



**EVALUATION OF TWO YEARS B.ED. PROGRAM: CRITICAL STUDY**

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**ABSTRACT**

The paper focused on the perception of the pupil teacher and the teacher educators dealing with the Two Year B.Ed. program. This Two Year B.Ed. Program, based on the curriculum framework brought out by NCTE, is an innovation in the area of B.Ed. curriculum development. In this framework, the course of B.Ed. was made Two Years which is compulsory for every teacher education institutions. This research is descriptive and qualitative in nature. The site of the present research is department of education in renowned university. Being a case study method this research uses purposive sampling technique for data collection. The perception of the 100 pupil teachers were collected through the structured questionnaire and 20 teachers through intensive and focused interviews. The research findings from the detailed analysis of the pupil teacher data suggests that the course is not only time consuming but unbalance in time distribution also. The pupil teachers considered the Two Years B.Ed. as a time consuming process and due to which they lag behind in their career. The findings from the teacher educators reveal that in the overall process the workload of the teacher educators had not only increased but the workload of the teacher dealing with the pedagogy had increased many folds. The detailed analysis leading to many more findings are discussed in detail in the paper.

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**INTRODUCTION**

Education has acted for many as instrument of social inclusion, distancing further the constitutional goal of creating an egalitarian and just society. The teacher is needed to be seen as creators of knowledge and thinking professional. Identifying the need to view the teacher as central to the process of change in school education, the Chattopadhyaya Commission focused that “ if school teachers are expected to bring about a resolution in their approach to teach, that same revolution must precede and find a place in college of education”( GOI, 1995,p. 48). “Teacher education program also seek to develop positive values, supportive ideas, high ethical principles and strong moral understandings related to teacher’s preparation” (Forlin, 2010). Teacher education programs have existed in the country for over century. In this regards the recommendation of the Indian Education Commission(1884), the teacher training programs were made differentiated and for graduate courses were made for shorter duration. A quick glance through the surveys of educational research in India periodically over the year 1974- 1998 substantiated the point the teacher education program had remained unchanged in terms of their substance, experiences offered and modalities adopted” (NCERT, 2009).

The professional preparation of teachers had been recognized to be crucial for the qualitative improvement of education since 1960s (Kothari Commission 1964-1966). The National Policy of Education 1986 states that “Teacher education is a continuous process and its pre-service and In-Service components are inseparable.As the first step, the system of teacher education will be overhauled” (National Policy of Education, 1986, p.44).

The Yashpal Committees report (1993) on learning without Burden draws out that “inadequate program of teacher preparation lead to unsatisfactory quality of learning in school. The content of the program should be restructured to ensure its relevance to the changing needs of school education. The emphasis on these programs should be on enabling the trainees to acquire the ability for self-learning and independent thinking” (p. 26).

National Focus Group had critically analyzed the present teacher education program. Focus Group suggested that “Teacher education has to become more sensitive to the emerging demands from the school system.( NCERT, 2006). It also includes that “ encouraging supportive and humane facilitator in teaching-learning situation who enables learners(students) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable society and human values to function as responsible citizen (NCERT, 2006, p.18)

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This document is a milestone effort in the field of teacher education. In 2014 NCTE recommended two year B.Ed. program for student-teacher to make them reflective practitioners. The course structure offers a comprehensive coverage of themes and rigorous field engagement with child, school and community.

**Course Structure of Two year B.Ed. Program**

The programme shall comprise three broad curricular areas- Perspective in Education, Curriculum and Pedagogic Studies, and Engagement with the field. All the course include a strong field based units of study projects along with theoretical inputs from interdisciplinary perspective. Engagement with the field is the curricular component motive is to holistically link with the all courses across the program. In the light of these objectives present research paper is a micro level effort to know the perspective of the pupil teacher and teacher educator about the two year B.Ed. program.

**METHODOLOGY**

The study is descriptive as well as qualitative in nature. The present study adopts the case study method. The sample of the present study follows the purposive sampling technique for the students pursuing B.Ed. from Department of Education. This department conducts three types of B.Ed. programs B.Ed. Nursery, B.Ed. Special Education and B.Ed. General. For the understanding the perception of the teachers in relation to the Two Year B.Ed. programme 15 teachers were selected. The basis of the teacher selections were based on the two points. First the teachers were engaged in B.Ed Nursery, B.Ed. Special Education and B.Ed. General. Secondly, all the hierarchies were included in the sample. Structured questionnaire were given to students and intensive interviews were done with the teachers for the purpose understanding their perception.

**Analysis of Data**

Data analysis was done using quantitative and qualitative techniques. Student data was presented in percentage along with themes. Teachers data was only thematic analyzed.

Distribution of the Two Year B.Ed. Students:

S.No.	Name Of The Course	Allotted Seat	No. of Students Selected
1	B.Ed. Nursery	30	20
2	B.Ed. Special Education	30	20
3	B.Ed. General	200	60
	<b>TOTAL</b>	<b>260</b>	<b>100</b>

The present analysis is based on the major themes which had emerged out of the interviews with the students. They are:

1. Qualification.
2. Duration of the course.
3. The basic component of the Course.
4. One Year B.Ed. Program.
5. Pursuing Higher Education in the Education.

**Analysis of Data-B.Ed. Nursery**

The students pursuing the B.Ed. Nursery came up with the views that in relation to the qualification for becoming a teacher Two Years B.Ed. is not appropriate (almost 55% of the students pursuing this course). They held the view that previously also when there was One Year B.Ed. program, the institutes produced good teachers who were thorough with the

knowledge and taught well. They believed that experience is necessary for teaching and not the duration. Only 20% agreed with the present Two Year B.Ed. program and remaining were indecisive but they considered that B.Ed. qualification is necessary to enter the profession. In relation to the duration of the course (almost 50% of the students) are of the views that the curriculum and its planning should be improve . Moreover they think that either some provisions should be made or it should be made one year. Whereas most of the students believe that Two Year B.Ed. is good for developing more practical knowledge. One year B.Ed. program was preferred by almost 75% of the students pursuing the Two Year B.Ed. course. This was incredibly a very high number. They strongly agreed to roll back to One Year B.Ed. Program. Only 20 % supported the present B.Ed. program. Pursuing the Higher Degree in this stream was in greater number. Almost all considered it. 50% were willing to pursue M.Ed. and 10% were determined to pursue Ph.D. in education. In relation to the basic component of the B.Ed., Theory, CCA and School Experience almost 80% agreed for School Experience Program as an essential component of the B.Ed. and considered emphasized. Almost 50% also supported the importance of the theory in the B.Ed. curriculum.

**Analysis of Data-B.Ed. Special Education**

The analysis of the interviews revealed that the 50% students believe that Two Year B.Ed. qualification is relevant to become teacher whereas 50% students disagree with this notion. They believe that B.Ed. now is time consuming and it's not relevant in today's time. Those who disagree believe that it should be for one year duration. Students believe that the coordination of the papers and the time duration is not appropriate and they feel that it needs a serious re-vamping. Moreover they also pointed out that the second year is just a waste as they feel that there is nothing much to enhance their knowledge in theory as the second year is only dedicated to School Experience Program. Commenting on the components of the B.Ed. course almost 80% students believed that major emphasis in the B.Ed. course should be School Experience Program as the teachers had to face the reality in practical sense. But 60% believed that all the three components are essential for proper understanding and success of the B.Ed. course. In relation to the roll back of the Two Year B.Ed. program, almost 80% students are in agreement. Since the Two Year B.Ed. was introduced 30% of the students are unwilling to go for higher education whereas 70% wants to pursue M.Ed. in near future.

**Analysis of Data-B.Ed. General**

The B.Ed. students with a greater percentage came with the idea that the qualification for the teacher is necessary but the B.Ed. program should be One Year duration. So, about 70% of students are in the favor of the One Year B.Ed. necessary for the teacher qualifications whereas only 30 % agree for Two Year B.Ed. degree. About 80% students hold the view that the curriculum and time involved in the two year B.Ed. course is not appropriate and they fully disagree with the management of the curriculum. It is more thoughtful since the students object the whole curriculum and its formation. Students (72%) consider that the School Experience Program is the heart of the B.Ed. course and it involves special mention. Whereas few consider CCA and Theory as important for teacher qualification. Almost 70% believe that

the Two Year Program is useless and should be rolled back to One Year. More than half of the students plan to pursue higher education.

### Overall Analysis

The overall analysis shows that majority of the students enrolled in the B.Ed. General believe that Two Year Program is time consuming and nothing new is being taught in the second year of the course. They came up with the view of the wastage of time, boring and lagging behind in the job market. Also it was interesting to note that 70% of the students of B.Ed., 50% of B.Ed. Special Education and General and 55% B.Ed. Nursery disagree with Two Year B.Ed. Program. 50% B.Ed. Special Education and 45% B.Ed. Nursery believe that to understand the students the time duration of Two Years are appropriate. So this brings an interesting thing that the area of the specialization demands for the proper time duration and thus should be kept in the mind. Students strongly added to restructure the curriculum and thus demand for the roll back of the present Two Year B.Ed. Program.

### Analysis of Teachers Data

The present analysis is based on the major themes which had emerged out of the interviews with the teachers:

1. Qualification.
2. Duration of the course.
3. The basic component of the Course.
4. One Year B.Ed. Program.
5. Pursuing Higher Education in the Education.

To understand the perception of the teachers dealing with the new curriculum, 15 teachers were interviewed. Teachers believe that teaching is an art and a skill which can be imparted through a structured and systematic program such as B.Ed. So they strongly approved the B.Ed. qualification as a must to become a teacher. They also believed that, teaching as a profession needs both theoretical and practical aspect, so B.Ed. program proved the both. In theoretical aspects the psychology of the students are being taught whereas the School Experience Program provides what real situational challenges for new teachers. In the admission process interview is an important criterion since it helps to access the communication skills, personality and the psychology of the interviewer. With the introduction of the Two Year B.Ed. course the many students who are not able to 'get through' their desired course takes admission. In them also the level cannot be specified were responses of most of the teachers. Looking towards the percentage of male and female opting for this profession had shifted towards the female. The male student's percentage had fallen down. Many believe that the students in Two Year B.Ed. program are not focused as compared to One Year Program. All the teachers believe that the all the components are necessary for the proper development of the teacher whereas some teachers believe that School Experience Program is important to learn about the actuality of the field. They are with the view that every component acts to the proper understanding of the students at the school level. Eventually with the extension of the B.Ed. course duration, the workload of the teachers had increased but more for the subject teacher, as they have to take the subject as well as compulsory paper. A mixed view of the teacher makes this theme little bit ambiguous. 8 teachers believe that structural modifications are needed whereas 6

teachers responded to make it one Year program. Tapping the theme of students pursuing higher education, teachers are of the views that it solely depends on the students, their aspiration and choices and defiantly it can change with the time.

Teachers also believe that many students will not pursue higher education as it had become expensive and of long duration. Seats in some courses are still vacant. Also the two year program is much more expensive in terms of school experience program. Moreover the teacher education field will not have sufficient number of teacher educators also.

### CONCLUSION

It is very essential to evaluate the Two Year B.Ed. program prescribed by NCTE. The results of this present study shows that the two year B.Ed. program is not only time consuming and expensive but is non-engaging. The research findings reveal that restructuring of the second year curriculum necessary as its relatively less engaging than the first year. So, in the end, it's important to revisit the program and find ways to make it interesting and engaging.

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