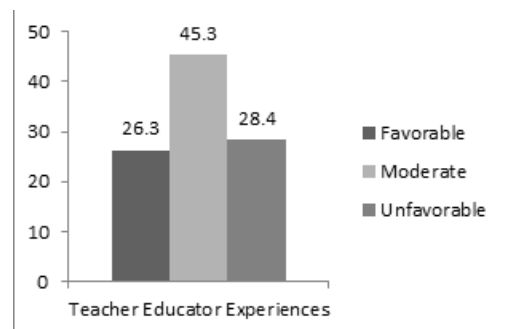


Figure 8 Teacher educator experiences regarding outcome of two year B.Ed program

While writing their views teachers were quite uncertain about the outcome of the two year B.Ed program as the first batch is still in its last semester. However, many of the teachers expressed that outcome will be better if more specialized skills like ICT, Innovative science & Mathematics, Environmental education, Special Education etc. are developed at this stage. Teachers were more of the view that if student has to spend four precious years in becoming a teacher then we should catch them young i.e., just after their senior secondary schools. As it will deliver better commitment of teaching in them, which is much needed as well.

Conclusion:

We can conclude from the results that both the hypotheses and the sub hypotheses are rejected showing more unfavorable experiences of B.Ed students and teacher educators in two year B.Ed program than favorable experiences. However a number of them have moderate experiences as well. Further it is evident from the results of separate dimensions that B.Ed students have least favorable experiences in implementation of curricular activities. As the extended program provides a wide range of curricular activities, it might be an indication that it didn't suited to them or institution is unable to provide proper facilities. Also they have highest unfavorable experience in internship program. It might be the cause that internship schools are not welcoming the B.Ed students for repeated visits for two years, obviously schools have to make arrangements for them. Also teacher educators are of the fact that extended internship is hard to implement and it has not much practical aspect as well, and it is much better in central universities, in state or private universities the condition is meager. Then it can be a quality improvement initiative is questionable.

The teacher educators didn't have much difference in favorable or unfavorable attitude towards two year B.Ed program, however they should speak straight either it's a good initiative or not. But they have highest unfavorable experiences in organization of two year B.Ed program, which is obvious as they were made to do something they were not prepared for. It might be the root cause of all the unfavorable experiences of teacher educators and B.Ed students as well.

Suggestions:

The government may rethink about the initiative and made it reach its targeted vision through various meetings and deep surveys with teacher educators and B.Ed students the flaws, flops and future can be defined. All collective responses of all the government private universities/institutions should be collected and planning for the next session should be done properly. Also, this initiative is against the equality law, as other subject students can become Assistant Professor just after their masters but in planning their career in education they have to devote four extra years. The government should think about it as well.

Also overall teacher educator experiences reveals that teaching practice has give less importance and the new internship program is appealing on paper only. As it can only be fruitful if implemented with needed spirit. Various workshops/conferences/seminars should be organized for the teacher educators and administrators so as to implement this extended B.Ed program in a better way. However, time needs change but change needs time, so let's hope that this change will be implemented better in future and will serve the inadequacies in teacher training with the government proper guidance and services.

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