



STUDENTS TEACHER ATTITUDE TOWARDS TWO YEAR B.ED PROGRAMME IN WEST BENGAL

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Abstract

This paper focus on the attitude towards two year B.Ed., programme of student teachers. Attitude of student teachers towards their profession has been a prominent area of research from the past itself. The importance of a teacher as an architect of our future generations demands that only the best and the most intelligent and competent members of our intelligence be allowed to qualify for this noble profession. Teaching is a very noble and challenging profession and teachers are the kingpins of any educational system. The teacher education programme should make the student teachers realize the dignity of teaching profession so that they can serve the society with greater accountability towards right change of society. The objective of the study was to find out the locality and type of family wise analysis of attitude towards two year B.Ed., programme of student teachers. Survey method was used for the investigation. 30 student teachers of West Bengal were used as sample for the study. The investigators have adopted the Attitude scale towards two year B.Ed., programme developed and validated by V. Rajeswari and P. Shanmugavadivu (2015).

Keywords: *Attitude, Two Year B.Ed. Programme, Student Teachers, Teaching.*

Introduction

A Bachelor of Education (B.Ed) is an undergraduate professional degree which prepares students for work as a teacher in schools, course offered for those interested in pursuing career in teaching. The B.Ed degree is mandatory for teaching in higher primary schools and high schools. The minimum qualification required for entry into B.Ed. course is Bachelor of Arts(B.A.), Bachelor of Science (B.Sc.). While students from arts stream are trained to teach subjects like history, civics, geography and languages. It was introduced to teach a person about teaching and the various aspects associated with teaching. Role of teachers has always been hailed in India as among the gods, a testimony of which is the reverence paid to teachers. Celebrating Teachers Day, as a birth centenary of Sarvepalli Radhakrishnan, is a further reiteration of this belief. Since post independence, teaching profession is existent in the country because the basis of development of a country is masked in the role of teachers. As the development in the field of education goes on in India, teachers have always been in demand for schools, starting from the primary level to the higher secondary levels. Also, for every educational institution, To empower the child with quality education and making them learn the power of social upliftment, is what has been the primary driving force towards schooling. Government rules and regulations have been formulated at the primary education and secondary education level. Steps like Sarva Sikshya Abhiyan, setting up of new schools, providing elementary education to girls, and many such progressive endeavours have been taken towards the strengthening of education system in this country.

National Council for Teacher Education is the highest statutory body regulating teaching education in India. With the introduction of B.Ed and M.Ed courses and an integrated course of Bachelor of Elementary Education or B.El.Ed, wholesome and professionally qualified elementary teachers are possible to be recruited. These are meant to increase the subject knowledge, human development, pedagogical capabilities and communication skills in incumbent students. To further improve the quality



of teachers who are getting into the teaching professional at all levels of primary and secondary education, the minimum educational qualification has been provided with a rider of minimum score of 50% in the qualifying exam. B.Ed and M.Ed course are being offered by large number of institutes in India, with some of them even being correspondence courses. Students from small towns and village, who have an aptitude of higher education and wish to enter into teaching profession and have an aptitude for such a job, need to go through different colleges and their admission criteria, so that they can build for themselves a good career in the field. The regulation NCTE 2014 has made B.Ed and M.Ed programme two years from the forthcoming years. The teacher educators, experts from the educational field have diverse attitude towards two years B.Ed and M.Ed course. Some says it is good for two years, some says it is not at all good because after completion of three years degree, students have to peruse two years B.Ed and two years M.Ed and again M.A. M.Sc. M.Com is mandatory, this long run of course may make students to not to opt the B.Ed and M.Ed course. Thus the investigators interested to find the attitude of teacher educators' attitude towards B.Ed Programme in the present paper.

Review of Related Literature

Bhatia (1987) evaluated new B.Ed. Curriculum in the colleges of education affiliated to the University of Bombay. The main objectives of the Study: (1) To study the relevance of the topics in the revised B.Ed. Curriculum. (2) To study the relevance of practice teaching program. (3) To study the effectiveness of the evaluation scheme in the new B. Ed. Curriculum. (4) To suggest improvements. The main findings of the study: There were some important changes in the new B.Ed. Syllabus on one hand; while on the other hand; quite a few topics were repeated. Implementations of new curriculum were found to be difficult. Teacher-educators unanimously agreed that the area of practice teaching was the most important part of B.Ed. program. A large majority found the B.Ed. curriculum mechanical and book-oriented. The study indicated that the theory load should be brought down and the ratio of the theory and practice should be fifty: fifty.

Behari (1998) conducted a study on analysis of teacher education curriculum in the context of requisite abilities for effective teaching. The study analyzed the teacher education curriculum in relation to develop requisite abilities for effective teaching. Findings of study: the methodology of teaching paper was more helpful than foundation papers taken together in developing abilities, especially skills, but practice teaching or practical skills in teaching were found to be more helpful than the rest of the teacher education programme in developing abilities especially skills. Dramatics as the activity and discussions as a mode of transaction of programme were found to be more helpful. It was observed that a theory practice link was missing in teacher education programme and therefore the student-teachers were not able to link what they had learnt.

Sali, A. (2003) studied the attitude of teachers towards four aspects of in-service training programme i.e. content enrichment of school subject, teaching methods, new trends in education and innovation in education and interpreted favourable attitude towards different aspects.

Objectives

1. To find out the difference between Rural and Urban B.Ed. college student- teachers in respect of their attitude towards Two-Year B.Ed. Programme.
2. To find out the difference between Boys and Girls B.Ed. student- teachers in respect of their attitude towards Two-Year B.Ed. Programme.



Hypothesis

Ho1: There is significant difference between Rural and Urban B.Ed.College Student-teachers in respect of their attitude towards Two-year B.Ed. programme.

Ho2: There is significant difference between Boys and Girls B.Ed. Student-teachers in respect of their attitude towards Two-year B.Ed. programme.

Research Method

Population and Sample

The population of the present study consists of student teachers those who are studying in B.Ed., college of West Bengal. The investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of 30 student teachers.

Methodology

This study falls under the category of descriptive research. Thus, survey method was adopted to carry out the research work.

Tool and Techniques Used

This study aims to evaluate the locality and type of family wise analysis attitude towards two year B.Ed., programme. The investigator has used the Attitude scale towards two year B.Ed., programme developed and validated by V. Rajeswari and P. Shanmugavadivu (2015). Technique was used Mean, SD and ‘t’ test in this study.

Analysis and interpretation of Data

Table 1: There is no significant difference between Rural and Urban B.Ed.College Student-teachers in respect of their attitude towards Two-year B.Ed. programme.

Dimensions	Location Student teachers	N	Mean	S.D	Calculated ‘t’ value	Remarks
Teaching Learning Process	Rural	21	29.81	3.203	2.261	S
	Urban	9	31.33	2.958		
Micro & Mini Teaching Skills	Rural	21	22.76	3.448	0.771	NS
	Urban	9	23.89	3.756		
ICT & Macro Teaching Skills	Rural	21	27.43	2.657	0.878	NS
	Urban	9	26.44	2.877		
Observation of a Person	Rural	21	16.67	2.352	0.771	NS
	Urban	9	17.44	2.603		
Overall attitude towards two year B.Ed. programme	Rural	21	96.67	10.346	0.583	NS
	Urban	9	99.11	10.600		

(At 5% level of significance the table value of ‘t’ is 1.96, S-Significant, NS- Not Significant)

Table 1 reveals that the calculated ‘t’ value is less than the table value (1.96) for df 28, at 5% level of significance in the dimensions of micro teaching skills, observation of a person, ICT & macro teaching skills and overall attitude towards two year B.Ed., programme. But there is significant



difference between rural and urban student teachers in the dimension of teaching learning process. While comparing the mean scores of rural (mean=29.81) and urban (mean=31.33) student teachers. It is inferred that the urban student teachers have better in the dimension of teaching learning process. This may due to the fact that they are much exposed to different methods of teaching and are aware on various opportunities available to them.

Table 2: There is no significant difference between Boys and Girls B.Ed. Student-teachers in respect of their attitude towards Two-year B.Ed. programme.

Dimensions	Type of Students	N	Mean	S.D	Calculated 't' value	Remarks
Teaching Learning Process	Boys	17	29.76	3.784	2.072	S
	Girls	13	30.92	2.060		
Micro & Mini Teaching Skills	Boys	17	22.94	3.766	0.283	NS
	Girls	13	23.31	3.301		
ICT & Macro Teaching Skills	Boys	17	26.76	3.032	0.881	NS
	Girls	13	27.62	2.256		
Observation of a Person	Boys	17	16.59	2.740	0.843	NS
	Girls	13	17.31	1.932		
Overall attitude towards two year B.Ed. programme	Boys	17	96.06	11.750	0.851	NS
	Girls	13	99.15	8.153		

(At 5% level of significance the table value of 't' is 1.96, S-Significant, NS- Not Significant)

Table 2 reveals that the calculated 't' value is less than the table value (1.96) for df28, at 5% level of significance in the dimensions of micro teaching skills, observation of a person, ICT & macro teaching skills and overall attitude towards two year B.Ed., programme. But there is significant difference between Boys and Girls student teachers in the dimension of teaching learning process. While comparing the mean scores of Boys (mean=29.76) and Girls (mean=30.92) family student teachers. It is inferred that the student teachers have better in the dimension of teaching learning process. This may due to the fact that they are adept with the regular family situations and will be able to adjust to any situation.

Discussion and Conclusion

Teacher education in India has entered a new phase. The introduction of two years of B.Ed. Programme is a major step towards a more thorough of students teacher. The researcher has attempted to study the attitude of West Bengal students towards two years B.Ed. Programme. But there is significant difference between rural and urban student teachers in the dimension of teaching learning process and there is significant difference between Boys and Girls student teachers in the dimension of teaching learning process. Given the moderate attitude on the part of majority, West Bengal students towards two years B.Ed. The programme, it is important to make the program more relevant of students teachers.



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