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Attitude of Teacher-Educators and B.Ed. Students towards Two-year B.Ed. Programme in Arunachal Pradesh

Abstract

Teacher education is education of teacher to make them progressive, responsible, professional and humane teacher. The mode, structure, curriculum and duration of teacher education programme are perennial issue of discussion. The present research work is an effort to study the attitude of teacher-educators and students of B.Ed. colleges affiliated to Rajiv Gandhi University of Arunachal Pradesh. The purpose of the study is to measure the attitude of teacher-educators and B.Ed. students towards existing two-years B.Ed. programme. The researchers have employed descriptive-cum survey method and used self made attitude scale based on Likert's five points Scale, for the collection of data. Researchers have adopted Simple random sampling method for the selection of the sample and total 7 Teacher education institutions, 62 teacher educators and 158 B.Ed. students have been selected. The data was analyzed by applying percentage measure of central tendency and 't' test. The finding of the study shows that the attitude of the teacher-educators is more favorable than the B.Ed. students towards two-year B.Ed. programme. The attitude of female B.Ed. students is higher than male B.Ed. students. There is no significant difference found in the attitude of Government and private B.Ed. students; tribal and non-tribal B.Ed. students towards two-year B.Ed. programme. Finally, it can be concluded that, the teacher-educators and B.Ed. students both have favorable attitude towards two-year B.Ed. programme.

Keywords: Two-year B.Ed., Attitude, Teacher Educators, B.Ed. Students, Arunachal Pradesh

Introduction

Education is changing with the changing needs, demands, expectations and overall scenario of the society. Education is a very vital instrument of all developmental activities and it should be planned, organized and implemented effectively. A Teacher Education institution serves as a key agent of change in transforming education and

society. Teacher Education occupies very important place in education system, as it is directly connected with the improvement of education in general and preparing suitable teacher in particular. The quality and nature of Teacher Education determines the success of an Education system. The ability and attitude of the teachers

depends on the functioning of Teacher Education programme. Thus, the Teacher Education is said to be very significant investment for bringing qualitative improvement in education. No doubt a sound programme of education plays a significant role in nation's development and the quality of Teacher Education is greatly determined by the quality of teachers. National policy makers believe that if a revolution in education has to be initiated, then it is the Teacher Education which can be taken as a starting point. Teacher Education is, in one sense, undergoing rapid changes in keeping pace with demands of learning and expectations of learners, community and society as a whole. From time to time, various efforts were made by different committee and commission to improve the Teacher Education. Education commission (1966) recommended that for quality teacher and teacher education an effective teacher education programme was needed, National Commission on Teacher (1985) suggested a minimum two-year B.Ed, Yash Pal Committee (1993), Justice Verma Committee on Vision of Teacher Education (2012) and Poonam Batra committee (2014) have also suggested a two year B.Ed. programme. National Curriculum framework for Teacher Education (2009) also presents curriculum for two-year B.Ed..After National Council for Teacher Education (NCTE) Regulation 2014, B.Ed. programme became of two-years across India. The aim of this change to two-year programme was to upgrade the standard of Teacher Education, enhance the professional and social status of teachers and develop a sense of commitment. The regulation presents norms for infrastructure, fees, intake, eligibility of students and teachers, working days and hours, besides Curriculum, programme implementation and

assessment. Apart from comprehensive curriculum, it gives emphasis on professional exposure and experiences through 20weeks internship in schools.

There has been a continuous discussion among the stakeholders of education and teacher education regarding duration of the B.Ed. programme. One opinion suggests that B.Ed. programme is the second degree after three years graduation, so one year should be sufficient; other group advocates for a two-year programme because of the professional nature of the course. Another group says that teacher education is professional course, so it should be of four years or five years after higher secondary, like Engineering and Medical Courses. Attitude and opinion of stakeholders is very important for assessing relevance of new regulation as well as its suitable implementation. Attitude also plays a very important role in effective teaching learning process and fostering positive attitudes towards teaching and learning; and also influences their personality and performances. Here attitude is the degree or tendency of an individual to favor or disfavor same type of object or situation. Two-year B.Ed. programme is one of the recent changes made in the field of Teacher Education. So it is important to study the attitude of stakeholder of teacher education to this two year programme.

Arunachal Pradesh is situated in north-eastern part of country. This is the biggest state of north east India in terms of its area and the lowest in term of population density in the country, which is 17 per square kilometer (Census 2011). Arunachal Pradesh is also known as "The Land of Rising Sun" and "The Land of Dawn Lit Mountains". Geographically it comes under Eastern Himalayan Region, which is very rich in terms of biological as well as cultural diversity. Historically the state was

very much isolated from mainstream society, that is why formal system of education in the state started very late in 20th century especially after independence. Development of teacher education in the state was also very late and the first B.Ed. Course started in 1988 in Department of Education of the Rajiv Gandhi University. Presently, the department of Education of the university and 12 private colleges are also running two-year B.Ed. programme in the state.

Significance of the Study

Teacher Education has been undergoing transformation over the years and assuming new meaning and dimensions due to rapidly changing society. Thus, with the changing time and trend Teacher Education undergo various changes in the curriculum, methods, and duration of the programme. There are good number of studies have been conducted on the attitude of teacher-educators and B.Ed. students towards teaching profession, syllabus, curriculum, textbooks and methods used in teaching-learning process, creative teaching, etc. But very few countable studies have been done on the attitude of teacher-educators and B.Ed. students towards two-year B.Ed. programme. As the increased in the duration of B.Ed. is very recent phenomena that is why no study has been conducted so far on the attitude of B.Ed. students and teacher-educator regarding two-year B.Ed. programme in Arunachal Pradesh. Therefore, the researchers thought to take up the present problem for the purpose of research.

Objectives of the Study

In order to study the research problem systematically, following objectives have been formulated:-

1. To study the attitude of teacher-

educators and B.Ed. students towards two-year B.Ed. programme.

2. To compare the attitude of teacher-educators and B.Ed. students towards two-year B.Ed. programme.
3. To compare the attitude of private and Government B.Ed. students towards two-year B.Ed. programme
4. To compare the attitude of male and female B.Ed. students towards two-year B.Ed. programme.
5. To compare the attitude of tribal and non tribal B.Ed. students towards two-year B.Ed. programme.
6. 6. To know reflection of Stakeholders on two-year B.Ed. programme.

Hypotheses of the Study

Based on the objectives number 2, 3, 4 and 5, following null hypotheses has been made:

1. There is no significant difference between the attitude of teacher-educator and B.Ed. students towards two-year B.Ed. programme.
2. here is no significant difference between the attitude of private and Government B.Ed. students towards two-year B.Ed. programme.
3. There is no significant difference between the attitude of the male and female B.Ed. students towards two-year B.Ed. programme.
4. There is no significant difference between the attitude of tribal and non-tribal B.Ed. students towards two-year B.Ed. programme.

Methodology

In the present study the researchers adopted descriptive cum survey method to assess the attitude of teacher-educators and B.Ed. students towards two-year B.Ed. programme of Arunachal Pradesh. The researchers

have conducted a survey by administering the self made attitude scale for collection of data from selected sample of B.Ed. students and teacher-educators from different B.Ed. colleges of Arunachal Pradesh. For the purpose of data collection researchers have visited selected teacher education institution and observed the infrastructural facility, classroom, library, laboratory and teaching and non-teaching staff. The researchers have also taken interview (semi-structured) of Teacher Educators and students to know their experiences of two year programme.

Population and Sample

For the present study, population comprises of the teacher-educators, who teach in Rajiv Gandhi University (RGU) affiliated B.Ed. colleges and B.Ed. students of fourth semester. The researchers have employed Simple random sampling for the selection of the sample. Out of total 12 private B.Ed. Colleges 6 have been selected randomly and the Department of education of the RGU has been selected purposively, as it is only government institution. From each private teacher education institution 20 B.Ed. students and 8 teacher educators and from department of Education, RGU 42 students and 16 teacher educators were selected. In this way a total of 162 students and 64 teachers were taken as respondent. Further, at the time of analysis it was found that responses of 4 students and 2 teachers were incomplete. Finally, responses of 158 students and 62 teachers were used for analysis.

Tools

In order to measure the attitude of the teacher-educators and B.Ed. students towards two-year B.Ed., the researchers prepared and used attitude scale based on Likert's five point scale. It is a bipolar scaling method to indicate positive or negative response to a statement. In the first draft of the scale 45 items were prepared, out of which 32 were retained in the second draft. Again after item analysis only 27 statements were found meaningful and kept in the final draft. The face validity and content validity of the tool has been established with help of experts. The test-retest reliability score is 0.76 and Cronbach alpha score is 0.82. In order to facilitate meaningful interpretation of score, norm of the test has been prepared on basis of normal probability curve. The scale is prepared in such a way that higher score means positive attitude. The scale is divided in five components: Administrative, Educational, Duration, Quality and Curricular and practical activities.

Results and Discussion of the Study

After the collection of data it has been cross-checked, verified and coded. The data analysis has been performed by using the IBM SPSS statistical package (Version 22.0) and Microsoft Excel software. The data obtained have been examined through percentage and t-test. The result and discussion of the study have been presented below according to sequence of objectives of the study.

1. To study the attitude of teacher-educators and B.Ed. students towards two-year B.Ed. programme.

Table 1: Attitude of B.Ed. students and Teacher-Educators according Scale Norms

Status	Attitude Scores	Response of B.Ed. students	Response of Teacher Educators
High	More than 100	11 (6.96%)	17 (27.42%)
Average	Between 72-100	107 (67.72%)	41 (66.13%)
Low	Less than 72	40 (25.32%)	4 (6.45%)
Total		158	62

Table 1 shows that 27.42% teacher-educators come under high attitude score group and only 6.96 % student come under this category. In average category both group have almost similar percentage. In case of lower attitude 25.32% students come under this category while only 6.45% teachers come in this category.

2. To compare the attitude of teacher-educators and B.Ed. students towards two-year B.Ed. programme.

HYPOTHESIS (Ho₁) – There is no significant difference between the attitude of teacher-educators and B.Ed. students towards two-year B.Ed. programme.

Table 2: Comparison of Attitude between teacher-educators and B.Ed. students

Group	Number	Mean	SD	Difference	SE _D	df	t-value	Remarks
Teacher Educators	62	94.53	12.79	11.71	1.99	218	5.87	significant
B.Ed. students	158	82.82	13.51					

Table no. 2 shows the mean score of the teacher-educators attitude is 94.53 whereas the mean score of B.Ed. students is 82.82 and show the difference of 11.71. The calculated 't' value comes to be 5.87 which is greater than the table value of 't' at df 218. Thus, null hypothesis is rejected. This states that there is a significant difference exists between the attitude of the teacher educators and B.Ed. students towards two-year B.Ed. programme. From the above table, we can conclude that the teacher educators have shown a more positive attitude towards two year programme than the B.Ed. students. They perhaps give them more time for proper implementation of curriculum, internship, practice teaching, etc. The B.Ed. students show less favorable attitude as they have to spend an extra

one year for same degree. They may feel the two-year programme as a wastage of time, money without any assurance of getting a job on completion.

With respect to the two other comparisons namely between the students of the private B.Ed. colleges and the Govt. B.Ed. colleges as well as between the Tribal and non-tribal students who had taken up the B.Ed. program there is no significant difference. However, between the attitude of the male students and female students there is seen a small but significant difference in the t-value for the both girl students have a comparatively more positive disposition towards the 2 year program.

3. To know reflection of Stakeholders on two-year B.Ed. programme.

Reflection of the Stakeholders

The conversations with the teacher educators showed that many were positive on the two year B.Ed. programme. They opined that a two year duration will give sufficient theory and practice opportunities which will lead to more skill and efficiency. They welcomed the two year B.Ed. programme as a good step taken by NCTE for producing humane teachers. They however suggested need of balanced curriculum preparation, appointment of qualified teacher and staff and maintenance of institutional facilities for improving quality. They recommended the use of Information and communication based technologies in colleges to provide learning as well as exposure to innovation and reduction in fee so that poor students could also get admission. They suggested that

there should be more government teacher education institutions. They said that a two year B.Ed will provide opportunities to work creatively as well as in collaboration. However, some teacher educators were not happy with the two year B.Ed programme. They argued that it is an unnecessary burden for institution and pupil teachers in terms of money, energy and resources. They said that one year programme is sufficient for developing teaching competencies. A few other teacher educator opined that even though, it is in principle a good idea and a welcome step towards the development of professionalism in education, but it has failed to achieve the objectives of new regulation of National Council for Teacher Education (NCTE) due to lack of qualified teachers, buildings, libraries, laboratories, infrastructure etc.

On the part of the B.Ed. student responses, many of the students did not feel happy about the two year B.Ed programme. They argued that though two year B.Ed could have been a good decision of NCTE to improve the quality of teacher education; but repeated and unplanned curriculum creates problem for both teachers and students. They opined that two year B.Ed. is more focussed on theory part and less on areas like ICT, Yoga, fieldtrip, practical activities. It does not attract students because of time and money and suggested reduction in fees and also an appropriate duration of internship.

Findings, Recommendation and Conclusion

We surveyed the B.Ed. colleges of Arunachal Pradesh and found that most of Teacher Education Institutions suffer in terms of shortage of qualified and permanent teachers; physical infrastructure, buildings, non functioning computer labs, shortage of reading materials. They also seem to have problems in implementing the two-year B.Ed. programme due to its vastness. There is an urgent need to look at this issue. Government should open Government or govt. aided B.Ed. colleges in Arunachal Pradesh. Regular effective inspection of private B.Ed. Colleges should be undertaken by National Council for Teacher Education and the Rajiv Gandhi University. Training programme, seminars, orientation programmes, workshops, should be organised for faculty of the B.Ed colleges. Since positive attitude of teacher-educators and B.Ed. students towards the teaching profession is a pre-requisite for a healthy school system and overall development of the students, efforts need to be made to develop such an attitude.

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