

Perception of Teacher Educators towards 2-Year B.Ed. Programme in Odisha



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ABSTRACT: The nation's development is based on its education. The Teacher Educators train the student teachers to ensure quality in school education by raising the learning levels of the students. The 2-Year Bachelor of Education (B. Ed) is essential to fulfill the said purpose. In the present study it has been found that this Programme is providing sufficient time to acquire proper content knowledge for the development of student teachers. It has been reported that the Teacher Educators of Science stream perceived the programme better in comparison to their Arts counterparts. Like this, the Teacher Educators of higher qualification have perceived the programme better in comparison to their counterparts having inferior qualification. In totto, it has been observed in the present study that the teacher educators are in favour of the 2-Year B. Ed Programme

KEYWORDS: Perception, Teacher Educators & 2- Year B. Ed Programme.

INTRODUCTION

We have comfortable and respectable lives thanks to education. It is in charge of the overall development of the person and of society. Education entails bringing forth a child's hidden abilities. It is an activity that aids pupils in gaining the knowledge, skills, attitudes, and perception they require (Mirunalini and Anandan, 2012). The nation's development based on its education. The teacher educators train competent educators who raise student learning levels and the quality of education in schools. Through the Bachelor of Education (B.Ed.) degree, teacher educators are prepared. This indicates that the quality of teacher educators depends on the B.Ed. degree. Even in the worst system, a good teacher may undoubtedly produce the best results (Parvez, 2010).

Singh and Tayeng (2019) made a study to access the attitude of teacher educators and student teachers of B.Ed. College, Rajiv Gandhi University of Arunachal Pradesh, towards 2-year B.Ed. programme. They reported that the teacher educators' attitude towards 2-year B.Ed. programme is more favourable than the attitude of student teachers. In Karnataka the B.Ed. programme has been going on as per the NCTE guidelines and in this context, Vijaylaxmi and Menon (2017) made a study to know the teacher educators teaching competencies for 2-Year B.Ed. Programme. They reported that the teacher educators' competencies were very high, while their perspective towards 2-year B.Ed. programme is moderate. The teacher educators of Tamilnadu have positive attitude towards 2-year B.Ed. Programme (Sudha, 2017), while the teacher educators of Faridabad district of Haryana have moderate attitude towards NCTE Regulations 2014 (Khanna and Pandey, 2014).

The 2-Year B.Ed. Programme is also going on in the State of Odisha. No such research has not yet been conducted to know the perception of teacher educators towards ongoing B.Ed. Programme in Odisha. Therefore, in the present study, the researchers have attempted to conduct research to know the perception of teacher educators towards the ongoing 2-Year B.Ed. Programme in Odisha.

Objective of the Study

To learn about Teacher Educators perception on the 2-Year B.Ed. Programme.

Hypotheses

H01- There is no significant difference in the perception of Teacher Educators having Science and Arts background.

H02: There is no significant difference in the perception of Teacher Educators having varied educational qualification.

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METHODOLOGY

Design of the study

For carrying out the study, Descriptive Survey Method was adopted by the researchers in which both Quantitative and Qualitative Approach was used by the researchers.

Sample

Basing on the revenue districts of the State, Odisha, the researchers selected ten (10) districts i.e, Puri and Jagatsinghpur, Khordha, Balasore and Bhadrak from Central Division, Balangir, Dhenkanal and Angul from Northern Division, Ganjam and Koraput from Southern Division for the present study. There are 37 institutes offering 2-year B.Ed. programme in Odisha having 201 number of Teacher Educators. In the present study, the researchers have selected 11 institutions (30% of the total Population) by using Stratified Random Sampling Method for collecting the data. Hence, 52 Teacher Educators were constituted the sample by using Stratified Random sampling Technique for the present study.

Tool: Questionnaire on Perception of Teacher Educators

The tool was divided into four sections along with their general information. First part of the tool was based upon the "General Information" of Teacher Educators like their Name, Institute Name, Gender, Educational Qualification, Teaching Experience. In the inner part **Section –A** was based upon "Teacher educators' perception towards 2-year B.Ed. programme"; where 17 items were therewith having 5-Point Scale such as SA-Strongly Agree, A- Agree, UD-UnDecided, DA-Disagree, SD-Strongly Disagree. These 17 Items were comprised with the duration of the B.Ed. Programme, change of basic unit, introducing of common entrance test, eligibility of candidates, time, number of working days, attendance, duration of internship programme, cooperation of headmasters, learning engagement, and continuation of 2-year B.Ed. programme etc.

Section-B deals with the perception of Teacher Educators towards the objectives of 2- Year B.Ed. programme; it contained six items having five different options. **Section-C** comprised with the teacher educators perception towards the major Papers of Present B.Ed. Curriculum; with 5- Point Rating Scale i.e., Strongly Agree, Agree, Neutral, DisAgree, Strongly Disagree and **Section-D** was based on the Teacher Educators view on addition, deletion and corrections in the content of major papers. In this section, there are four questions. In the first question, there are ten items and asked to give their suggestions on the curriculum by adding, deleting, and correcting the content of major papers of the curriculum which had been asked in each paper basis. In this section, Teacher Educators' preferable subjects also asked and whether they want to add any in that paper, also asked. What other papers are to include in the curriculum also asked to them. Teacher Educators' perception regarding teaching practices is also asked by the researchers through this questionnaire.

RESULTS

Demographic characteristics of Teacher Educators

In the present study, the teacher educators of eleven teacher education institutes participated. The developed questionnaire had been shared among the teacher educators through their WhatsApp numbers and in some cases, a hard copy was also shared. 52 teacher educators responded to the questionnaire. After getting all the responses, it transferred into excel sheet for further analysis.

Table 1. Demographic characteristics of Teacher Educators

Sl. No.	Variables		Number (%)
1	Gender	Male	14 (22.9%)
		Female	38 (73.1%)
2	Average Age with standard deviation		35.6 ± 7.8
3	Qualification	M.A. M.Ed.	8 (15.4%)
		M.Sc., M.Ed.	8 (15.4%)
		M.A./M.Sc, M.Phil	16 (30.8%)
		M.A./M.Sc., Ph.D.	6 (11.5%)
		M.A./M.Sc., B.Ed.	14 (26.9%)

The average age of the teacher educators is 35.6 ± 7.8. In the present study, though the researchers aim to collect the responses from an equal number of teacher educators in terms of gender, it is not possible. Most of the respondents who

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responded to the questionnaire are female teacher educators (73.1%), while only 22.9% of male teacher educators responded to the same. According to the qualification of the teacher educators, the majority of the teacher educators possess MA/MSc with M.Phil. Degrees (30.8%) followed by MA/MSc., B.Ed. (26.9%), both MA, M.Ed, and MSc, MEd (15.4%) and MA/M.Sc, Ph.D. (11.5%). More than 60% of teacher educators are married, while others are unmarried (38.5%). According to the experiences of the teacher educators, the majority of teacher educators are within a period of less or equal to 5 years (78.8%), followed by 6 to 10 years (11.5%) and 11 to 15 years (7.7%), and so on.

Interpretation of Teacher Educators' response

A questionnaire having 35 statements was shared among the teacher educators of different institutions. The questionnaire contains different items based on different aspects of the 2-Year B.Ed. curriculum.

Table 2. Perception of Teacher Educators towards 2-year B.Ed. course

Sl. No.	Statements on B.Ed. Programme	SA	A	U	DA	SD
1	The Prescribed duration of B.Ed. Programme is good enough to complete the Curriculum.	18 (34.6%)	29 (55.7%)	---	2 (3.9%)	3 (5.8%)
2	Change in the basic unit of students from 100 to 50 with a maximum of two units is satisfactory.	9 (17.3%)	37 (71.2%)	3 (5.8%)	3 (5.8%)	
3	The change in the duration of B.Ed. Programme from 1 year to 2 year is justified.	27 (51.9%)	13 (25%)	---	10 (19.2%)	2 (3.9%)

The statement, "The prescribed duration of the B.Ed. programme is good enough to complete the curriculum" and more than 50% of teacher educators agreed with this statement, while 34.6% strongly favoured this statement. The majority of the teacher educators (71.2%) opined that running two units having 50 student-teachers is a good idea (Table 2). For better learning enhancement, the number of students in a classroom is also too much important. It helps the teachers to reach all the students in a small classroom setting, instead of a large group classroom setting. Better communication is also possible in case of a small classroom setting. Again, NCTE has changed the duration of B.Ed. program from 1 year to 2 years. In this regard, the researchers aim to know the teacher educators' perception and 51.9% of teacher educators strongly favoured this, while 25% favoured this statement (Table 2). The result clearly depicts that the teacher educators favoured the enhancement of the duration of the B.Ed. program from 1 year to 2 years and viewed that the NCTE decision in this regard is justified. By enhancing the time duration, both teacher educators and student teachers will get enough time to go into detail in the programme. It helps the student teachers in focusing their internship, community activities, and other activities and at the same time, the teacher educators will complete the course easily and can guide the student teachers in all aspects smoothly.

Table 3. Perception of Teacher Educators regarding selection process in to 2-year B.Ed. course

Sl. No.	Statements	SA	A	U	DA	SD
1	Introducing common entrance test for selecting candidates for taking admission into the B.Ed. course is appropriate.	35 (67.3 %)	14 (26.9 %)	3 (5.8 %)	---	---
2	The eligibility of candidates having qualification with bachelor in Engineering /Technology with specialization in mathematics / science with 55% mark is justified.	9 (17.3 %)	23 (44.2 %)	11 (21.2 %)	6 (11.5 %)	3 (5.8%)
3	The Present Two-Year B.Ed. Programme is providing sufficient time to acquire sufficient content knowledge for student teachers.	21 (40.4 %)	23 (44.2 %)		2 (3.9%)	6 (3.9%)
4	Increase in the number of working days from 180 days to 200 days excluding examination and admission period is sufficient.	12 (23.1 %)	31 (59.6 %)	3 (5.8 %)	3 (5.8%)	3 (5.8%)
5	80% attendance of student teachers for all coursework including practicum and 90% attendance for school internship made mandatory.	33 (63.5 %)	19 (36.5 %)	---	---	---

Teacher educators (44.2%) also opined that the present 2-Year B.Ed. program is providing sufficient time to acquire sufficient content knowledge for the student teachers. This is due to the time duration for the same purpose has been increased. The

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enhancement of working days excluding examination days is sufficient. Most of the teacher educators (59.6%) also favoured about the enhancement of working days (Table 3). Regarding admission and eligibility, some criteria have been fixed by NCTE-2014. The researchers put two statements in front of the teacher educators and reported that 67.3% of teacher educators strongly revealed that introducing a common entrance examination for admission to 2-Year B.Ed. programmes is a good initiative (Table 3). It has been reported that more than 44% of teacher educators agreed that students from engineering/technology backgrounds having mathematics/science as a specialization with 55% is justified for taking admission into this course, while 21.2% of teacher educators remain silent and 11.5% of teacher educators disagree with this statement (Table 3). This clearly demonstrates that though some teacher educators favoured the admission of engineering/technology-based students having mathematics/science as their specialization subjects others are not supporting this idea suggested by NCTE. Almost all teacher educators revealed that attendance is mandatory for the student teachers in order to complete a professional course like B.Ed. the program, while 63.5% strongly supported this idea of NCTE, which is implemented in different TTIs in the State of Odisha. They are in favour of 80% attendance for all aspects of the course and 90% attendance for the internship phase.

Table 4. Perception of teacher educators on Internship programme

Sl. No.	Statements on Internship of B.Ed. Programme	SA	A	U	DA	SD
1	Increase in the duration of 6 months Internship Programme is justified.	12 (23.1%)	30 (57.7%)	2 (3.9%)	8 (15.4%)	---
2	Expansion in the duration of internship programme provides scope to student teachers in developing requisite skills and competencies to meet diverse needs of the learners in school.	23 (44.2%)	24 (46.2%)	3 (5.8%)	2 (3.9%)	---
3	School Internship facilitates the student teachers to multicultural contexts of the society by taking school as a miniature society.	26 (50%)	21 (40.4%)	---	3 (5.8%)	2 (3.9%)
4	School Internship enables the student teachers to play the role of a resource mobilizer and manager.	11 (21.2%)	32 (61.5%)	6 (11.5%)	3 (5.8%)	---
5	School Internship facilitates the student teachers to act as service provider for the Community and Parents.	11 (21.2%)	32 (61.5%)	6 (11.5%)		3 (5.8%)
6	Headmasters of schools are cooperative enough to organize internship in their respective schools.	26 (50%)	26 (50%)			

The internship is a very important part of the teacher education program. Many initiatives have been taken up by NCTE for its enhancement. The majority of the teacher educators (57%) reported that an increase in the duration of the internship programme is justified (Table 4). It helps in developing requisite skills and competencies among the student teachers (46.2%); scope for multicultural contexts of society (50% strongly favoured); to act as resource mobilizer (61.5%); also supports acting as a service provider for the community and parents (61.5%) (Table 4). All the teacher educators agreed that the headmaster of the concerned internship schools is very helpful. They provide all sorts of support to both student teachers and also to teacher educators.

Table 5. Perception of teacher educators on learning experiences of 2-year B.Ed. programme

Sl. No.	Statements on Learning experiences of B.Ed. Programme	SA	A	U	DA	SD
1	The 2-year B.Ed. Programme enables the student teachers to have learning experiences to adjust in diverse learning contexts.	21 (40.4%)	31 (59.6%)			
2	The 2-year B.Ed. Programme facilitates the student teachers to develop active inquiry, Collaboration and supportive interaction in the classroom.	22 (42.3%)	27 (51.92%)	3 (5.8%)		
3	The 2-year B.Ed. Programme provides various modes of learning engagement to the student teachers as a reflective practitioner in the teaching learning process.	18 (34.6%)	34 (65.4%)			

About 60% of teacher educators revealed that 2-year B.Ed. programme enables the student teachers to have learning experiences in multilevel situations. The said course is also very supportive (51.9%) to the student teachers to become future teachers and it

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also provides all sorts of learning engagement (65.4%) to student teachers as reflective practitioners in the teaching-learning process.

Testing of Hypotheses: H_{01} - There is no significant difference in the perception of Teacher Educators having a Science and Arts background.

Table 6. t-test showing the response of Teacher Educators having Arts and Science background

Dimensions	95% confidence interval of the Difference		t	df	Sig. (2-tailed)
	Lower	Upper			
Attendance	-1.34104	-0.33896	-3.460	24	0.002
Learning experiences	-0.49188	-0.09188	-1.414	24	0.024
Active inquiry and collaboration	-0.46371	-0.22371	-0.721	24	0.004

The researchers have taken a t-test to test the level of significance through SPSS software. It has been reported that the perception of teacher educators of both Arts and Science categories are statistically significant having the t-value is, -3.46 ($p=0.002$) towards attendance of student teachers. The 2-year B.Ed. the program enables student teachers to have learning experiences ($p=0.024$), facilitates the student teachers to develop active inquiry, and collaboration ($p=0.004$) are statistically significant.

H_{02} : There is no significant difference in the perception of teacher educators having varied educational qualification

Table 7. Pearson Chi-Square value on different variables of Teacher Educators having varied educational qualification

Dimensions	Value	df	Asymp. Sig. (2-sided)
Number of working days	21.629	16	0.156
2-year B.Ed. programme continuity	16.937	12	0.017

A hypothesis such as there is no significant difference in the perception of teacher educators having varied educational qualifications, the researchers took Chi-square and the data has been run through SPSS software and is presented in Table-7. Teacher educators having varied educational qualifications are statistically significant with the number of working days as per NCTE-2014 guideline at a 0.01 level of significance ($p = 0.156$). NCTE needs to continue with the 2-year duration of B.Ed. programme and it is statistically significant having varied educational qualifications at a 0.05 level of significance ($p = 0.017$).

DISCUSSION

In the present study, it has been found that the teacher educators are in favour of the implementation of 2-year B.Ed. programme in Odisha. The study conducted by Adhikary (2017) reported that teacher candidates had conflicting opinions about the 2-Year B.Ed. Programme in Assam. According to Sushma (2016), there are many different perspectives among teacher educators regarding the Two-Year B.Ed. degree. Again, it was also reported that the teacher educators need more professional training for their development from time to time. For developing quality teachers for our future, teacher educators are to be strengthened in many aspects such as research, ICT, etc. Additionally, it was stated that all institutions must abide by the 2014 NCTE Regulations in order to prepare qualified and responsible teachers for the foreseeable future (Mondal, 2020).

EDUCATIONAL IMPLICATIONS

The present study has many implications for student teachers, teacher educators, Principals of teacher education institutes and as well as Experts in teacher education, and other stakeholders like SCERT.

- i. According to the study, teacher educators' professional development is facilitated by the principal's oversight of their work. Therefore, all principals of institutes for teacher education must supervise, monitor, and direct the activities of the faculty.
- ii. The teacher educators have to go through different research activities and the head of the institution needs to be encouraged and supported in all situations.
- iii. The results of this study may be helpful in establishing the types of activities that curriculum developers should include to assist teacher educators' professional development.

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- iv. The study found that teacher educators' work and thinking can be improved through professional development. The findings of this research will be helpful in understanding how interactions between teachers and other teachers, principals and teachers, and instructors and student teachers assist teacher educators' professional development.
- v. The teacher educators can put the new skills they have learned through various programmes to use at different universities and other institutions for teacher education. The development of instructional methods, reflection procedures, and suggestions for important problems and difficulties that will advance their professional growth will be useful for teacher educators.

CONCLUSION

Overall speaking, the attitudes of teacher educators towards the 2-Year B.Ed. programme, regardless of gender, location, or experience, point to the urgent need to ensure that all B.Ed. institutions must adhere to the norms and standards outlined in the NCTE Regulations, 2014 for preparing professional and accountable teachers in the future. In the present study, it has been found that the teacher educators are in favour of the implementation of 2-year B.Ed. programme in Odisha.

The result clearly depicts that the teacher educators favoured the enhancement of the duration of the B.Ed. programme from 1 year to 2 years and suggests that the NCTE decision in this regard is justified. The major reason is, the present 2-Year B.Ed. programme is providing sufficient time to acquire sufficient content knowledge for the student teachers. Besides, the enhancement of working days excluding examination days is sufficient.

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