

PROBLEMS IN THE IMPLEMENTATION OF TWO-YEAR BACHELOR OF EDUCATION COURSE IN ODISHA

Dr. Raj Kumar Nayak
Associate Professor
Fakir Mohan University, Vyasa Vihar, Balasore

Former Professor, BMCE, Choudhary Ranbir Singh University, Jind, Haryana

Ms. Suchitradash
(M.A. Education, M.Phil. Education B.Ed.)
Research Scholar

R.N.IASE, Cuttack, Odisha

Visiting Expert N.C.T.E. (NRC) Inspection Team,

Life Time Member of AIAER, The Global community, IATE

Editor of "Global Evolution Bi-Annual" (Management & Teacher Education) Research Journal

Editor Of " Pahar Horizon" Bi Annual Journal, ISSN :2456-4842, International Research Journal

ABSTRACT

Now a days the professional education of teachers has been neglected like anything. Many and large training institutions have remained either mediocre or poor. Competent teachers are lacking in the programme of work will continue to be largely traditional and self patterns and rigid technical methods are followed in practice teaching with disregard to current needs and objectives. Two year B.Ed. courses has been stated in Odisha the year 2014-15. In view of this, the researcher decided to study the present teacher of education course for the Bachelor of Education Level under Odisha to identify its strength and weaknesses. Student teachers, Principals and teacher educators experience problems in the implementations new B.Ed. syllabus. Therefore, the deals with studying the problems in the implementation of two-year B.Ed. course.

KeyTerms: B.Ed. Problem, Odisha, Implementation of B.Ed. Program.

INTRODUCTION

Teacher education is an integral part of education. It is the spotlight of the 21st century. Thus the quality of education depends on the quality of education of teachers. The success of education depends on the quality of teacher which creates excellence in all walks of life. The qualitative aspects of education depend entirely on the character and personality of the teachers. The quality of education depends upon the quality of teachers. Thus the role of teacher is very important in making the nation. In order to develop the quality in various dimensions of teacher, teacher training is very much necessary. Particularly Secondary Level Teachers Training (in-service and pre-service) play vital role in India. The Bachelor of Education (B.Ed.) programme 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 on B.Ed. Programme. In this direction, many efforts

were made by implementing the various recommendations of policy documents as suggested by various commissions and committees in India.

NCTE has also brought out four National Curriculum Framework for Teacher Education during 1978, 1988, 1998 and 2009 and recommended to improve the quality of B.Ed. Programme. Justice Berma Commission (2012) recommended that B.Ed. Programme should be two year with adequate provision to branch out in to specializations in curriculum studies, Pedagogic studies, policy, finance and foundational studies. Very recently NCTE New Regulation 2014 made a radical change in teacher training programme particularly the B.Ed. programme and proposed two-year B.Ed. Programme which will come in to the force from the academic session 2015-2017. Since, B.Ed. is a professional course, skills and strategies are more the urgent need than the extensive theoretical framework of the curriculum. The Two-year B.Ed. Programme as suggested by NCTE, 2014 can prepare the quality teacher and fulfil the needs of the students.

2. SIGNIFICANCE OF THE STUDY

It has been said that the quality of teachers mainly depends upon the quality of its training and course of study. So teaching is the most skilled or efficient job for the development of the future citizens. It is content that no one can be a great and good teacher unless he is trained or that training by own self is sure to make a good teacher. A good teacher must be properly oriented for the all round development of the students. So it is necessary that proper training education before entering the teaching profession.

In the context of N.P.E (1986) and NCTE recommendations, there should be a visualization of the professional Teacher Education Programme aiming at the development of teacher as an instrument of social change. The objectives of all Bachelor of Education courses should be based on NPE perspective. For example - emphasis on core components of education development values, education technology, changing role of teachers and learned centered approach. More specifically, the teacher education should provide comprehensive coverage at professional knowledge, values, skills and functional orientation. It is very necessary to develop competences and skills for becoming an effective teacher and promote such capabilities in them as many be necessary for the realization of national values and goals as enshrined in the constitution of India and also enable them to impact knowledge and reconstruct experiences.

Now a days the professional education of teachers has been neglected like anything. Many and large training institutions have remained either mediocre or poor. Competent teachers are lacking in the programme of work will continue to be largely traditional and self patterns and rigid technical methods are followed in practice teaching with disregard to current needs and objectives. Two year B.Ed. courses has been stated in Odisha the year 2014-15. In view of this, the researcher

decided to study the present teacher of education course for the Bachelor of Education Level under Odisha to identify its strength and weaknesses. Student teachers, Principals and teacher educators experience problems in the implementations new B.Ed. syllabus.

Therefore the investigator wanted to study the problems in the implementation of two-year B.Ed. course.

3. STATEMENT OF THE PROBLEM

The present investigation may be stated as “**Problems in the Implementation of Two-Year Bachelor of Education Course in Odisha**”.

4. OBJECTIVES OF THE STUDY

The objectives of the study are:-

1. To study the opinion of student teachers on the present B.Ed. syllabi.
2. To study the opinion of teacher educators on present B.Ed. syllabi.
3. To study the gap between theory courses and practical of the B.Ed. course.
4. To study the problem of infrastructure in the teacher education institutions for the two year B.Ed. course.
5. To study the problem of staff in the teacher education institutions for the two year B.Ed. course.
6. To study the problems in the duration of internship programme in two year B.Ed. syllabi.
7. To study the availability of books and reference materials in the library for the B.Ed. course.
8. To study the use of ICT by the teacher educators.
9. To suggest measures for improving the B.Ed. syllabi of Odisha.

5. OPERATIONAL DEFINITION OF KEY TERMS

B.Ed.: It is a professional education. B.Ed. programme in various colleges and institutes of Odisha is done through SCERT ODISHA B.Ed. entrance examination. The exam is conducted by the State Council of Educational Research and Training (SCERT).

PROBLEM: In the present study problems refer to the problems of infrastructure, staff, curriculum, ICT and organisation of internship programme in two year B.Ed. course.

ODISHA: Odisha is less developed state in education. Teacher plays a very important role to develop if which is fulfilled by the B.Ed. programme.

IMPLEMENTATION OF B.Ed. PROGRAM:To implement two year B.Ed. course there should be adequate physical facilities, adequate appointment of staff members, textbooks, Teaching learning material, ICT and internet facility. Conducting intime examand publication of result in a systematic way are very important factors to implement this course.

6. DELIMITATIONS OF THE STUDY

The study was delimited to 3 secondary teacher education institutions such as Radahanath IASE Cuttack, NDW CTE Bhubaneswar and NKC CTE Angul.

6. METHOD

In the present study Descriptive Survey Method of research was used study the “Problems in the Implementation of Two-Year Bachelor of Education Course in Odisha.”

7. SAMPLE

The sample of the study is confined to three training colleges under Utkal University. They are Radhanath IASE, Cuttack; NDWCTE, Bhubaneswar and NKC CTE, Angul. The size of the sample was confined to 30 teacher educators, 3 Principals and 150 student teachers.

8. TOOLS

The following tools were developed and used by the investigator for collection of data.

1. Questionnaire for Teacher Educators
2. Questionnaire for Student Teachers
3. Questionnaire for Principals

9. PROCEDURE OF DATA COLLECTION

Data for the present study were collected personally from the teacher-educators, student teachers and Principals by visiting the institutions.

10. STATISTICAL TECHNIQUES

Data collected for the study were analyzed using frequencies and percentages.

11. MAIN FINDINGS

The following are the main findings of the present study.

- In 67 per cent of secondary teacher education institutions B.Ed. and M.Ed. courses were available. On the other hand, in 33 per cent of teacher education institutions, B.Ed., M.Ed. and M.Phil. courses were available.
- Total number of student teachers in teacher education institutions were as such :Radhanath IASE, Cuttack 412, NDWCTE, Bhubaneswar 500 and NKCCTE, Angul 500.
- The problem of physical facilities in teacher education institutions were relating to classroom, rooms for workshop, reading room, library and laboratory.
- 83 per cent of teacher educators, all principals and 66 percent of student teachers reported that adequate number of staff members were not available in their institutions.
- All principals, 80 per cent of teacher educators and 69 percent of student teachers reported that adequate number of text books were not available in their institutions as per new B.Ed. syllabus.
- In more than 52 per cent of institutions adequate hostel facilities were not available for ladies and gents.
- Due to less number of teaching staff and distance of the practicing schools the teacher education institutions experienced certain problems in organising the internship programme.
- All teacher education institutions organised criticism lessons before practice teaching.
- More than 62 per cent of student teachers and teacher educators opined that the B.Ed. Syllabus was not difficult and could be manageable.
- 67 per cent of teacher educators stated that the existing B.Ed.course was balanced with reference to theory course and practical.
- About 53 per cent of teachereducators stated that they were not getting adequate materials to get themselves prepared for the course.
- All the teacher educators were following lecture method to transact curriculum in B.Ed. course. The teacher educators felt the need of orientation in the new B.Ed. syllabus.
- About 59 per cent of teacher educators and student teachers felt the need of availability of adequate books / reference materials in the library for the B.Ed. course.
- School based activities in B.Ed. course were evaluated internally in all the teacher education

institutions. However, 63 per cent of teacher educators stated that they faced problem in evaluating the school based activities.

- ICT facilities were available in all the teacher education institutions. The problems in ICT facilities in their institutes include: less number of computers and slow Wi-Fi connection.
- The problems in the implementation of two –year B.Ed. course include vast course, lack of study materials, non-availability of physical facilities, inappropriate time of examination and result declaration, inadequate staff, too much paper work in sessional work, difficult to complete course in time and late admission.
- The suggestions given by teacher educators, student teachers and Principals include availability of adequate physical facilities, orientation course for teaching staff, availability of TLM and books, revision of syllabus, availability of adequate teaching staff, timely conduct of examination and availability of smart class room in the institutions.

12. EDUCATIONAL IMPLICATIONS

On the basis of conclusions, the following suggestions may be given for the successful implementation of two –year B.Ed. course.

- Adequate physical facilities may be available in all teacher education institutions for two-year B.Ed. course.
- Adequate staff members may be appointed for two-year B.Ed. course in teacher education institutions.
- Adequate numbers of textbooks need to be available in teacher education institutions as per new B.Ed. syllabus.
- Adequate hostel facilities need to be provided for gents/ ladies in teacher education institutions.
- Adequate teaching learning materials should be provided to teacher educators to get themselves prepared for the course.
- Adequate books / reference materials need to be available in the library of teacher education institutions.
- More computers and internet facility need to be available in teacher education institutions.
- Timely conduct of examination, in time admission and publication of result may be done

in a systematic way.

- Smart class room may be available in teacher education institutions.
- There is need of orientation course for teaching staff in new B.Ed. course.
- Evaluation of school based activities and workshop and sessional work need to be carried out in a systematic way.
- The syllabus of B.Ed. course need to be revised.
- The salaries of contractual lecturers need to be revised.
- The two most important things which need to be emphasised is appointment of regular staff and availability of physical facilities.

13. SUGGESTIONS FOR FURTHER RESEARCH

The following are the suggestions for further research.

1. Similar studies may be conducted in other teacher education institutions of Odisha.
2. Studies may be conducted on the problems in the implementation of two-year B.Ed. course.
3. Similar studies may be conducted in other states of India.
4. Problems in the internship programme may be taken up by researchers.
5. Status of teacher education institutions may be studied in Odisha.

Conclusion

Education is an important aspect of human life which helps in bringing an all round development of an individual throughout life. Thinking broadly, the important elements of this education system are teacher and student. A teacher provides a helping hand in building the future of a student and thus it indirectly helps in building the nation and for creating good teachers, need to be quality oriented. So the teacher education institutes have an imperative role in improving the education system by providing quality education to teachers. National Council for Teacher Education (NCTE) performs regulatory and development of teacher education in India.

REFERENCES

- Ali, M.C. (2005). "Training in Creative Teaching: A Challenge for Teacher Educators", *University News*, Vol.43. No.18, pp. 154-157.
- Arokiadoss, S.N. (2005). "Teacher Effectiveness of College Teachers," *UniversityNews*.Vol. 21, No. 2, pp. 106-116.
- Arora, G.C. and Panda, P. (1997). "Teacher Education Curriculum in India: A Critique of its Evolution and Emerging Trends", *University News*, Vol.35. No.12, pp. 222-223.
- Bagga, R. (2005). "Professional Commitment of Social Studies Teachers for Teaching in Secondary Schools of Punjab", *Ramesh Journal of Education*, Vol.2 No.2, pp. 5-13.
- Basi, Satpalkaur (1991). "A Study of the Teaching Competency of Language Teachers In Relation to Their Job Satisfaction, locus of Control and Professional Burn out." *Unpublished Ph.D. Thesis in Education*. Chandigarh: Punjab University.
- Behari.A. (1988). Analysis of Teacher Education Curriculum in the Content of requisite abilities for effective teaching (*Unpublished Doctoral Dissertation*). CIE, Delhi University.
- Behera, A. (1989). "An Evaluate Study of the Problems of Teachers Education Programme at the College Level Undertaken by Private Agencies In Orissa." *Unpublished M.Phil.Dissertation in Education*. Bhubaneswar: Utkal University.
- Bhardwaj, A.P. (2005). "Assuring Quality in Teacher Education: Some Issues and Future Directions", *University News*, Vol.43, No.18, pp. 46-48.
- Bhatia(1987). Evaluation of new B.Ed. Curriculum in the College of education Affiliated to the University of Bombay (*Unpublished Doctoral Dissertation*) Bombay University.
- Bhogayata, C. (1996). "Students' Evaluation of University Teaching", *University News*, Vol. 37, No.41, pp. 108-111.
- Bhosale, Vatsala (1992). A Critical Study of the new curriculum of teacher education developed by all the Universities in the state of Maharashtra, and its implementation, (Unpublished Doctoral Dissertation). ShreematiNathibaiDamodarThackersey Women's University.

- Bhatnagar, T.N.S. (1988). A report on the study of the development of tools for supervision and evaluation of student-teaching and practical work in colleges of education. Independent study. National Council of Educational Research and Training.
- Bisaria , S. (1991). Mobility Patterns and Professional Commitment of Higher Secondary Teachers: A Pilot Study. **Project Report**. New Delhi: National Council of Educational Research and Training.
- Biswai, G.C. and Swain, B.C. (2010). "Problems in the Organisation of In-service Education Programme for Secondary School Teachers". **MERI Journal Education**, Vol. 3. No, 2, pp. 47-50.
- Biswas, Ashutosh, Das, Jaishree (2011). Causes of dropout in B.Ed. Course. **Edutracks**, 3, 26-37.
- Buch, M.B.ed. (1974). **A Survey of Research in Education**. Baroda: Centre of Advanced Study in Education.
- Buch, M.B. ed. (1979). **Second Survey of Research in Education (1972-78)**. Baroda: Society for Educational Research and Development.
- Buch, M.B. ed. (1987). **Third Survey of Research in Education (1978- 83)**. New Delhi: National Council of Educational Research and Training.
- Dahiya, S.S. (2005). "ICT-enabled Teacher Education", **University News**, Vol.43.No.18, pp. 109-114.
- Das, R. (2005). "Quality Teacher Education in the Knowledge Era", **University News**, Vol. 43, No.18, pp. 49-52.
- Das, R. (2010). "Emerging Challenges in Teacher Education in India", in the book. Issues and Challenges in Teacher Education. Eds. S.K. Mohanty and A. K. Parida. New Delhi: SAAD Publication, pp. 36-44.
- Das, R. (2010). "Evaluation Practices in Primary Schools: A Study", **Ambikeya- Journal of Education**, Vol. I, No. I, pp. 29-34.
- Das, R. (2011). "Integrating Environmental Education in Teacher Education", in the book Teacher Education in Knowledge society. Eds. S.K.Mohanty, A.K.Parida, A.V.Singh and A.K. Bhoi, New Deihi: SAAD Publications, pp. 32-43.

- Dash, J. (1985). An investigation into the development of Teacher Education Programme in Orissa with reference to motivation, cost structure and quality (**Unpublished Doctoral Dissertation**). Delhi University.
- Deo, D.S.(1985). To study the practical program other than practice teaching in Teacher Education Institutions (**Unpublished Doctoral Dissertation**).Delhi University (Delhi University). 1985.
- Devi, L. (1988). "Evaluation of the Teacher Education Programme of Agra University."**Unpublished Ph.D. Thesis in Education**.Agra: Agra University.
- Devi, R.P. and Swain, B.C. (2010). Examination Reforms in Elementary Level of Education," **EDUTRACKS**, Vol.9, pp. 14-16.
- Dhaliwal, Sarbjit.(2007,June 3). Criteria for setting up B.Ed. Colleges changed. Dutta, S. (2005). "Autonomous Teacher Education Institutions: Need of the Hour", **University News**, Vol.43, No.18, pp. 69-70.
- Fisher, Allen. (1993). Effects of a Year Long Clinical Supervision Internship Programme on the Attitude and Teaching Behaviours of Pre-service Teachers. *Dissertation Abstracts International* 54 (12), 184.
- Ganihar, N.N. and Nilavor, S.S (1999)."The Need for Professionalism in Teacher Education", **University News**, Vol.37. No.57, pp. 165-169.
- George, D. (2005). "Inquiry Training Model: Opportunities in e- learning", **University News**, Vol. 43, No.18, pp.85-86.
- Ghanchi, D.A. (2005). "A Multi-Mantra Model of Teacher Education for the 21st Century". **University News**, Vol. 43, No.18, pp. 76-79.
- Goel, D.R. and Goel, C. (1995). "Teacher Education Administration Criteria- B.Ed. Flood Control," **University News**, pp. 217-219.
- Goel, D.R. (2005). "Innovations in Teacher Education," **University News**, Vol. 43, No.18, pp. 80-84.

- Gopal, P. (2005). "The Promise of the Amalgamation of Learning Theories, Epistemological Options and Information and, Communication Technologies to Teachers", *University News*, Vol.43. No.18, pp. 115-123.
- Dutta, S. (2005). "Autonomous Teacher Education Institutions: Need of the Hour", *University News*, Vol.43, No.18, pp. 69-70.
- Fisher, Allen. (1993). Effects of a Year Long Clinical Supervision Internship Programme on the Attitude and Teaching Behaviours of Pre-service Teachers. Dissertation Abstracts International 54 (12), 184.
- Ganihar, N.N. and Nilavor, S.S (1999). "The Need for Professionalism in Teacher Education", *University News*, Vol.37. No.57, pp. 165-169.
- George, D. (2005). "Inquiry Training Model: Opportunities in e- learning", *University News*, Vol. 43, No.18, pp.85-86.
- Ghanchi, D.A. (2005). "A Multi-Mantra Model of Teacher Education for the 21st Century". *University News*, Vol. 43, No.18, pp. 76-79.
- Goel, D.R. and Goel, C. (1995). "Teacher Education Administration Criteria- B.Ed. Flood Control," *University News*, pp. 217-219.
- Goel, D.R. (2005). "Innovations in Teacher Education," *University News*, Vol. 43, No.18, pp. 80-84.
- Gopal, P. (2005). "The Promise of the Amalgamation of Learning Theories, Epistemological Options and Information and, Communication Technologies to Teachers", *University News*, Vol.43. No.18, pp. 115-123.
- Goyle and Sue.(2001). Online video case studies and Teacher Education (A new Tool For Pre-Service Education).ERIC Document Reproduction Service No.ED433832).
- Gupta, J. and Ram, S. (2006). "Transactional Styles Among Prospective Teachers: The Role of Sex Differences and Emotional Intelligence," *EDUTRACKS*, Vol. 6 No.2.
- HalakattiParvati V, MundasnavarIaxmi M. (2009). In-service Education Inevitable for Quality Education in the 21st Century. *EDUTRACKS*, 9(3),22-25.

- Hemabujan , K. (1983). A Critical Study of Teacher Education at the Secondary Level in Tamilnadu(**Unpublished Doctoral Disseratation**).Chennai University.
- Horio, Teruhisa. (1986). Towards Reform in Japanese Education : A critique of Privatisation and proposal for the re-creation of public education. *Comparative Education*, 22(1), 31-36. (ERIC Document Reproduction on Service No. EJ338004).
- Kakkad. (1983). Secondary Teacher Education Curriculum as An Analytical Study and Developing Teacher Education Program.
- Kamal, V. (2005)."ICT Initiatives in Teacher Education", **University News**, Vol. 43.No.18, pp.103-108.
- Kapoor, K.C., Sahoo, J., Lhungdim, T and Acharya, P.K. (2005).**Teacher Education in 21st Century**. AmbalaCantt: The Associated Publishers.
- Khan, Z.N. (2000)."Characteristics of Efficient Student Teachers", **University News**, Vol.38.No.32, pp. 51-54.

