

Attitude of Teacher Educators Towards 2 Years B.Ed. and M.Ed. Course

Abstract

2 years B.Ed. and M.Ed. course was introduced by NCTE in 2015 to bring improvement in teacher education programme. The investigator tried to find out the attitude of teacher educators towards this change. The sample consisted of 50 teacher educators working in different education colleges of Jalandhar district. A self-made 3-point scale was used to collect data. The result indicates that the teacher educators found the new content useful and interesting for them as well as for student teachers. They strongly feel that 2 years course is of very long duration but at the same time they are also satisfied that the new system is more regular and systematic. Almost all of them are of the opinion that the school internship programme should be under the supervision of teacher educators. While discussing about record keeping and evaluation process teacher educators found it very much cumbersome. In general, it was found that the new system will bring improvement in the school education system by producing good quality teachers.

Keywords: Attitude, Teacher Educators, 2 years course, Student Teachers, Content, School internship programme etc.

Introduction

Teacher education refers to the process by which a person attains education or training in an institution of learning in order to become a teacher. Teacher education equips pre- and in-service teachers with the professional knowledge and skills necessary to educate others in general or specialized subjects. Teacher Education takes place largely or exclusively in institutions of Higher Education. It also known as pre-service teacher training. For pre-service training, the National Council of Teacher Education (NCTE), a statutory body of the Central Government, is responsible for planned and coordinated development of teacher education in the country. The NCTE lays down norms and standards for various teacher education courses, required qualifications for teacher educators, course and content and duration and eligibility criteria of student-teachers. It also grants recognition to institutions-government, government-aided and self-financing interested in undertaking such courses and has in-built mechanism to regulate and monitor their standards and quality.

For in-service training, the country has a large network of government-owned teacher training institutions (TTIs), which provide in-service training to the school teachers. The spread of these TTIs is both vertical and horizontal. At the National Level, the National Council of Educational Research and Training (NCERT), along with its six Regional Institutes of Education (REIs) prepares a host of modules for various teacher training courses and also undertakes specific programmes for training of teachers and teacher educators. Institutional support is also provided by the National University on Educational Planning and Administration (NUEPA). Both NCERT and NUEPA are national level autonomous bodies. At the state level, the State Councils of Educational Research and Training (SCERTs), prepares modules for teacher training and conducts specialized courses for teacher educators and school teachers. The Colleges of Teacher Education (CTEs) and Institutes for Advanced Learning in Education (IASEs) provide in-service training to secondary and senior secondary school teachers and teacher educators. At the district level, in-service training is provided by the District Institutes of Education and Training (DIETs).

NCTE, an advisory body for the central and state government on all the matters pertaining to teacher education programmes was established in 1973. By the recommendation of Justice Verma Commission (Aug, 2012 has recommended for the increased duration of B.Ed. and M.Ed. programs from one year to two year from session 2015.) appointed

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by Government, NCTE revised rules and regulations on 28 November, 2014 for the teacher education programme such as DPSE, B.El.Ed., D.El.Ed., B.Ed., M.Ed. etc. the new regulations of NCTE include some important highlights such as: The duration of three programmes such as B.Ed., M.Ed. and B.P.Ed. has been increased to two years, providing more professional standards. The multi teacher education programme was introduced. Each program curriculum comprises three components- theory, practicum and internship. ICT, Yoga education, Gender disability, inclusive education are integral part of each programme curriculum. Teacher education M.Ed. degree comes out with specialization in either Elementary education or in Secondary/ Senior Secondary education. More integrated teacher education programmes are encouraged.

The present system of B.Ed. and M.Ed. is a 2-year course which contains four semesters. The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for the transaction of curriculum at all the stages. Teacher education is very important today. It is a programme that is aimed at development of teacher proficiency and competence that would enable and empower the teacher to meet the requirement of the profession and face challenges therein. There are various levels of teacher training programmes such as NTT, ETT, B.Ed. and M.Ed. i.e. for the Nursery, Elementary and Secondary level. The process of evaluation is important part of teacher training programme. The system of evaluation is different as compared to annual system. There is a shift towards CCE. Earlier, only examination was used to evaluate the student's performance which may only consider the cognitive aspect of the learner. To overcome all the limitations and drawbacks of the annual system Justice Verma Commission (2012) recommend the semester system to be introduced in teacher training Programme to NCTE. The NCTE introduced semester system at B.Ed. & M.Ed. level in 2015.

Attitude

Attitude is a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person or a situation. One can also be conflicted or ambivalent towards an object meaning that his might at different time express both positive and negative attitude towards the same object. An attitude is often defined as a tendency to respond to favorably and unfavorably toward a designated class of stimuli, such as national or racial group, a custom or an institution. Since attitude are learnt. They are mouldable i.e. they change with the experience of the stimulus objects and with social rules or institutions (Binder, 2007). Attitude, therefore relate to the way one act or react. One of the most important objectives of education is the development of desirable attitude in the students. In more objective term the concept of attitude may be said to connote responses tendencies which regards to certain categories of stimulus. In actual practice the term attitude has been more frequently associated with emotionally toned

responses. The deep rooted are the attitudes, which cannot be changed easily.

"Attitude donates the sum total of man's inclination and feelings prejudice or bias, preconceived notations, ideas, fears, threats about any specific topic."- **Thurstone (1946)**

"An attitude can be defined as an enduring organization of motivational, emotional, perceptual and cognitive processes with respect to some aspect to the individual's world." – **Krech (1950)**

The present investigation aimed to find out the attitude of teacher educators towards the semester system introduced in B.Ed. and M.Ed.

Aim of the Study

The aim of the study is to find out the attitude of teacher educators towards 2 years course with respect to content, duration, methodology, soft skills, school internship and field work and evaluation.

Review of Literature

Dadwani (2005) worked on the Teacher's attitude towards semester system in B.Ed. The objectives of the study were to discuss the teacher's attitude towards semester system sample consists of 95 B.Ed. teachers. A self developed questionnaire consists of attitude scale was used as a tool. The result revealed that they feel freedom in the formation of curriculum, evaluation system, and project work and in the co-curricular activities organized during the course. Teachers claim that sessional work in the semester system is preplanned and worked according to the time table. The teachers which teach Teaching of Arts and Teaching of Commerce are highly in favor of the semester system than the teachers who teaches Teaching of Science and Teaching of Mathematics.

Ali (2011) conducted a study of teachers and students attitude about the difference between annual and semester system of education. The objective of the study was to found a significant difference between the annual system and semester system in terms of students learning strategies. The sample consists of 100 teachers & 100 students. The sample is selected with random sampling technique. In the annual system, students get free time to prepare the whole content very deeply for the examination whereas in semester system, student had to synthesize the subjects and were not only made to undergo rigorous evaluation in terms of both intellectual and emotional growth. Survey can undergo on the Attitude inventory developed by S.P. Ahluwalia. The result showed that the students found annual system more comfortable and convenient as compare to semester system as they found semester system have more burden whereas teacher found semester system is more comfortable.

Munshi (2012) conducted a case study that studies the teacher's attitude towards semester system of examination at university level in Pakistan. The sample of 40 teachers is taken. The convenient sampling technique is used for the selection of sample. A 34 items questionnaire on 5-point Likret scale was administered to the student. Data was analyzed by using SPSS version 18. The results of this study revealed that the teachers agree with the

semester system of examination to some extent as compared with the student attitude.

Pathak (2013) conducted a study on the attitude of teacher educators towards semester system. The sample of 150 teachers selected at random from four selected education colleges to find out their attitude towards semester system. Self structured questionnaire revealing attitude towards five dimensions of semester system-curriculum, syllabus coverage and regularity of classes and methods of teaching, evaluation and feedback, and availability of resources was administered. The collected data were analyzed through using frequency, percentage, mean and standard deviation. The study revealed that the lack of required resources, particular information resources to make semester system effective and successful. In this way, the finding of the study yielded the necessity of developing strategies by all the stakeholders to arrange for minimum resources and facilities which have a direct bearing on student's achievement.

Mehmood (2015) conducted a study to find out the attitude of teachers regarding semester system examination. The main objective of the study is to find the attitude of teacher toward the semester system in the examination, assessment and evaluation. A sample of 50 teachers of different colleges was taken through convenient sampling technique. Self administered questionnaire were used as a tool for data collection. Results of the research study confirmed that semester system is effective method of learning. Majority in the faculty were in favor of semester system due to its multi-dimensional perspectives.

Sample of the Study

The sample consisted of 50 teacher educators working in different education colleges of Jalandhar district. Random Sampling Technique was used to collect the data.

Tool Used

A self made Attitude scale consisting of 20 items was prepared. Various dimensions identified were:

1. Content
2. Duration
3. Methodology
4. Soft Skills
5. School Internship programme and field work
6. Evaluation

Reliability and Validity of scale was determined before administration

Analysis of Data

Data was analyzed by percentage method. Percentages of three responses (strongly agrees/ agree/ disagree) was calculated and corresponding graphs were prepared:

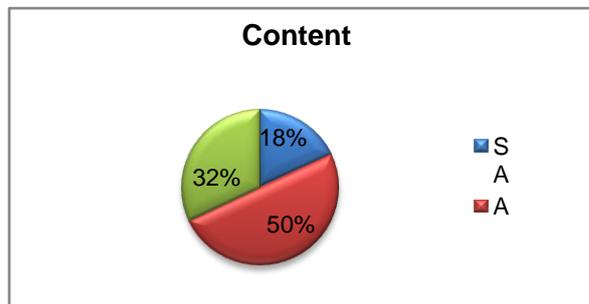


Fig:1 Showing response of teacher educators regarding content

Fig:1 shows that 18% of teacher educators strongly agree and 50% of teacher educators agree that new content including subjects such as Gender, school and society, Yoga education, Educational technology and ICT, Assessment for learning, EPC etc. in B.Ed. and Psychology of learning and development, Communication and expository writing, Sociology of education, Historical-Political perspective of education etc. in M.Ed. are useful and relevant. They faced in difficulty in teaching new content because of unavailability of books. While rest of them that constitutes (32%) have different opinion.

The Analysis of Data of Statements Related to Dimension 2(Duration) Are

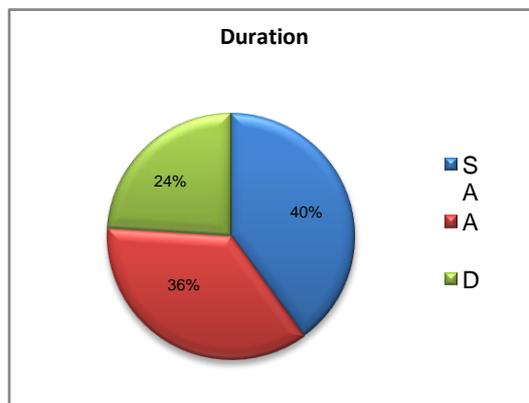


Fig:2 Showing response of teacher educators regarding duration

Fig:2 shows that 40% of teacher educators strongly agree and 36% of teacher educators agree that 2 years course is of very long duration which resulted in decline of admission. They also feel burden of teaching and non-teaching duties only 24% of teacher educators think otherwise. More than half of teacher educators find that academic journal writing motivates the student teachers.

The Analysis of Data of Statements Related to Dimension 3(Methodology) are

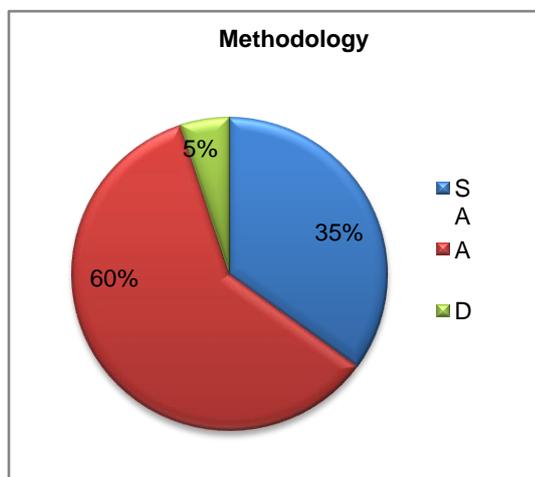


Fig: 3 Showing Response Of Teacher Educators Regarding Methodology

Fig:3 shows that 35% of teacher educators strongly agree and 60% of teacher educators agree that semester system is beneficial for research work and helps to enhance their knowledge and understanding. Majority of the teacher educators agree that in the semester system, record keeping of the students such as attendance, sessional work, field trips, school internship programmes are burdensome and requires too much paperwork.

The Analysis of Data of Statements Related to Dimension 4(Soft Skills) are

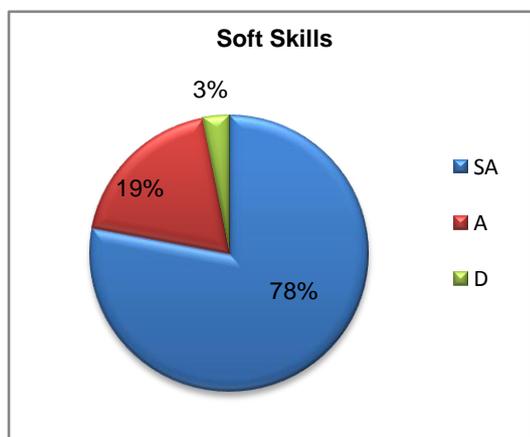


Fig:4 Showing response of teacher educators regarding soft skills

It is clear from the graph that almost all the teacher educators agree that 2 years course provides them the opportunity to enhance their soft skills. It results in better teacher taught relationship. At the same time it also raises the confidence level of teacher educators.

The analysis of data of statements related to dimension 5(school internship programme and field work) are:

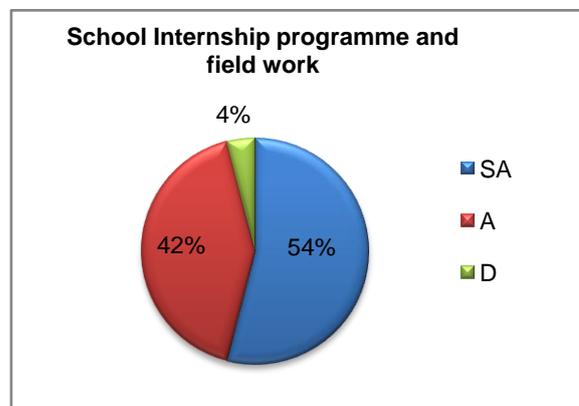


Fig:5 Showing response of teacher educators regarding school internship programme and field work

It is clear from the graph that 54% of teacher educators strongly agree and 42% of teacher educators agree that in the 2 years course, teaching practice of six months without the supervision of teacher educators is not that fruitful. They also feel that various types of lesson plans give thorough knowledge of teaching learning process and visits to different places helps the student teachers to gain real experiences. These visits also train student teachers to organize such activities in future. Six weeks of teaching practice with daily supervision by teacher educators was much more effective.

The analysis of data of statements related to dimension 6(evaluation) are:

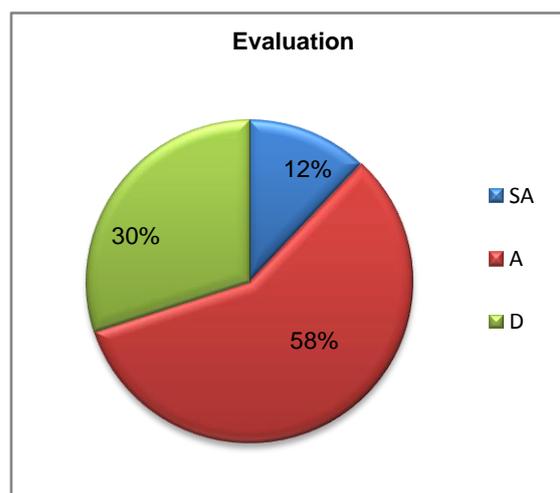


Fig:6 Showing response of teacher educators regarding evaluation

Fig:6 shows that 12% of teacher educators strongly agree that evaluation process in the 2 year course of B.Ed. and M.Ed. is more cumbersome. They also feel that in the semester system, continuous and comprehensive evaluation is not ensured. Whereas 58% of teacher educators are agree and 12% of teacher educators disagree with said statement.

Majority of the teacher educators agree that semester has resulted in the improvement of their teaching skills.

Conclusion

The decision of NCTE to introduce 2 years B.Ed., M.Ed. and B.P.Ed. courses is very fruitful and will definitely lead to improvement in school education. It aims to producing good teachers with rigorous 2 years training including relevant content, improvement of soft skills, providing first hand experience to student teachers in school internship programme and field work along with good system of evaluation. The most important effect is low admission in all courses and private colleges do face the problem but bold step taken by NCTE will definitely improve the system of education in long run.

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