

TEACHER EDUCATORS ATTITUDES ON TWO-YEAR B.ED COURSE IN KARNATAKA

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Abstract: Education is basic rights of all human beings and also a strong tool for national development and is a comprehensive and complex process it brings changes in knowledge, skills, attitudes, behavior, values, needs and several other variables. Whereas attempting to bring about desired changes in the above, education also aims at an integration of these to develop all rounds in the individual pupils. Teacher education course is integral a part of the general education. The entire world thinking about Teacher education and reconstructing based on desire of their country since decade. In India NCTE recently changed the B.Ed courses duration from one year to two year. The B.Ed course is compulsory for any teaching profession in higher primary schools to pre-university colleges in Karnataka. Therefore the researcher has taken study the teacher educator attitude on two year teacher education course. Attitude plays a vital role in shaping the mental inclination of the individuals concerned. The attitude constitutes an important and comprehensive dimension that prompts views on several factors pertaining to two years B.Ed courses. Researcher data were collected using the Questionnaire it is comprised 46 statements were administered to the teacher educators and their opinion were collected. Administering Likert type scale their response were quantized. At last the scores were calculated.

Key Word: Teacher Education, Teacher Attitude, Two years B.Ed, NCTE,

I. INTRODUCTION

Education is a comprehensive and complex process; it brings changes in knowledge, skills, attitudes, behavior, values, needs and several other variables. Whereas attempting to bring about desired changes in the above and developing all rounds in the individual pupils. Teacher education is an integral part of general education. The quality of education depends on the quality of teacher education and the success of education depends on quality of teacher, which creates excellence in all walks of life. In the qualitative aspects of teacher education depends on the character and personality of the teachers. The quality of education depends upon the quality of the teachers. Thus the roles of the teachers' educators are more significant in making the strong nation. In order to develop the quality in various dimensions of teacher, teacher training is very much necessary. Particularly, Secondary school Teachers Training plays a vital role in India. The teacher education course prepares quality teachers who in turn improve the quality of school education and also enhance the learning level of children. It means quality of teacher depends directly on the quality of teacher education course.

In this concern, many efforts were made by implementing the various recommendations of policy documents as suggested by various Commissions and Committees in India. NCTE has also modified 'National Curriculum Framework' and recommended to improve the quality of teacher education. Justice, J S Verma Commission (2012) suggested that teacher education should be two year with adequate provision to branch out into specializations in curriculum studies, pedagogic studies, policy, finance and foundational studies. Very recently NCTE New Regulation 2014 made an essential change in teacher training course particularly the secondary school teacher education courses and proposed two-year teacher education course which will come into the force from the academic session 2015-2017. The investigators felt that, the existing one year B. Ed. course is general in nature and unable to prepare quality teachers. On the other hand, while sparkly on the new trends and concerns of teacher education as well as on teachers in India, it is felt that something more will be expected of the future teachers, whether it be a question of managing uncertainty, creativity, solidarity or participation. The Two-year teacher education course as suggested by NCTE, 2014 can prepare the quality teachers and fulfill the needs of the students. In this way the teacher educators' attitude on two-year B.Ed. course must be known. Therefore, the researcher took the present study entitled "Teacher Educators Attitudes on Two-Year B.Ed Course in Karnataka. They hope it will be able to make some important contributions in the field of teacher education.

II. OBJECTIVES OF THE STUDY:

1. To study the teacher educators attitude on new curriculum of two year B.Ed course.
2. To study the teacher educators attitude on internship of two year B.Ed course.
3. To study the teacher educators attitude on assessment of two year B.Ed course.
4. To study the teacher educators attitude on course implementation of two year B.Ed course.
5. To study the teacher educators attitude on duration and working days of two year B.Ed course.

HYPOTHESES OF THE STUDY:

1. There will have favourable attitude on new curriculum of two year B.Ed course.
2. There will have favourable attitude on internship of two year B.Ed course.
3. There will have favourable attitude on assessment of two year B.Ed course.
4. There will have favourable attitude on implementation of two year B.Ed course.
5. There will have favourable attitude on duration and working days of two year B.Ed course.

III. METHODOLOGY:

The present study is based on normative survey research method. The method of the study was survey one which includes the information about the methods of research, population, sample, and tools of data collection, data analysis techniques which are the basis of the research and provides a picture of whole study. All the teacher educators are working in different colleges of education. The investigator selected 150 teacher educators working in different colleges of education in Karnataka by stratified random sample technique. An attitude scale (Likert

Type) was used for knowing the attitude of teacher educators on two year B.Ed. course. The scale contains 46 items were in the form of positive statements (24) and negative statements (22), and one open ended question was open for their any other opinion and suggestions. Statistical Technique used the percentage and frequency distribution.

IV. DATA ANALYSIS:

Table No-01

Attitudes of teacher educators on New Curriculum of two years B.Ed course

Research Scores	Frequency	Percentage	Levels of Attitude
Above 79	93	62	High
Between 68-78	30	20	Average
Below 67	27	18	Low

Objective 1 the first objective of present research was to study the teacher educators' attitude on new curriculum of two year B.Ed course. In order to achieve the objective Percentile, Frequency distribution was applied. The above table 1 shows the frequency percentage of levels of teacher educators Attitude on new curriculum of two years B.Ed course. The Attitude of Teacher Educators is divided into three levels i.e. High, Average and Low. Out of total sample 62% Teacher Educators have High level of Attitude, 20% Teacher Educators have average level of Attitude and 18% Teacher Educators have low level of Attitude on new curriculum of two year B.Ed course. Hence, the researcher H1 is accepted; that is to say that teacher educator have more favorable attitude on new curriculum of two year B.Ed course.

Table No 2

Teacher educators' attitude on resident internship of two year B.Ed course.

Research Scores	Frequency	Percentage	Levels of Attitude
Above 79	27	18	High
Between 68-78	93	62	Average
Below 67	30	20	Low

The objective 2, to study the teacher educators' attitude on resident internship of two year B.Ed course; The above table No 2 Explained the frequency percentage of levels of teacher educators Attitude on resident internship of two years B.Ed course. The Attitude of Teacher Educators is divided into three levels i.e. High, Average and Low. Out of total sample 20% Teacher Educators have lower level of Attitude, 62% Teacher Educators have average level of Attitude and 18% Teacher Educators have higher level of Attitude on resident internship of two year B.Ed course. Therefore teacher educators are not favorable attitude, Hence, H1 is rejected; that is to say that teacher educator not have more favorable attitude on residence internship of two year B.Ed course.

Table No 3

Teacher educators' attitude on assessment of two year B.Ed course.

Research Scores	Frequency	Percentage	Levels of Attitude
Above 79	15	10	High
Between 68-78	27	18	Average
Below 67	108	72	Low

The objective 3, to study the teacher educators' attitude on assessment of two year B.Ed course; The above table No 3 reviles the frequency percentage of levels of teacher educators attitude on assessment of two years B.Ed course. The attitude of teacher educators is divided into three levels i.e. High, Average and Low. Out of total sample 72% teacher educators have lower level of attitude, 18% teacher educators have average level of attitude and 10% teacher educators have higher level of attitude on assessment of two year B.Ed course. Therefore teacher educators are not favorable attitude, Hence, research H3 is rejected, that is to say that teacher educator not have more favorable attitude on residence internship of two year B.Ed course.

Table N- 4

Teacher educators' attitude on implementation of two year B.Ed course.

Research Scores	Frequency	Percentage	Levels of Attitude
Above 79	27	18	High
Between 68-78	90	62	Average
Below 67	30	20	Low

Objective 4 was to study the teacher educators' attitude on course implementation of two year B.Ed course; the above table 4 explained the frequency percentage of levels of teacher educators Attitude on new curriculum of two years B.Ed course. The attitude of teacher educators is divided into three levels i.e. High, Average and Low. Out of total sample 62% teacher educators have High level of attitude, 20% teacher educators have average level of attitude and 18% teacher educators have low level of attitude on course implementation of two year B.Ed course. Hence, the researcher H4 was rejected; that is to say that teacher educator not has more favorable or more unfavorable attitude on implementation of two year B.Ed course.

Table No 5

Teacher educators' attitude on Duration and Working Days.

Research Scores	Frequency	Percentage	Levels of Attitude
Above 79	15	10	High
Between 68-78	27	18	Average
Below 67	108	72	Low

The objective 5, to study the teacher educators' attitude on duration and working days of two year B.Ed course; the above table No 5 shows the frequency percentage of levels of teacher educators attitude on duration and working days of two years B.Ed course. The attitude of teacher educators is divided into three levels i.e. High, Average and Low. Out of total sample 72% Teacher Educators have lower level of

Attitude, 18% Teacher Educators have average level of Attitude and 10% Teacher Educators have higher level of attitude on duration and working days of two year B.Ed course. Therefore teacher educators are not favorable attitude, Hence, the H5 was rejected, that is to say that teacher educator not have more favorable attitude on duration and working days of two year B.Ed course.

V. FINDING OF THE STUDY:

1. The teacher educators have more favourable attitude on new curriculum, they have positive opinion about new curriculum suggest by NCTE 2014 regulation for Two years B.Ed course.
2. The teacher educators have average attitude on six month resident internship, suggested by NCTE 2014 regulation. They have expressed about six month resident internship is creating more workload and it is difficult to handle two batches of two years B.Ed course.
3. The teacher educators do not have favourable attitude on assessment work, suggested by NCTE 2014 regulation. Teacher educators have expressed it is big problem to maintain quality assessment of two years B.Ed course.
4. The teacher educators have average attitude on course implementation, suggested by NCTE 2014 regulation of two years B.Ed course.
5. The teacher educators do not have favourable attitude about the duration and working days, suggested by NCTE 2014 regulation. Opinion of the teacher educator, it is not necessary of two years B.Ed course, one year is ideal for became a teacher.

VI. CONCLUSION:

Always our Indian policies are good but failing to implement properly. In this concern NCTE regulation 2014 announced two years B.Ed course with many controversies. But finally the two-year B.Ed. Course is approved. The researchers have more interest to study of two-year B.Ed. course and its appropriateness. This study reveals that teacher educators are more inclined to have more interest on only one-year B.Ed. course. But it is not enough for teacher education. Bases on quality concern two-year B.Ed. Course more important. In the present study the researchers have found that teacher educator have average support for two-year B.Ed. course. But NCTE has taken right decision to implement two years B.Ed course.

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