

In-Service Teacher Training Are Getting Importance In 21st Century-A Quantitative Study

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ABSTRACT: In this paper it is highlighted that B.ed training plays a vital role in national development in terms teacher education. All nations of the world are trying their best survival in the human race development and progress, and “Teacher education” is being considered as key element for the purpose. Re-orientation of teacher education is essential for the whole society to face the challenges of the 21st century. This includes intellectual independence of individual with creation and advancement of constructive knowledge for the teacher, hence B.ED, the teacher education and training programme is designed by NCTE to shape responsible enlightened citizens and qualified experts and specialists to nurture our future generation with proper grooming, without whom no nation could progress economically, socially, culturally or politically, since society is becoming knowledge based, higher education and research was vital components of cultural, socioeconomic and environmentally sustainable development of individuals, organizations and communities nations.

Key Words: B.Ed., New Regulation-2014, NCERT & NCTE Curriculum & Constructive Knowledge.

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I. INTRODUCTION

A Bachelor of Education (B.Ed) is an undergraduate professional degree which prepares students for work as a teacher in schools, course offered for those interested in pursuing career in teaching. The B.Ed degree is mandatory for teaching in higher primary schools and high schools. The minimum qualification required for entry into B.Ed. course is Bachelor of Arts(B.A.), Bachelor of Science (B.Sc.) and Bachelor of Commerce. While students from arts stream are trained to teach subjects like history, civics, geography and languages. It was introduced to teach a person about teaching and the various aspects associated with teaching.

Role of teachers has always been hailed in India as among the gods, a testimony of which is the reverence paid to teachers. Celebrating Teachers Day, as a birth centenary of Sarvepalli Radhakrishnan, is a further reiteration of this belief. Since post independence, teaching profession is existent in the country because the basis of development of a country is masked in the role of teachers. As the development in the field of education goes on in India, teachers have always been in demand for schools, starting from the primary level to the higher secondary levels. Also, for every educational institution, To empower the child with quality education and making them learn the power of social upliftment, is what has been the primary driving force towards schooling. Government rules and regulations have been formulated at the primary education and secondary education level. Steps like Sarva Sikshya Abhiyan, setting up of new schools, providing elementary education to girls, and many such progressive endeavours have who are having an aptitude for teaching children, can take up courses like Bachelor in Education or B.Ed, so that after finishing of the course, they can start as teachers in different subjects. But, to be eligible as teachers, people need to complete these courses. There are also courses like Diploma in Elimentary Education or D.Ed, which is a requisite for teaching in primary and nursery schools in India. if people want to go further and teach in higher secondary institutes, another qualification with carries some importance is that of Bachelor in Education or B.Ed, which many people are nowadays opting for. Respective streams - B.Ed courses have become mandatory for people who are aiming to teach in the higher primary schools and high schools. To enter into these courses, the minimum educational qualification is Bachelor in arts, science or commerce, according to which the interested candidates can go for teaching in respective streams. Those with educational background of arts can go for teaching in history, civics, geography, and languages. Students of science stream can teach mathematics, physics, chemistry and biology. With background of bachelor in commerce, the students can teach economics and other commerce subjects.

Need for Formulation of New Programme

A systematic and well stuffed curriculum that helpful for students lives and also these lead to the empowerment of both the perspective teachers and the in-service teacher, by developing their professional competencies and skill. The well organized teacher education curriculum in right track lead to an overall change in the education system that, is desired by all the policy changes and developments in the field. If we have humane and professional teachers who believe in the constructivist approach to teach in all the classrooms all over the country, we will not require any major reforms and our learners will learn the content happily in the class rooms. We will achieve what we aspire for, that is 'a happy child constructive his knowledge happily'.

Formulation of New Programme

The NCTE prepared the curriculum framework for teacher education in 1998 and for the first time made the recommendation for beginning a two-year B.Ed. programme to prepare quality teachers. The quality of teacher education cannot be given within one year duration, therefore NCTE formulated the (Recognition Norms and Procedure) Regulations, 2014 of national policy for higher education for B.Ed, course duration as two years in India. The NCTE helped to improve the quality of teacher education in terms of modern curriculum. This programme is comprised of three broad inter-related curricular areas—perspectives in education, curriculum and pedagogic studies and Engagement with the Field.

In the first year, there shall be School Internship of 4 weeks. This will include one week of school engagement and three weeks of other engagements. In the second year, there shall be a minimum of 16 weeks of engagement with the field of which 15 weeks are for school internship and one week is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the two years for tasks, assignments and school internship in the field, under the broad curricular area Engagement with the Field.

School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. In-service teachers shall be equipped to cater the diverse needs of learners in schools. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a duration of 16 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty. It is important that the in-service teachers' consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship. For each in-service teacher, internship should be conducted preferably in one school for the entire 16 weeks. However, if the institute wants to provide an opportunity to 2-Year B.Ed Curriculum understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Moreover, teaching should not be practiced through the reductionist approach of 'microteaching' of isolated 'skills' and simulated lessons.

Concept of Internship

According to the University of Wisconsin-Madison (www.wisc.edu/), an internship is a Work Based Learning experience that *involves on-the-job training to prepare for a future career in a given field, with the emphasis being placed on the development of skills and knowledge pertaining to that particular field of work.* A in-service teacher intern is expected to gain experience and knowledge and develop vital teaching skills.

In India, NCERT implemented two year B.Ed. course in the four Regional Institutes of Education since 1999 as per NCTE guidelines. According to Panda "The two-year B.Ed. programme introduced by NCERT in its RIEs has certain special features/characteristics. It provides greater scope for development of sound knowledge on different areas i.e. content knowledge, knowledge on teaching-learning methodologies and knowledge on pedagogy of teaching learning among the trainee- teachers. It develops a sound knowledge base for trainee-teachers in content areas, develops skills of trainee-teachers to be competent enough regarding how to transact the content materials to the students of the schools meaningfully. Some of the value related objectives that two-year B.Ed. intends to develop among the trainee teachers are commitment, competence, accountability, dutifulness etc. of the in-service teachers' towards the profession. It intends to bring integrated development of the in-service teachers' touching cognitive and non- cognitive aspects of their behaviours. It is primarily practical oriented. It gives stress on practical activities like internal assessment, project works, sessional works, internship in teaching, practice of micro- teaching skills, community works, practical works

relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc.”

Significance of Internship

The aim of these in-service teacher education programmes is to train teachers to educate and teach effectively in order to facilitate learning in the classroom. Fletcher (1990:41-55) indicate that internship experiences *enhance students' self-confidence, values and attitudes and leads to an increase in student independence, social maturity and interpersonal skills.*

The internship is a educational experience combining daily experiences in the classroom setting, time allocated to work on assignments and exam preparation, and time spent coaching extracurricular activities. In-service interns follow the calendar of a school and work in partnership with members of the teaching staff. A carefully planned internship program should fulfil the following aspects.

- * Develop professional skills and attitudes
- * Offers fruitful exposure on the job
- * Understanding the nature of working climate and status
- * Securing purposeful relationships with the existing human resources.

In the RIEs “Two year B.Ed. trains the in-service teachers properly to meet the multifarious problems of the school or classroom. It provides scope for pedagogical analysis of the content/ units included in its syllabus/curriculum. This pedagogical analysis becomes helpful for healthy integration of contents, methods, theories, practical, etc. for meaningful transaction. About one month pre-internship in teaching programme (during Part-1 B.Ed. stage), Four-month internship in teaching programme (during Part- 11 B.Ed. stage), post-internship meet, twenty days community work programme (10 days in Part-1 & 10 days in Part-11 B.Ed. stage) etc. are some of the special features of this course.

Implementation of Internship by the Teacher Training Institutes

All over India, Teacher Training Institutes need to implement the internship task as per NCTE regulations. It’s an upheaval task lies ahead. Work Based Learning that is the Internship has to be implemented but there are certain points which have to be tackled.

- a) Obtaining permission from the Inspector of Schools for conduct of Intern in schools
- b) Respective schools willingness in such type of arrangement
- c) Adjustment of In-service teachers in respective schools

These are some points to be pondered upon for successful implementation of internship. The first point may not be a problem. With respect to second point, the matter is quite challenging according to our personal experience. Whether the schools will willingly accept or have to be persuasive implementation. Government or semi government schools may willingly accept but in case of private schools (if not all at least some) there is every likelihood for persuasive implementation. Because certain private schools are reluctant to offer the requisite number of classes during Four month period during practice teaching session (general feeling one comes across is that school discipline, normal classes, school test, timely completion of syllabus gets hampered. Will it be just be for name sake, needs to be witnessed. Coming to the third point, this needs to be thought of that whether all the in-service teachers’ will be able to adjust with new environment.

Objectives of the Study

1. To find whether there is any significant difference in the Attitude towards two years B.Ed Programme of in-service teachers for the subsamples classified on the basis of Gender, Type of Institutions and Experiences

Hypotheses of the Study

1. There exist no significant difference in the attitude of male and female In-service Teachers’ towards two years B.Ed Programme
2. There exist no significant difference in the attitude of Government Aided and unaided institutions towards In-service teachers’ in two years B.Ed Programme
3. There exist no significant difference in the attitude of 07 years of experienced in-service teachers’ towards two years B.Ed Programme

Methodology Method

Survey method was used for collecting data for the present study

Sample

Study was conducted on random sample of size of 250 In-Service teachers’, of University of Burdwan.

Tool

A survey was the sole means of data gathering for this study. For the study the attitude scale was prepared by investigators followed by Likert scale. The attitude scale was administered as pilot study and found validity and reliability. Nearly 52 questions were prepared ultimately 26 questions were selected by item validity and item analysis. Split half reliability was established and the reliability was $r=0.94$. Hence it can be said that the attitude scale was reliable. The items were in the form of positive statements (12) and negative statements (10), and four open ended question was open for their any other opinion and suggestions.

Statistical Technique used

The t-test and one way ANOVA was employed

II. RESULTS

The first hypothesis that is there exist no significant difference in the attitude of male and female In-service teacher towards two years B.Ed programme was tested by the t-test obtained result is male's mean is 54.62 and females' is 52.65 then SD is 5.58 and 5.55 respectively and obtained t value is 0.484 that is less than the theoretical value 2.06 at 0.05 level of significance at 28 degrees of freedom. Hence the hypothesis was accepted that there exists no significant difference between the attitude of male and female in-service teachers towards two years B.Ed Programme. The second hypothesis that is there exists no significant difference in the attitude of Government Aided and unaided institutions towards in-service teachers in towards two years B.Ed Programme. To analyze this hypothesis one way ANOVA was employed and obtained result was presented as below.

Table 1. F ratio of Dept. of Education, University of Burdwan

	Sum of Squares	df	Mean Square	F
Between Groups	209.096	2	105.048	4.323
Within Groups	626.697	27	25.065	
Total	835.793	29		

The f value is 4.323 which is greater than the theoretical f-value that is 3.36 at 0.05 level of significance. Hence the hypotheses is rejected and said that there is difference in the attitude of in-service teachers towards two years B.Ed programme of University of Burdwan.

Hypothesis three was to test the significant difference in the experienced in-service teachers' attitude towards two years B.Ed programme. Based on the collected sample the experience was 07 years. This hypothesis tested by employing one way ANOVA and result was presented in the table 3.

Table 2 The F-ratio of experienced deputed in-service teacher attitude towards two years B.Ed programme.

	Sum of Squares	df	Mean Square	F
Between Groups	108.922	2	54.462	2.047
Within Groups	718.547	27	26.614	
Total	827.457	29		

The obtained F value is 2.047 is lesser than the f table value 3.35 at 0.05 level of significance thus hypotheses three was accepted and it can be concluded that there exists no significant difference in the attitude of experienced in-service teachers towards two years B.Ed programme.

Qualitative Analysis of open ended question

1. Some of the in-service teachers' accepts the two years B.Ed programme as it enhances teaching ability, in-service teacher get more time to mould the students perfectly, students get more time learn teaching more skills at training.
2. But whereas most of the in-service teachers' denies two years B.Ed programme, they feel that whatever students able to learn in
3. Most of the In-service teachers' suggested that it is good when the subject Education should introduce in all the P.U.C and B.A level of education.
- 4.They suggested that as B.Ed is also training programme let it be for one year.
- 5.They suggested that 2-years B.ED programme may cause a lack of boredom in their service life as they are completely detached from their service life.

III. CONCLUSION

The present paper has shown diversified opinion of in-service teachers' towards two years B.Ed programme. The investigators want to draw the attention of experts, academician of the field to look in to these opinion and regulate the programme. This paper has highlighted the importance of updated curriculum in teaching learning process and need to enhance it. The strength of course is accepted and it was being leveraged by all the Universities and colleges, J.C. Aggarwal, (2006)^[4]. Quality must be built into each design and each process. It cannot be created through inspection. However, it should be a onetime activity and is also to be continuously modified. So far teacher education is concerned, NCTE has come out with a changed structure of various teacher education programmes with several new and innovative components and it is our responsibility to ensure that all these components are efficiently integrated with the academic audit process, The University and its affiliated colleges will make all efforts to ensure a schematic well framed curriculum.

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