

## PROSPECTIVE TEACHERS AND IN SERVICE TEACHERS ATTITUDES TOWARDS EXTENSION OF DURATION OF B.ED PROGRAM FROM ONE YEAR TO TWO YEARS

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### ABSTRACT

*Years over years what was thought, heard about B.Ed.programme becoming two years , the dream of most teacher educators, teacher education institutions have become true. But yet the decision though has come on paper and is final yet there are various views, opinions across the country about this decision of extension of B.Ed.programme from one year to two years B.Ed.programme. Maximum teacher educators, teacher education institutions, prospective teachers, in-service teachers are satisfied about the decision. Many of these even have varied views /opposing views towards this B.Ed. two year programme. There is a mixed opinion with regards to this. The author through this research, wanted to study the opinion / do the survey and have studied the attitude of Prospective teachers (Pre-Service) and In-service teachers towards extension of duration of B.Ed.programme from one year to two years and presented here below in brief in the research paper.*

**Keywords:** Attitude, Prospective teachers, In-service teachers, B.Ed. program

Bachelor of Education (B.Ed) is a under graduate professional degree which prepares students for work as a teacher in schools, though in some countries additional work must be done in order for the student to be fully qualified to teach. A typical Bed programme may include programme work in pedagogy, educational psychology, educational policy and leadership, assessment, curriculum development and lesson planning, social justice, special education, and instructional technology. Till date a long term debates are found among teacher community, teacher educators, educational institutions. Various teacher educators i.e .of private unaided institutions ,aided institutions , principals of various education institutes all differ in their opinions about one B.Ed programme and two year extended B.Ed programme. There are many ,who supporter one year B.Ed.. According to them , the present B.Ed programme of one year duration was sufficient duration program as the trainee-teachers possess the basic content knowledge before their admission into B.Ed. program and, therefore, after their admission into the B.Ed programme. More ever in this one year training period, the trainee teachers were given more treatment in pedagogy of teaching/teaching learning .strategies along with a tinge of content tasks. And, for this purpose, one year B. Ed. is a sufficient duration for developing pedagogical skills in teaching / developing knowledge on teaching-learning strategies among the trainee-teachers, say the supporters of one year B. Ed. programme. Some are of view that two years B.Ed programme in other words extension from one year to two years would provide greater scope for development of sound knowledge on different areas i.e. content knowledge, knowledge on teaching-learning methodologies and knowledge on pedagogy of teaching learning among the

trainee-teachers. It will develops a sound knowledge base for trainee-teachers in content areas, develops skills of trainee-teachers to be competent enough regarding how to transact the content materials to the students of the schools meaningfully. Some of the value related objectives that two-year B.Ed. intends to develop among the trainee teachers are commitment, competence, accountability, dutifulness etc. of the trainee-teachers towards the profession. It also may bring integrated development of the trainee-teachers touching both cognitive and non- cognitive aspects of their behaviours .It will / may be primarily more practical oriented. It will give / may give stress on practical activities like internal assessment, project works, sessional works, internship in teaching, practice of micro-teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc. Every teacher education institutes or say teacher training educational institutions strive hard to through their B.Ed programme transacts to the trainee-teachers through many innovative teaching-learning strategies. But one year program is too insufficient to impart information and training in all these which could be possible with extension of One year programme to two year B.Ed programme. Innovative strategies like problem solving, group discussion, panel discussion, seminar reading, brain storming, practical and project work, discovery method, competency based teaching, contextual transaction of the contents, demonstration-cum-discussion, participatory/ activity based group work, case studies, practical exercises, innovations, individual/ group assignment, face to face contact, tutorial / library work, research approach etc. contrasting to the uniform teaching-learning strategy of one year B.Ed. programme will be possible in this two year B.Ed programme .

Apart from this , sufficient time for absorption, proper assimilation and retention of teaching skills learnt during training program like practice of micro teaching skills in simulated classroom situation, field observation, team teaching, substitute teaching, demonstration of the lessons, observation of the lessons, taught by subject teachers, preparation, use and exhibition of teaching aids / instructional materials , conducting action research/ case study, participation in both curricular and co-curricular activities of the school, application of skills, getting opportunities for reflection and application of their own experiences in the school situation, development of teaching learning materials, observation of school processes, taking the arrangement classes, peer group observation of teaching, analysis of school experiences etc. along with the practice teaching will be possible. Years over years what was thought , heard about B.Ed programme becoming two years , the dream of most teacher educators, teacher education institutions have become true. But yet the decision though has come on paper and is final yet there are various views , opinions across the country about this decision of extension of B.Ed program from one year to two years B.Ed programme. Maximum teacher educators, teacher education institutions, prospective teachers, in-service teachers are satisfied about the decision. Many of these even have varied views /opposing views towards this B.Ed Two year programme. Hence during formal sessions at various meetings held on this extension of B.Ed programme from one year to two years , the author ( researcher ) found that that there was a mixed opinion about various educationalists. Even on informal discussion the same was found. Yet in-spite of the final draft by NCTE , still yet there was a mixed opinion that was seen. Through this research paper researched aimed to study the attitude of Prospective teachers ( Pre-Service) and in-service teachers towards extension of duration of B.Ed programme from one year to two years from various prospective and in-service teachers. The study was worded as : A Study of Attitude of Prospective teachers ( Pre-Service) and In-service teachers towards extension of duration of B.Ed programme from one year to two years.

#### **Objectives of the study:**

1. To Study of Attitude of Prospective teachers ( Pre-Service) towards extension of duration of B.Ed program from one year to two years.
2. To Study of Attitude of In-service teachers towards extension of duration of B.Ed programme from one year to two years.

#### **Research Questions:**

1. What is the attitude of prospective teachers ( pre-

service) attitudes towards extension of duration of B.Ed programme from one year to two years?

2. What is the attitude of in-service teachers attitudes towards extension of duration of B.Ed programme from one year to two years?
3. Whether attitude of prospective teachers ( pre-service) attitudes towards extension of duration of B.Ed programme from one year to two years is positive/negative?
4. Whether attitude of in-service teachers attitudes towards extension of duration of B.Ed programme from one year to two years is positive/negative?
5. Whether there is difference in the attitude attitudes towards extension of duration of B.Ed programme from one year to two year among prospective (pre-service) and inservice teachers.

#### **Method**

Descriptive survey method was used. Simple Percentage was obtained. Pie Charts were used to represent the data.

#### **Sample:**

Population of the study was Teachers (in-service) & Pre-service (Prospective) teachers – i.e. teacher trainees of the year 2014-2015 ( private/ aided/ unaided ) from state of Maharashtra. From this population 50 in-service and 50 pre-service from Maharashtra state. Purposive Sampling method was used to select 50 B.Ed. teacher trainees/ Prospective / Pre-service teachers and 50 In-service teachers (private/ aided/ unaided).

**Measure:** Self Made Tool (Three Point Scale) to assess Attitude of Prospective teachers ( Pre-Service) and In-service teachers towards extension of duration of B.Ed programme from one year to two years. Reliability and validity was done by experts.

#### **Findings of the Study:**

1. 66 of teacher trainees agreed to the statement 'Two years B.Edprogramme will provide sufficient time for better absorption, assimilation, and retention of teaching skills over one year programme'. 22 in-service teachers agreed to the statement, and 44 prospective students agreed to the statement. From this it can be clearly concluded that , more prospective teachers agreed that two years B.Ed programme will provide sufficient time for better absorption , assimilation, retention of teaching skills over one year programme compared to in-service teachers .
2. 75% disagreed to the statement 'Two year program will lower the stress level of the teacher trainees' only 25% agreed to the statement. Among 75%

those who disagreed 42 were in-service teachers and 33 prospective teachers ( pre-service teachers). From here it can be concluded that there may be no change in the stress level, in spite of extension of B.Ed programme from one year to two years programme.

3. 80% agreed to the statement 'More time will be available to develop the teachers fully'. 40 pre-service /prospective teachers and 40 in-service teachers agreed to it. From this , it is clear that may be due to extension of duration of programme more time will be available to develop the teachers fully.
4. 82% agreed to the statement 'More time for practical work will be possible.. 50 pre-service /prospective teachers and 32 in-service teachers agreed to it. From this , it is clear that may be due to extension of duration of programme more time will be available for practical work.
5. 70% of them responded positively to the statement 'Married women will be more able to get sufficient time for preparation'. 25% disagreed whereas even 5% responded can't say, which is clear that most of them were of the opinion that due to extension in duration of B.Ed programme there will be reduction in the enrolment of married women towards B.Ed programme.
6. 56% agreed to the statement 'it will be time consuming'. Among these 21 prospective (pre-service) and 35 in-service teachers agreed to the statement. It can be concluded from this that , two year B.Ed programme may be time consuming as in that two years duration students can complete some other program or join work other than enrolling for teacher training programme .
7. 63 % disagreed to the statement 'It will result in more enrolment of students towards B.Ed programme' . Among them, 40 prospective and 23 in-service teachers disagreed to the statement. From above responses, it may be concluded that due to extension of duration of B.Ed programme from one year to two years , there may be decrease in enrolment rate.
8. 53 % disagreed to the statement ' It will result in less enrolment of youngsters towards B.Ed programme '. Among them, 20 prospective and 33 in-service teachers disagreed to the statement . From above responses , it may be concluded that due to extension of duration of B.Ed programme from one year to two years , It will result in less enrolment of

youngsters towards B.Ed programme'. 47 respondents, agreed to the statement ' It will result in less enrolment of youngsters towards B.Ed programme'. Mixed opinion was found among the respondents.

9. 80% agreed to the statement 'It will result/ facilitate in all round full development of teacher is possible'. 40 pre-service /prospective teachers and 40 in-service teachers agreed to it. From this , it is clear that may be due to extension of duration of programme more time will be available to develop the teachers fully, which will in turn result/ facilitate in all round full development of teacher.
10. 86% agreed to the statement 'Teacher training institutes will get sufficient time for planning programme of activities for teacher trainee'. Among these , 46 in-service and 40 prospective teachers agreed to the statement. From here , it can be concluded that teacher training institutes will get sufficient time for planning programme of activities for teacher trainee , which in turn would facilitate in all round full development of teacher, develop competency in the future teachers.
11. 66 of teacher trainees agreed to the statement 'It will provide quality teachers to the society'. 44 in-service teachers agreed to the statement, and 22 prospective students agreed to the statement. From this it can be clearly concluded that, more in-service teachers agreed to the statement compared to prospective teachers. Extension of duration of B.Ed programme from one year to two years will provide quality teachers to society.
12. 56% agreed to the statement 'Male's will be less attracted to B.Ed programme'. Among these 21 in-service and 35 pre-service (prospective) teachers agreed to the statement. It can be concluded from opinions / responses gained,that, due to extension of B.Ed programme from one year to two years there will be reduction in number of enrolment of men for the B.Ed programme due to less attraction of male population.
13. 90% agreed to the statement , ' There will be more preference towards other professional degree programs L.L.B ,MBA etc.' Among them, 47 in-service teachers and 43 prospective / pre-service teachers agreed to this statement. From this it can be concluded that more number of graduates will show more preference towards other professional degree programs L.L.B ,MBA etc. other than B.Ed

- programme.
14. 82% agreed to the statement 'It will not be economical due to high fee rates'. 40 pre-service /prospective teachers and 42 in-service teachers agreed to it. From this , it is clear that may be there will be an increase in fee structure due to extension from one year to two years . Hence ,most of them would / may be economical due to high fee rates. Hence may result in low enrolment rate fro two years B.Ed course.
  15. 70% of them responded positively to the statement 'Teacher trainees will get proper time to complete tasks, assignments peacefully , efficiently due to availability of sufficient time'. Married women will be more able to get sufficient time for preparation'. 25% disagreed whereas even 5% responded can't say, which is clear that most of them were of the opinion that teacher trainees will get proper time to complete tasks, assignments peacefully , efficiently due to availability of sufficient time'.
  16. 65% of them responded positively to the statement 'It will help to increase academic competency of the B.Ed teacher trainees'. Married women will be more able to get sufficient time for preparation'. 30% disagreed whereas even 5% responded can't say, which is clear that most of them were of the opinion that It will help to increase academic competency of the B.Ed teacher trainees'.
  17. 82 % agreed to the statement , ' It will increase professionalism in teaching compared to one year program'. Among these , 39 pre-service ( prospective ) teachers and 43 in-service teachers agreed to the statement. Form this , it can be concluded that Two year B.Ed programme will increase professionalism in teaching.
  18. 70% of them responded positively to the statement 'It will allow sufficient time for practical works in the school and community'. Married women will be more able to get sufficient time for preparation'. 25% disagreed whereas even 5% responded can't say, which is clear that most of them were of the opinion that it will allow sufficient time for practical works in the school and community.
  19. 56% agreed to the statement 'Two year B.Ed will provide sufficient duration to provide adequate and stable knowledge in content areas, in pedagogy of teaching.'. Among these 21 prospective (pre-service) and 35 in-service teachers agreed to the statement. It can be concluded from this that , Two year B.Ed programmewill provide sufficient duration to provide adequate and stable knowledge in content areas, in pedagogy of teaching'.
  20. 56% agreed to the statement 'Two year B.Ed programme will help in developing a sense of positive attitude towards teaching among the trainee-teachers '. Among these 31 prospective (pre-service) and 25 in-service teachers agreed to the statement. It can be concluded from this that , two year B.Ed programme will help in developing a sense of positive attitude towards teaching among the trainee-teachers '.
  21. 80% agreed to the statement 'Imparting the trainee teachers different version of knowledge like theoretical knowledge, practical knowledge, content knowledge, pedagogical knowledge will be possible'. 40 pre-service /prospective teachers and 40 in-service teachers agreed to it. From this ,based on the opinions received, it can be concluded that on extension of duration of B.Ed programme it would be possinle to efficiently and effectively , imparting the trainee teachers with different version of knowledge like theoretical knowledge, practical knowledge, content knowledge, pedagogical knowledge.
  22. 72% agreed to the statement 'It will lead to full development of personality qualities of teacher trainees. 50 pre-service /prospective teachers and 22 in-service teachers agreed to it. Based on the opinions , it can be concluded that It will lead to full development of personality qualities of teacher trainees.
  23. 80% agreed to the statement 'Compared to one year B.Ed programme , more quality education will be imparted for every child'. 40 pre-service /prospective teachers and 40 in-service teachers agreed to it. From this , it is clear that may be due to extension of duration of programme more time will be available to develop the teachers fully, help in production of quality teachers , hence would in turn make it possible to impart more quality education to every child'.
  24. 60% agreed to the statement , 'It will result in reduction of B.Ed colleges.'. Among these 37% in-service and 23% pre-service (prospective teachers) agreed to the statement. In short , on basis of responses , it can be concluded that , due to extension of B.Ed course from one year to two year course there amy be reduction / closing of many

B.Ed colleges due to lack of enrolment, attraction of students towards B.Ed programme.

25. 78% were in favour of statement 'I am in favour of NCTE (National Council for Teacher Education) decision of extension of duration of B.Ed programme from one year to two years'. 15% responded can't say as they were confused with what to respond to the statement. Among these 45 in-service and 33 pre-service (prospective) teachers agreed to this statement. Many of the respondents were in favour of NCTE's decision of extension of duration of B.Ed programme from one year to two years.

#### **Conclusion:**

Personal integrity, human sensitivity and academic competency etc. are some of the basic qualities/ characteristics of an effective teacher. Whatever are the opinion differences, but for the development of the quality future citizens, there was a felt need of reforming, modifying

the curriculum with extension of duration of B.Ed. programme for development of 'Quality Future Teachers (Prospective Teachers). Hopefully, the two year B.Ed. programme will lead to development of integration of all these personality qualities in the budding, prospective teachers.

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