

The Perspective of Teacher Educators and Teaching Competencies for Imparting Two Year B.Ed Programme Suggested by NCTE in Andhra Pradesh

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Abstract

As per NCTE norms, the duration of B.Ed Course has changed from one year to two years to improve the quality of the teacher. NCTE has extended the practice teaching session to 20 weeks. NCTE also included Enhancing Professional Capacities courses like reading and reflecting, yoga and meditation, drama and arts in education, ICT and inclusive school education. But it is a pertinent question to critically evaluate and to identify its advantage and disadvantages. Teachers of B.Ed. College play a major role in implementing this programme and so the investigator feels their perspective on 2 years B.Ed. programme is important. Thereby the investigator decided to conduct a survey of 100 teacher educators from government, aided and unaided B.Ed colleges across Andhra Pradesh. Teaching competency skill includes knowledge, understanding, application and skill. Teachers' competencies should be redefined when it is needed. A questionnaire on teacher educator's perspective on 2 years B.Ed. programme and teachers' competency skill is administered to collect data regarding this. The responses of these teachers will be analysed quantitatively by calculating the percentage of the respondents. Later this response will be analysed qualitatively also. Finally, the paper discusses the teacher's perspectives and outlines the advantage and disadvantages of NCTE norms making B.Ed as a two year course in Andhra Pradesh and the teaching competency skill of the teachers for two year B.Ed course was also redefined.

Keywords: Perspective of Teacher Educators, Teaching Competencies.

I. Introduction

In 1973 the government of India setup NCTE. Its first meeting was held on 21st December 1973 and has been given all authority to take steps that are appropriate for teacher education's planning and coordinating development and improve the standard of teacher education with regard to secondary, senior secondary stage of school education. The formulation of norms and standards for teacher education institutions preparing teachers and teacher educators for different levels of school education is essential for a variety of reasons. So for these purposes, NCTE expanded one year B.Ed course to two-year course. The two-year B.Ed course has made many issues. Few of the teacher educators said that it is good to study it in detail, but few teacher educator said that it is not good since spending two years for B.Ed makes the student not to choose this. B.Ed is an undergraduate degree for students who aspire for the teaching programme. It improves the skill needed for teaching in schools. To teach In HPS and HS teachers must compulsorily possess B.Ed degree. To enter this course the aspirants must have completed B.A., B.Sc. & B.Com so that they can teach in the respective field. B.A. background student can teach

history, civics, geography, languages, etc. B.Sc. students can teach natural sciences, physical science, and mathematics. B.Com. students can teach management, economics and other related subjects at school. Perspectives in Education includes courses in the study of childhood „Growth and Development“, „Education in contemporary India,,, „philosophical and sociological perspectives in education“, theoretical foundations of Knowledge and Curriculum“, „learning and teaching“, „gender, school and society“, creating an „inclusive school“, and health „yoga and meditation“. The course in childhood studies shall enable student teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on „Contemporary India and Education“ shall develop a conceptual understanding of issues of diversity, inequality and marginalisation in Indian society and the implications of education, with analysis of significant policy debates in Indian Education. The course on „Knowledge and Curriculum“ will address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, policy and learning. The course on „learning and teaching“ will focus on aspects of social and emotional development, self and identity, and cognition and learning. Practical Work consists of Psychology and computer practical. Term work is a special course and it consists of School Internship.

II. Literature Review

1. Sushma. (2014), conducted a study on “attitude of teacher educators“ towards two years B.Ed programme”. The major objective of this experiment is to find whether there is any significant difference in the attitude towards two years B.Ed Programme of teacher educators for the subsamples classified on the basis of Gender, Type of institution and Experience. The test used by her are t-test and one-way ANOVA. Sample number is 30 teacher Educators. In the first hypotheses there exist no significant difference in the attitude of male and female Teacher Educators“ towards two years B.Ed programme. Then tested by the t-test and obtained the result of male’s mean is 53.62 and females“ is 52.64 then SD is 5.59 and 5.51 respectively and obtained value is 0.483 that is less than the theoretical value 2.05 at 0.05 level of significance at 28 degrees of freedom. Hence the hypotheses were accepted that there exists no significant difference between the attitude of male and female teacher educators towards two years B.Ed Programme. The second hypotheses, there exists no significant difference in the attitude of Government, Aided and unaided teacher educators“ towards two years B.Ed Programme.
2. Jayakumar (2016) conducted a study titled “pros and cons: two years B.Ed., programme in India”. The major objective of this experiment is to raise the standard of living of our people in the field of education. The test used here is survey method. This paper has highlighted the importance of updated curriculum in teaching learning process and needs to sustain it.
3. Marco (2011) conducted a study on “Future-oriented higher education: Which key competencies should be fostered through university teaching and learning?” The major objective of this study is to ask which key competencies are most relevant for sustainable development and hence should be developed in future-oriented higher education. The test used here is Delphi study.

4. Richard (1999), conducted a study on “How to improve teaching quality”. The major objective of this study is observed specific actions that students should be able to perform if they have mastered the content and skills the instructor has attempted to teach. The test used here is TQM.

III. Defining the Variables

Teachers’ Perspectives: “Teaching perspective is a complex web of actions, intentions and beliefs, in turn, creates its own criteria for judging or evaluating right and wrong, true and false, effective and ineffective. Teaching perspective determines our roles and idealised self-images as teachers as well as the basis for reflecting on practices”. (Pratt and associates, 1998). In this study, teaching perspectives help to assess the teacher's views and attitudes towards the newly implemented two-year B.Ed programme suggested by NCTE across Andhra Pradesh.

Teaching Competency: Teaching competency refers to the knowledge, understanding and skills in carrying out the teaching activity effectively and efficiently inside the school and in society. In this study, teaching competency refers to the competency level of the teacher educators suggested by NCTE towards the Two year B.Ed programme in Andhra Pradesh.

Objectives

1. To find out the level of teacher educators’ perspective towards NCTE two-year B.Ed programme.
2. To understand the level of teaching competency skill of the teacher in the NCTE two-year B.Ed programme.
3. To find out the relationship of teacher educators’ perspective and teaching competency level of the teacher.

Hypotheses of the Study

1. The Teachers’ Perspective on two-year B.Ed Programme is at a moderate level.
2. The Teachers’ Competency level is at a moderate level.
3. There is a significant positive relationship between Teachers’ Perspectives towards two-year B.Ed course and Teachers’ Competency skill.

IV. Method of Study

The survey method was adopted for the study. The Teacher Educators Perspectives Scale and Teaching Competency Scale was used for collecting the data from the Teacher Educators. **Sample** A sample size for this study included 100 Teacher Educators from B.Ed colleges in Andhra Pradesh.

Tool Used:

- Teacher Educators Perspectives Scale

The tool includes 33 items to determine the Teachers’ Perspective towards two-year B.Ed Programme. The components used in Teacher Educators Perspectives are: Admission, Organization, Values, Benefits, Facilities, Roles and Duties.

➤ Teaching Competency Scale

The tool includes 30 items used to determine the Teaching Competencies of the Teachers. The components used in Teaching Competency are:

- i. Preparation of lesson plan includes components namely appropriateness, adequacy & clarity, organization & construction, relevancy & accuracy, and neatness & delivery.
- ii. Teaching includes components namely motivation, presentation & explanation, consolidation & review, evaluation & homework and coverage.
- iii. Teaching – learning materials/aids includes components namely suitability & adequacy, variety & originality, relevancy, utility & effectiveness and quality of technical skills.
- iv. Classroom management includes components namely control & discipline, time management, students' attention & participation, students' interaction & rapport and eye contact individual attention.
- v. Blackboard management includes components namely clarity, writing & spelling, spacing & neatness, uniformity & organization and cleaning of blackboard.
- vi. Personal present ability include components namely confidence & activity, expression & gestures, language & fluency, movement & dress code and voice modulation.

V. Analysis and Interpretation

Based on the mean score, the Teachers' Perspective towards two-year B.Ed course are rated by using the grading table where the score ranging from (1-55) is rated as low level, (56- 110) is rated as moderate level and (111-165) is rated as high.

Table 1 – Teachers' Perspective towards two-year B.Ed course: Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std.Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Teachers Perspectives X valid N(list wise)	100	52	36	88	67.78	12.718	-.611	.241	-.204	.478

Table 1 reveals that the mean score is 67.78 with a standard deviation of 12.718. This indicates the existence of a moderate level of Teachers' Perspective towards two-year B.Ed course. Based on the mean score, the Teachers' Competency level are rated by using the grading table where the score ranging from (1-50) is rated as low level (51-100) is rated as moderate level and (101-150) is rated as high.

Table 2 – Teachers’ Competency level: Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std.Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Teachers Perspectives X valid N(list wise)	100	83	56	139	108.18	19.448	-.371	.241	-.669	.478

Table 2 reveals that the mean score is 108.18 with a standard deviation of 19.448. This indicates the existence of a higher level of teaching competency of the teachers.

Table 3 - Relationship between Teachers’ Perspective towards two-year B.Ed course and Teaching Competency level: Correlations

		Teachers Perspectives X	Teachers Competency Y
Teachers Perspectives X	Person correlation	1	.771**
	Sig.(2- tailed)		.000
	N	100	100
Teachers Competency Y	Person correlation	.771**	1
	Sig.(2- tailed)	.000	
	N	100	100

Table 3 shows that there exists positive correlation at 0.01 level of significance between the Teachers’ Perspective towards two-year B.Ed course and Teaching Competency level.

VI. Findings

1. The Mean score of Teachers’ Perspective towards two-year B.Ed course is at a moderate level. Hence the first hypotheses are accepted.
2. The Mean score of Teachers’ Competency level is at a high level. So the second hypotheses are also accepted.
3. There is a positive correlation between Teachers’ Perspective towards two-year B.Ed course and Teachers’ Competency level, hence the hypotheses are accepted.

VII. Educational Implications

By understanding teachers’ competency level, teacher educators can further improve their teaching level.

The teacher educators can understand the level of students and can come down to the level of students.

The teacher educators can work more since the B.Ed programme is extended to two years.

Teacher educators get more time to mould the students perfectly.

Teacher trainees will also get more time to get prepared for their further teaching and improve their teaching level.

Student teachers get more time to learn more about skills and get more training in that level.

This two-year B.Ed programme will help student teacher if they go for further studies like M.Ed.

VIII. Conclusion

This research paper shows the opinion of many teacher educators about two year B.Ed programme. The two-year B.Ed course has made many issues. Few of the teacher educators said that it is good to study it in detail, but few teacher educators said that it is not good since spending two years for B.Ed makes the student not to choose this. From this teaching competency scale, investigators came to know the competency level of the teachers. And also this investigator found the relationship between the teachers' perspective towards two-year B.Ed programme and teachers competency skill.

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NCTE- National Council of Teacher Education

HPS- Higher Primary School

HS- High School

B.Sc. - Bachelor of Science

B.A- Bachelor of Arts

B.Com- Bachelor of Commerce.