

# A study on the perception of the teacher trainees towards two year B.Ed. programme implemented in the teacher education institutions in Assam

Archana Adhikary

Lecturer, Teacher Training College, Mirza, Kamrup, Assam

**Abstract-** Teacher education is that integral part of education system of a country which determines the success of whole process of education. Education is the powerful instrument of bringing change. Education moulds the society, develops the nation. But it is the teacher who makes it possible to happen. The students are the future man-power. Teacher trains them up in such a way through the education that they are able to bring positive changes in the society. But this is possible when the teacher have the adequate power of training others. It is the teacher education program which equips the teacher with all those knowledge, skills helpful in bringing change among the students by the teachers. NCTE is the regulatory body of teacher education, performing functions and making decisions in all the aspects of teacher education including B.Ed, M.Ed, Integrated B.A/B.Sc/ B.Ed. etc. As per its regulation NCTE make B.Ed , which is an important program of teacher education ,a two year duration program. As a results all educational institutions in India providing B.Ed course have extended one more year for B.ed which was earlier one year duration course. In this paper, the investigator have tried to study the perception of the trainee for this new structure of B.Ed course. With 100 sample trainees the investigator has made a small study. The result reveals their mixed reactions.

**Index Terms-** Teacher Education, Two year B.Ed course, Teacher trainee.

## I. INTRODUCTION

Teacher education or teacher training refers to the policies, procedure and provisions designed to equip the prospective teacher with the knowledge, attitudes, behaviour and skills they require to perform their tasks effectively in the classroom, school and wider community. The professionals who engage in this activity are called teacher educators. The importance of component teacher to the nation's school system can in no way be overemphasized. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. It is common knowledge too that the academic and professional standard of teacher constitute a critical components of the essential learning conditions for achieving the educational goal. The length of academic preparation , the level and quality of subject matter knowledge, the repertoire of pedagogical skills the teacher posses to meet the needs of diverse learning situation, the degree of commitment to the profession, sensitivity to contemporary issues

and problems as also to learners and the level of motivation critically influence the quality of curriculum transaction in the classroom and thereby pupil learning and the larger process of social transformation. Teacher education is often divided into these stages--

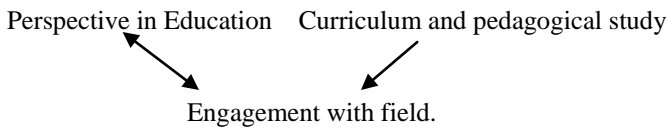
- **Initial teacher training / education** - which is a pre-service course before entering the classroom as a fully responsible teacher
- **Induction** - this is the process of providing training and support during the first few years of teaching or the first year in a particular school.
- **Teacher development or continuing professional development (CPD)**- This is an in-service process for practicing teachers.

**B.Ed** –A bachelor of education falling under the category of **Initial teacher training** is an undergraduate professional degree which prepares students for work as a teacher in school, though in some countries , some additional work must be done in order for the students to be fully qualified to teach. This course can be pursued only after successfully completing graduation from a recognized university. The course enables the students to opt for a promising career in the field of teaching. Students are imparted practical training at the same time, are given theoretical knowledge in the field of teaching. For the course, the candidates are selected on the basis of their merit in the qualifying examination or performance in the B.Ed Entrance test held by concerned university or both.

**NCTE**—National Council for teacher education is a statutory body of Indian government which was set up under the National Council For Teacher Education Act 1993 in 1995 , to formally oversee standards, procedures and processes in the Indian education system. This council functions for the central as well as state governments on all the matters with regards to the Teacher Education and its Secretariat is located in the Department of Teacher Education and National Council of Educational Research and Training (NCERT).

It should a matter of importance that as per the new regulation notification no346(F.No51-1/2014/NCTE/N&S) , NCTE has launched two year B.Ed program and outlined the nature of experiences to be offered to the student-teacher to make them reflective practitioner. The course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school community. The program is comprised of three board interrelated curricular areas-1. Perspective in Education, 2. Curriculum and pedagogic studies 3.

Engagement with the field. All the courses include in-built field based unit of study and projects along with theoretical inputs from an interdisciplinary perspective. Engagement with the field in the curricular components that is meant to holistically link all the courses across the program as well as it also includes special courses for enhancing professional capacities of the student teachers. The structure---



**Assam and B.Ed Two Year Programme**

As per the notification of NCTE, the various universities of Assam have implemented two years B.Ed programme in the affiliated B. Ed colleges from the academic session of 2015-17. In Assam there are 45 B.Ed colleges under the pioneer university of Assam- Gauhati University, of which there are 37 Private, 2 DIET and 6 Government colleges of Teacher Education. Along with these there are other colleges or institutions of Teacher Education under Dibrugarh University, Assam University and most recently Bodoland University. All these institutions have been implementing Two- Year B. Ed programme following the syllabus prescribed by the concerned University.

**II. OBJECTIVES**

To Study the perception of Teachers trainee towards two year B.Ed programme

**III. METHODOLOGY**

The methodology adopted for the study is descriptive in nature. For the present study 100 Sample trainee taken randomly from different B.Ed colleges of Assam of which 50 male trainee and 50 female trainee were selected for the study. Both Primary and Secondary sources were use for the study. For purposes of collection of Primary data a set of well structured Questionnaire was used. Five point Likert Scale having response mode of ‘Strongly satisfied’, ‘Satisfied’, ‘Not sure’, ‘dissatisfied’, ‘Strongly dissatisfied’, was use to evaluate the responses.

**IV. FINDINGS AND DISCUSSIONS**

The set of self structured questionnaire was distributed to the hundred trainees. The questionnaire was set in such a order to seek responses of the trainees against four fundamental factors- Curriculum distribution, Economic Compatibility, Practicum and Availability of Resources. The following tables represents the responses of the trainees against the four factors, which helps to know their perception towards B.Ed programme.

**Table No – 1 Perception of Trainees towards Curriculum distribution of B.Ed Two- Year Programme**

Factor	Male trainee’s Responses					Female trainee’s Responses				
	SS	S	NS	DS	SDS	SS	S	NS	DS	SDS
Curriculum Distribution	8%	15%	7%	20%	-	10%	12%	10%	12%	6%

The above table represents that most of the male trainees are dissatisfied with the curriculum distribution of B.ed programme, only 8% of the male trainees are strongly satisfied. They state that the curriculum is well framed and it will help to

achieve the goal of teacher education. As per the female trainees most of them are dissatisfied with the curriculum distribution.10% of them are satisfied with it.

**Table No – 2 Perception of Trainees towards Economic Compatibility with Two- Year B.Ed Programme.**

Factor	Male trainee’s Responses					Female trainee’s Responses				
	SS	S	NS	DS	SDS	SS	S	NS	DS	SDS
Economic Compatibility	0%	1%	5%	25%	20%	0%	3%	9%	23%	5%

The table no 2 helps us to know about the perception of the trainees towards Two-year B.Ed programme with reference to the economic compatibility. As both male and female sample trainees are taken from private teacher training colleges, the greater percentage of trainees are strongly dissatisfied with the economic compatibility of two-year B.ed programme. The reason as they stated is that the fee structure is too high for two year. They have to pay a huge amount at the time of admission

and there is no any provision of installment payment which creates so many problems for most of them.15% of the male trainees are strongly dissatisfied, 10% are dissatisfied with the fee structure. So as the female trainees. Most of them are dissatisfied with the economic compatibility of two year B.Ed programme.

**Table No 3 Perception of trainees towards practicum part of two year B. Ed programme**

Factor	Male trainee's Responses					Female trainee's Responses				
	SS	S	NS	DS	SDS	SS	S	NS	DS	SDS
Practicum Part	12%	10%	3%	10%	15%	5%	12%	4%	12%	17%

Table no 3 reflects the opinion of the trainees towards the practicum aspects of two year B.Ed programme. It is observed that there is a mixed perception towards the practicum aspects. It is found that majority of the male trainees supports practicum as they believe learning by doing will provide them better

experience of teaching profession. Regarding practicum, most of the female trainees show positive responses. 17% are strongly satisfied.

**Table No-4 Perception of trainees towards Availability of resources for two-year B.Ed programme**

Factor	Male trainee's Responses					Female trainee's Responses				
	SS	S	NS	DS	SDS	SS	S	NS	DS	SDS
Availability of Resorces	3%	5%	7%	20%	15%	3%	10%	6%	20%	11%

This table no 4 represents that both male and female trainees are somewhat dissatisfied with the availability of the resources for two year B.ed course like –building infracture, adequate numbers of books, (financial aid in terms of 4months Internship) .The colleges from which the samples are selected are private.

trainees so that the actual goal of Two-tear B.Ed as prescribed by NCTE can be achieved-

**Major findings:** To reach the objective of the study, the major findings of the study are stated bellow which come out of the study-

- The teacher trainees show a mixed perception towards the Two –year B.Ed programme.
- The greater percentage of the sample trainees are dissatisfied with the curriculum distribution of the two year B.Ed program. Some of them stated that there are more theoretical paper in the first year and the papers included in the second year is more complex.
- The teacher education as an optional paper is point of dissatisfaction for most of them, whereas it should be the core paper as stated by them.
- The most of the trainees have negative perception towards the two year B.ed programme in respect to its economic compatibility. The fee structure is too high to afford for some trainees for one more year.
- Most of the trainees prefer one year B.ed programme to two year in respect of its durability and economic compatibility.
- Teaching for four months in school under the Internship programme without any remuneration has become hard for some of the trainees.
- Lack of warranty of getting involved in the desired profession after a two year long course is a also factor of disinterest to the programme.

- Collaborative efforts on the part of authorized body, teacher educational institution, teacher educator and the teacher trainees is needed.
- Government should provide financial aid to the teacher educational institutions so that it decreases the financial burden on the part of the trainees.
- Financial assistance from government or authorized body will help the institutions to improve physical structure which will be motivational and interesting for the trainees to pursue the program.
- Provision of stipend/ scholarship if can be made for the trainees then born teacher can be identified.
- More number of experimental school be established so that trainees can practice teaching in a peaceful and meaningful manner rather than hurried manner which is common to most trainees
- Teacher educators should be recruited in more numbers and they should be provided due recognition.

V. SUGGESTIONS

On the basis of the above discussion and findings, some suggestions are put forth to create positive perception among the

VI. CONCLUSION

Thus, on the basis of the above study it can be observed that due to high fee structure, most of the trainees have created a negative perception towards the course. Though interview it is observed that they have high expectation from the programme and they come to the course by their choice but extension of one more year creates economic hurdles for most of them. Teachers are the nation builders, to build the nation they must be well trained. Teaching is not a easy task. To train the trainees in teaching task needs lots of process, projects and time. Two-year is a ideal duration for preparing the student teacher who will involve in the student making process throughout their lives. If government pay kind attention to the teacher educational institutes then the trainees will take the programme with whole-heart. The number people of seeking B.Ed is more than number of Government Teacher education Colleges.

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#### AUTHORS

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