

Context of Two Year B. Ed. Programme: From The Perspective Of Pupil Teachers

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Abstract

In the present research paper, an attempt has been made to study the context of two year B. Ed. programme from the perspective of pupil teachers. A total of 97 pupil teachers were drawn from School of Education, LPU, Phagwara, Punjab through convenience sampling technique. A self prepared scale was used by the investigator to collect the responses of the selected sample. Percentage and z'-test were used for the analysis of collected data. Results of the study concluded that 93.81% of PTs of selected sample as well as the majority of the pupil teachers studied during session 2016-18 and session 2017-19 experienced that context of two-year B. Ed. programme has been effectively defined in curriculum; and PTs of both the sessions, i.e. 2016-18 and 2017-19, do not differ significantly from each other on the basis of their mean perspective scores corresponding to context of two-year B. Ed. programme i.e. they have same perspective towards context of two-year B. Ed. programme.

Keywords: *Perspective, Pupil Teachers (PTs) and Context of Two-Year B. Ed. Programme.*

INTRODUCTION

National Council of Teacher Education (NCTE), based on the recommendation and suggestions of Justice Verma commission, increased the duration of B. Ed. programme from one academic year to two academic years from 2015 for qualitative improvement in teacher education.

For quality improvement in teacher education, NCTE framed certain important goals of two-year B. Ed. programme to be achieved by teacher education institution after the completion of the duration. It can be visualized as context of B. Ed. programme. The present paper deals with perspective of pupil teachers (PTs) about the context of two-year B. Ed. programme.

Few research studies related to two year B. Ed. programme are discussed below:

Pal (2014) analyzed the shift of one year B. Ed. to two-year B. Ed. programme in relation to quality enhancement of aspiring teachers. Investigator analyzed the existing teacher education programme and its privatization; two-year B. Ed. programme; and qualitative improvement in teacher education programme. The analysis reveals that opportunity for rigorous theoretical study, self-study, cooperative learning, reflection, pedagogical skill development, involvement with the children, the school, the classroom, and the community is only possible with a reasonable time duration for teacher preparation programme. Four months teaching internship in schools provide enough scope to integrate the theory and practice. An effort has been made by teacher education institutions to prepare teachers with proper mind-set and capabilities for transforming the philosophy of education into practical learning experience. In order to provide a quality pre-service education, bring quality improvement in teacher education and education in India; it is very much essential to reorganize the teacher education in the country.

Vijayalakshmi and Menon (2017) studied the perspective of teacher educators and teaching competencies for imparting two year B. Ed. programme suggested by NCTE in Karnataka. The results of the study showed that the mean score of teachers' perspective towards two-year B. Ed. course is at a moderate level; the mean score of teachers' competency level is at a high level; and teachers' perspective towards two-year B. Ed. course and teachers' competency level were positively correlated.

Sahoo and Sharma (2018) studied perception of student teachers towards curriculum reform in various teacher education programme. It was found that student teachers enrolled in various teacher education programmes perceived positively the curriculum reform in teacher education programmes.

Statement of Problem

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Objective

1. To explore the perspective of PTs towards context of two-year B. Ed. programme.
2. To explore the perspective of PTs towards context of two-year B. Ed. programme with respect to session.
3. To compare the perspective of PTs towards context of two-year B. Ed. programme with respect to session.

Hypotheses

1. PTs have positive perspective towards context of two-year B. Ed. programme.
2. PTs of session 2016-18 and 2017-19 have positive perspective towards context of two-year B. Ed. programme.
3. There exists no statistical significant difference in mean perspective scores of PTs studying in session 2016-18 and 2017-19 corresponding to context of two-year B. Ed. programme.

Delimitation

The present study was delimited to the PTs studied in School of Education, Lovely Professional University Phagwara during session 2016-18 and 2017-19 only.

Design of the Study

The method used to conduct the study was descriptive in nature. A sample of 97 PTs was drawn from School of Education, LPU, Phagwara, Punjab through convenience sampling technique.

Tool

The following tool was used for data collection:

Self prepared scale measuring perspective of PTs towards context of two-year B. Ed. programme.

Statistical Techniques

Percentage and z'-test was used to analyze the perspective of PTs towards context of two-year B. Ed. programme.

Results and Discussion

The percentage of the PTs was calculated corresponding to the option strongly disagree, disagree, agree and strongly agree and results have been presented in table 1.

Table 1
Perspective of PTs towards Context of Two-Year B. Ed. Programme

Strongly Disagree	Disagree	Agree	Strongly Agree	Total
1.03%	5.16%	46.39%	47.42%	100%

Interpretation

It has been found that, most of the PTs (93.81%) were shown agreement with context of two-year B. Ed. programme whereas only 6.19% of the PTs were shown disagreement with context of two-year B. Ed. programme (table 1). Therefore, the stated hypothesis that PTs have positive perspective towards context of two-year B. Ed. programme, is accepted.

Hence, PTs experienced that context of two-year B. Ed. programme has been effectively defined in curriculum.

The session wise percentage of the PTs with respect to the session 2016-18 and 2017-19 were calculated corresponding to the option strongly disagree, disagree, agree and strongly agree and results have been presented in table 2.

Table 2
Session wise Perspective of PTs towards Context of Two-Year B. Ed. Programme

Session	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
2016-18	1.03%	4.12%	15.46%	19.59%	40.20%
2017-19	0%	1.03%	30.93%	27.84%	59.80%

Interpretation

Most of the PTs of session 2016-18 (35.05%) and session 2017-19 (58.77%) were shown agreement with context of two-year B. Ed. programme whereas very few of the PTs of session 2016-18 (5.15%) and session 2017-19 (1.03%) were shown disagreement with context of two-year B. Ed. programme (table 2).

Therefore, the stated hypothesis that PTs of session 2016-18 and session 2017-19 have positive perspective towards context of two-year B. Ed. programme.

So, it was concluded that PTs of session 2016-18 and session 2017-19 experienced that context of two-year B. Ed. programme has been well and effectively defined in curriculum.

To explore the significance of differences between mean perspective scores of PTs corresponding to context of two-year B. Ed. Programme with respect to session 2016-18 and 2017-19, z'-test was applied. The summary of z'-test is given in table 3.

Table 3
Difference in Mean Perspective Scores of PTs corresponding to Context of Two-Year B. Ed. Programme with respect to Sessions

Session	N	Mean	SD	SE _D	z'-value	df	p-value
2016-18	39	26.05	4.93	.87	1.27	95	.211
2017-19	58	27.16	2.83				

Interpretation

The z'-values for PTs' perspective scores corresponding to context of two-year B. Ed. programme studied during session 2016-18 and session 2017-19 comes out to be 1.27, which is found to be statistically non-significant at 0.05 level of confidence. Therefore, it was concluded that PTs studied during session 2016-18 do not differ significantly from the PTs studying during session 2017-19 on the basis of their perspective scores corresponding to context of two-year B. Ed. programme.

Therefore, the stated hypothesis that there exists no statistical significant difference in mean perspective scores of PTs studying in session 2016-18 and 2017-19 corresponding to context of two-year B. Ed. programme, is accepted.

Hence, PTs of both the sessions, i.e. 2016-18 and 2017-19, experienced that context of two-year B. Ed. programme has been effectively defined in curriculum.

Findings

1. 93.81% of PTs of selected sample as well as the majority of the pupil teachers studied during session 2016-18 and session 2017-19 experienced that context of two-year B. Ed. programme has been effectively defined in curriculum. This result is supported by Vijayalakshmi and Menon (2017).
2. PTs of both the sessions, i.e. 2016-18 and 2017-19, do not differ significantly from each other on the basis of their mean perspective scores corresponding to context of two-year B. Ed. programme i.e. they have same perspective towards context of two-year B. Ed. programme.

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