

“A STUDY OF OPINION ABOUT TWO-YEAR B.ED PROGRAMME OF TEACHER EDUCATORS AND STUDENT-TEACHERS OF KARNATAKA”

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Introduction:

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. The status of the teacher reflects the socio-cultural ethos of the society; it is said that “no people can rise above the level of its teachers”. Teacher education programme starts moulding from the ancient education system and till the present system of education taking shape according to the global and local needs of the Indian society.

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. According to Goods Dictionary of Education, Teacher education means, —all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

In 1973 the government of India setup NCTE. Its first meeting was held on 21st December 1973 and has been given all authority to take steps that are appropriate for teacher education’s planning and coordinating development and improve the standard of teacher education with regard to secondary, senior secondary stage of school education. The formulation of norms and standards for teacher education institutions preparing teachers and teacher educators for different levels of school education is essential for a variety of reasons. So for these purposes, NCTE extended one year B.Ed course in to two-year since 2014 from this year 2year B.Ed course is functioning for preparing would be teachers.

Need and Importance of the Study:

- Teacher education programme refers to the polices procedure and provisions designed to equip prospective teachers with adequate knowledge, attitudes behaviors and skills they

require to perform their respective tasks effectively in the classroom, school and the wider community.

- The National Policy on Education 1986 made a fantastic observation “No Nation can rise above the level of its teachers”.
- In a developing Nation like India, vital importance to be given for the preparation of Teachers.
- Somehow fortunately in the year the dream for increasing the duration of the course from one year to two was taken up by the NCTE. But it was done in hurry without much preparation and planning.
- The stakeholders were not taken into confidence, and their suggestions were not taken into consideration.
- Curriculum was not prepared by keeping the needs of a would-be teacher and future schools. One year curriculum was vertically divided by including some topics which are not relevant.
- Teacher educator’s principals and students were expressing a sense of dissatisfaction. The admission of students to colleges drastically reduced to address to all these issues a study has been undertaken.

Objectives of the Study:

Following are the Objectives formulated for the present study.

1. To study the difference between male and female teacher educators of colleges with respect to opinion scores towards two year B. Ed. Programme.
2. To study the difference between teachers educators of aided and unaided colleges with respect to opinion scores towards two year B. Ed. Programme.
3. To study the difference between teachers educators of colleges with Double-postgraduate and postgraduate graduate degree with respect to opinion scores towards two year B. Ed. Programme.
4. To study the difference between teacher educators of colleges teaching Arts and Science subjects with respect to opinion scores towards two years B. Ed. Programme.
5. To study the difference between teachers educators of rural and urban colleges with respect to opinion scores towards two year B. Ed. Programme.
6. To study the difference between boy and girl student-teachers with respect to opinion scores towards two year B. Ed. Programme.
7. To study the difference between student-teachers of aided and unaided colleges with respect to opinion scores towards two year B. Ed. Programme.

8. To study the difference between student teachers with postgraduate and graduate degree with respect to opinion scores towards two year B. Ed. Programme.
9. To study the difference between Arts and Science stream student teachers with respect to opinion scores towards two years B. Ed. Programme.
10. To study the difference between student-teachers of rural and urban colleges with respect to opinion scores towards two year B. Ed. Programme.

Hypothesis of the Study:

Keeping the Objectives in the mind, the research investigator formulated Hypothesis in null form to test statistically. Following are the Null hypothesis of the study.

Hypothesis 1: No significant difference between male and female teacher educators of colleges with respect to opinion scores towards two year B. Ed. Programme.

Hypothesis 2: No significant difference between teacher educators of aided and unaided colleges with respect to opinion scores towards two year B. Ed. Programme.

Hypothesis 3: No significant difference between teacher educators of colleges with Double-postgraduate and postgraduate degree with respect to opinion scores towards two year B. Ed. Programme.

Hypothesis 4: No significant difference between teacher educators of colleges teaching Arts and Science subjects with respect to opinion scores towards two years B. Ed. Programme.

Hypothesis 5: No significant difference between teacher educators of rural and urban colleges with respect to opinion scores towards two year B. Ed. Programme.

Hypothesis 6: No significant difference between boy and girl student-teachers with respect to opinion scores towards two year B. Ed. Programme.

Hypothesis 7: No significant difference between student-teachers of aided and unaided colleges with respect to opinion scores towards two year B. Ed. Programme.

Hypothesis 8: No significant difference between student-teachers with postgraduate and graduate degree with respect to opinion scores towards two year B. Ed. Programme.

Hypothesis 9: No significant difference between Arts and Science stream student-teachers with respect to opinion scores towards two years B. Ed. Programme.

Hypothesis 10: No significant difference between student-teachers of rural and urban colleges with respect to opinion scores towards two year B. Ed. Programme.

Variables of the Study:

Following are the Variables considered in the present study

Independent Variable: Teacher education Programme

Dependent Variable: Opinions of Teacher Educator and Student-Teachers

Moderate Variable:

1. Gender: Male and Female (Teacher Educators and Student Teachers)

2. Management: (Aided and Un-Aided B.Ed Colleges)

3. Qualification: (Post-Graduate and Graduate

4. Faculty: (Arts and Science)

5. Locality: (Rural and Urban.

Methodology of the Study:

- Investigator employed **Descriptive Survey method**. This method is suitable to study the Opinion of Teacher Educator and Student-Teacher about 2year B.Ed. Programme.
- **Population:** B.Ed College Teacher educators and Student-Teachers of Gadag district were considered as population.
- **Sample:** 150 teacher educators and Student-Teachers in Aided and private B.Ed Colleges in Gadag district were selected by **Stratified random sampling** technique.

Table Showing Structure of sampling distribution Colleges of education of Gadag district (150)

Type of Teachers	Male	Female	Total
Teacher-Educators	04	16	20
Teacher-Students	50	80	130
Total	54	96	150

Tools used in the study:

An Opinionnaire for teacher Educators and Student- Teacher was prepared by researcher by keeping the various components of Two-year B.Ed programme in the mind.

Statistical Technique employed:

The statistical techniques such as Descriptive Statistics- (Mean and S.D)

And t-test was used for analysis and Interpretation of present data.

Results and Discussion:

Table 1: Summery of two sample independent t test between male and female teacher educators of colleges with respect to opinion scores towards two year B. Ed. programme

Gender	Mean	SD	SE	t-value	P-value
Male	27.25	2.50	1.25	1.3755	0.1859,NS
Female	25.06	2.91	0.73		

From the results of the above table, it can be observed that, the male and female teacher educators of colleges do not differ significantly with respect to opinion scores towards two year B. Ed. programme ($t=1.3755$, $p>0.05$) at 5% level of significance. Therefore, the null hypothesis is not rejected and alternative hypothesis is rejected. It means that, the male and female teacher educators of colleges have similar opinion scores towards two year B. Ed. programme.

Table 2: Summery of two sample independent t test between teacher educators of aided and unaided colleges with respect to opinion scores towards two year B. Ed. programme

Types of management	Mean	SD	SE	t-value	P-value
Aided	22.88	2.23	0.79	-4.8912	0.0001, S
Unaided	27.25	1.76	0.51		

From the results of the above table, it can be observed that, the teacher educators of aided and unaided colleges differ significantly with respect to opinion scores towards two year B. Ed. programme ($t=-4.8912$, $p<0.05$) at 5 % level of significance. Therefore, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that, the teacher educators of aided

colleges have significant higher opinion scores towards two year B. Ed. programme as compared to unaided colleges.

Table 3: Summary of two sample independent t test between teacher educators of colleges with Double postgraduate and postgraduate graduate degree with respect to opinion scores towards two year B. Ed. Programme.

Qualifications	Mean	SD	SE	t-value	P-value
Postgraduate	26.30	2.36	0.75	1.2469	0.2284, NS
Graduate	24.70	3.30	1.04		

From the results of the above table, it can be observed that, the teacher educators of colleges with Double postgraduate and Post graduate degree do not differ significantly with respect to opinion scores towards two year B. Ed. programme ($t=1.2469$, $p>0.05$) at 5% level of significance. Therefore, the null hypothesis is not rejected and alternative hypothesis is rejected. It means that, the teacher educators of colleges with Double postgraduate and post graduate degree have similar opinion scores towards two year B. Ed. programme.

Table 4: Summary of two sample independent t test between teacher educators of colleges teaching Arts and Science subjects with respect to opinion scores towards two year B. Ed. programme

Pedagogy of teaching	Mean	SD	SE	t-value	P-value
Arts	25.94	2.62	0.65	1.3755	0.1859, NS
Science	23.75	3.77	1.89		

From the results of the above table, it can be observed that, the teacher educators of colleges teaching Arts and Science subjects do not differ significantly with respect to opinion scores towards two year B. Ed. programme ($t=1.3755$, $p>0.05$) at 5% level of significance. Therefore, the null hypothesis is not rejected and alternative hypothesis is rejected. It means that, the teacher educators of colleges teaching Arts and Science subjects have similar opinion scores towards two year B. Ed. programme.

Table 5: Summary of two sample independent t test between teacher educators of rural and urban colleges with respect to opinion scores towards two year B. Ed. Programme.

Location	Mean	SD	SE	t-value	P-value
Rural	23.90	2.60	0.82	-2.8971	0.0096, S
Urban	27.10	2.33	0.74		

From the results of the above table, it can be observed that, the teacher educators of rural and urban colleges differ significantly with respect to opinion scores towards two year B. Ed. programme ($t=-2.8971$, $p<0.05$) at 5% level of significance. Therefore, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that, the teacher educators of urban colleges have significant higher opinion scores towards two year B. Ed. programme as compared to rural colleges.

Table 6: Summary of two sample independent t test between boy and girl student teachers with respect to opinion scores towards two year B. Ed. programme

Sex	Mean	SD	SE	t-value	P-value
Boys	24.70	3.31	0.47	-2.3587	0.0199, S
Girls	25.99	2.84	0.32		

From the results of the above table, it can be observed that, the boy and girl student teachers differs significantly with respect to opinion scores towards two year B. Ed. programme ($t=-2.3587$, $p<0.05$) at 5% level of significance. Therefore, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that, the female student teachers have significant higher opinion scores towards two year B. Ed. programme as compared to male student teachers.

Table 7: Summary of two sample independent t test between student teachers of aided and unaided colleges with respect to opinion scores towards two year B. Ed. Programme.

Types of management	Mean	SD	SE	t-value	P-value
Aided	28.14	1.39	0.30	4.7749	0.0001, S
Unaided	24.95	3.06	0.29		

From the results of the above table, it can be observed that, the student teachers of aided and unaided colleges differs significantly with respect to opinion scores towards two year B. Ed. programme ($t=4.7749$, $p<0.05$) at 5% level of significance. Therefore, the null hypothesis is

rejected and alternative hypothesis is not rejected. It means that, the student teachers of aided colleges have significant higher opinion scores towards two year B. Ed. programme as compared to student teachers of unaided colleges.

Table 8: Summery of two sample independent t test between student teachers with postgraduate and graduate degree with respect to opinion scores towards two year B. Ed. programme

Qualifications	Mean	SD	SE	t-value	P-value
Postgraduate	24.42	3.06	0.51	-2.5137	0.0132,S
Graduate	25.90	3.00	0.31		

From the results of the above table, it can be observed that, the student teachers with postgraduate and graduate degree differs significantly with respect to opinion scores towards two year B. Ed. programme ($t=-2.5137$, $p<0.05$) at 5% level of significance. Therefore, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that, the student teachers with postgraduate degree have significant higher opinion scores towards two year B. Ed. programme as compared to student teachers with graduate degree.

Table 9: Summery of two sample independent t test between Arts and Science stream student teachers with respect to opinion scores towards two year B. Ed. programme

Streams	Mean	SD	SE	t-value	P-value
Arts stream	27.25	2.79	0.57	3.2044	0.0017,S
Science stream	25.09	3.02	0.29		

From the results of the above table, it can be observed that, the Arts and Science stream student teachers differs significantly with respect to opinion scores towards two year B. Ed. programme ($t=3.2044$, $p<0.05$) at 5% level of significance. Therefore, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that, the Arts stream student teachers have significant higher opinion scores towards two year B. Ed. programme as compared to Science stream student teachers.

Table 10: Summery of two sample independent t test between student teachers of rural and urban colleges with respect to opinion scores towards two year B. Ed. Programme.

Location	Mean	SD	SE	t-value	P-value
Rural	24.61	2.99	0.35	-3.8200	0.0002,S
Urban	26.59	2.86	0.38		

From the results of the above table, it can be observed that, the student teachers of rural and urban colleges differs significantly with respect to opinion scores towards two year B. Ed. programme ($t=-3.8200$, $p<0.05$) at 5% level of significance. Therefore, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that, the student teachers of urban colleges have significant higher opinion scores towards two year B. Ed. programme as compared to student teachers of rural colleges.

Educational Implications:

Following are the some of the Educational Implications of this study.

- The present study clearly indicated that, the establishment of two year B.Ed programme is highly justified and timely for the Qualitative improvement in teacher education.
- The new syllabus recommended for B.Ed course is most dynamic and development oriented, hence the teaching staff should follow each and every aspect with proper activities and care should be taken for proper execution.
- The student should be asked to attend to the library work compulsorily and regularly.
- The practice-teaching aspect should be made more objective so as to develop desirable teaching aptitude amongst the students.
- Students should be encouraged to make use ICT in teaching-learning process.
- A well qualified teacher educators should be appointed so that the Quality of teacher education can be enhanced.
- Provision of infrastructural facilities for colleges, so that healthy learning environment can be created especially in un-aided colleges.
- Co curricular activity must be made mandatory, so that all round development of student teacher can be achieved.

Conclusion:

Following conclusions could be drawn from the study

- Regarding admission for the two year B.Ed course majority of the Principal's & Teacher educators were of the opinion that it is difficult to get admission because of the increase in duration.
- Women students drop out in the middle of the course without completing the course requirements.
- Teacher educators in aided colleges expressed very difficult to admit students under management quota.
- Most of the teacher educators and student teachers were expressed that, the academic activities carried out in different Universities are differ and the curriculum is not uniform.
- The greatest difficulty expressed by most of the Teacher educators is reference materials not available in any book, the reference books suggested by the designers of curriculum are not at all available.
- Less number of teacher educators welcome the move of the NCTE for increasing the duration, this may help in developing specific professional skills, knowledge and attitude, but majority of them are against two year B.Ed programme.

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