

## **A Study on The Perception of Principals And Teachers of Privately Managed Institutions on Two Year Teacher Education Curriculum**

<sup>\*1</sup>Billa Raja Rubi Kishore

*Phd, Research Scholar, Department Of Education Acharya Nagarjuna University Guntur A.P,India,  
Corresponding Author: \*1Billa Raja Rubi Kishore,*

---

**Abstract:** In view of this two year teacher education curriculum came into being with its first batch undergoing B.Ed. course which includes 4 semesters and 2 complete academic years with modification in the theory, practicum and internship with respect to duration and arrangements of periods. There are pros and cons of everything, and so is for this new curriculum. The researchers felt that teacher educators are facing difficulties transacting the new curriculum and they want to communicate the same to the higher authorities. Thus, researchers felt the need to conduct a study which will help them know the perception of Principals and teachers of private colleges regarding this new two years teacher education curriculum. This paper highlights the need and significance of the study, methodology, findings and implications of the study conducted in five private management teacher education colleges. The sample includes 5 Principals and 30 teachers from these colleges.

**Keywords:** Two year curriculum, Teacher education, Private managed colleges.

---

Date of Submission: 25-11-2017

Date of acceptance: 07-12-2017

---

### **I. NEED AND SIGNIFICANCE OF THE STUDY**

From time immemorial human being, loved to change and accept change for his benefit and sake of survival. He learnt lots of things and accepted challenges to develop. Education is one of such means which helps in the development of human beings. Through education man acquire essential skills which help him in his survival. It is an important tool for everyone to succeed in life and get something different. It helps a lot in lessening the challenges of life. It opens various doors to the opportunities of achieving better prospects in life, so promotes career growth. The pattern of education, educational institutions has changed a lot in the process of education. There are various courses, subjects, curriculum across the world for providing education to human race. There is variety of methods, techniques and devices which assisted human being in transaction of educational curriculum. The teaching- learning process got revolutionaries in these years, so is the teacher education curriculum. In view of the above two year teacher education curriculum came into being with its first batch undergoing B.Ed. course which includes 4 semesters and 2 complete academic years with modification in the theory, practicum and internship with respect to duration and arrangements of periods. However, there are many practical problems faced by Principals and teachers in implementing this new curriculum. This paper is an attempt to know the perceptions of the Principals and teachers of Teacher education institutions on Two Year Teacher Education Curriculum and entitled as under:

### **II. STATEMENT OF THE PROBLEM**

“A study on the Perception of Principals and Teachers of Privately managed Institutions on Two Year Teacher Education Curriculum”

### **III. OBJECTIVE OF THE STUDY**

1. To know the perception of Principals and teachers of Teacher Education colleges on Two Year Teacher Education Curriculum
2. To find out the difficulties faced by Principals and teachers of privately managed institutions in new curriculum transaction.

**3.1research Questions:**

1. What are the perceptions of Principals and teachers over two year Teacher Education curriculum?
2. What kind of difficulties faced by Principals and teachers in new curriculum transaction?

**IV. METHODOLOGY**

**4.1 Research method:**

Survey method is used for the present study.

**4.2 Sampling Techniques:**

Purposive sampling technique is used to collect sample for the present study.

**4.3 Population and Sample:**

All the Principals and teachers of Private Teacher education Colleges form the population for this study. A sample of 5 Principals and 30 teachers are selected for the present study.

**4.4 Tools:**

The researchers developed two opinionairres for Principals and teachers to collect data from them. Opinionairre for Principal consists of 18 closed ended items and 2 open ended items while opinionairre for Teachers consists of 24 closed ended items and 2 open ended items. All closed ended items are Yes- No type items while open ended items give the opportunity to the respondents for a descriptive answer.

**4.5 Data collection:**

Data was collected from Principals and teachers of privately managed teacher education colleges.

**4.6 Analysis and interpretation and findings of Data:**

Data is collected from Principals and teachers and analysed using frequency and percentages. The tables below show the obtained results of analysis: All the 18 items are categorised based on 7 aspects of new curriculum: Duration of the course, Teaching/ learning activities, Fee structure, Student Enrollment, Student attendance, Internship, Faculty, Challenges in Implementation

**Item wise analysis of Opinionairre for Principal: Table 1-7**

**Table 1:**

Duration of the course	Yes		No	
	N	%	N	%
Two years B.Ed course is better than one year	4	80.0	1	20.0
Do you consider 2 years B.Ed course to be lengthy	1	20.0	4	80.0

**Table 2:**

Teaching/ learning	Yes		No	
Is more opportunity given to teacher trainees to learn	5	100.0	0	0
Does ICT mediation in teaching Learning pave way towards modernization and effective teaching	5	100.0	0	0
Are you supporting your class with adequate technology required in teaching learning	5	100.0	0	0

**Table 3:**

Fee structure	Yes		No	
Is the hike in the fee of the course justified	3	60.0	2	40.0

**Table 4:**

Student Enrollment, Student attendance	Yes		No	
Is the attendance of students more regular	2	40.0	3	60.0

than before				
Do you find decline in admission into the course	4	80.0	1	20.0

**Table 5:**

<b>Internship</b>	<b>Yes</b>		<b>No</b>	
Do you find it difficult to get permission in schools for internship at frequent intervals	2	40.0	3	60.0
Is the division of internship duration within semester effective	3	60.0	2	40.0

**Table 6:**

<b>Faculty</b>	<b>Yes</b>		<b>No</b>	
In view of the present strength in your college would you like to appoint more faculty members	3	60.0	2	40.0
Are your teachers satisfied with the salary you pay	0	0	5	100.0
Has semester system increased the workload of teachers	4	80.0	1	20.0
Are the teachers equipped with the new curriculum	2	40.0	3	60.0

**Table 7:**

<b>Issues in Implementation</b>	<b>Yes</b>		<b>No</b>	
As a Principal are you satisfied with the present teacher education curriculum	3	60.0	2	40.0
Is your management satisfied with the present curriculum	2	40.0	3	60.0
Does your management support you for all new endeavours in the system of education	4	80.0	1	20.0
Is proper orientation required prior to the commencement of the new curriculum	5	100.0	0	0

The item wise analysis presented in tables 1-7 clearly reflects that Most of the Principals think that two years Bed course is better than one year for quality aspects however they feel it lengthy in terms of students interest and teachers work load.100% Principals feel that teacher trainees have more opportunity to learn, ICT mediation helps in modernization and effective teaching. And they provide adequate technology support to make teaching learning effective.60% of the Principals opined that the fees charged in new curriculum is justified.60% of them observed that students are not regular even worse than before and 80% of them observed decline in admission to this course. Although 40% feel that getting permission in school for internship is difficult, 60% of them feel division of internship duration within semester effective.

60% need new faculty due to workload, 100 say that teachers are not satisfied with their salary, 80% feel that teachers have more work load due to semester system and 60% feel that teachers are not equipped with the new curriculumOnly 60% are satisfied with the present teacher education curriculum, 40% feel that management is satisfied with the present curriculum, 80% have good opinion about their management that they are supportive in all new endeavours in the system of education and 100% feel that proper orientation is required prior to the commencement of the new curriculum

**V. ITEM WISE ANALYSIS OF OPINIONAIRE FOR TEACHERS: TABLE 8-14**

All the 24 items are categorised based on 7 aspects of new curriculum: Duration of the course, Teaching/ learning and evaluation, Fee structure, Student Enrolment and Student attendance, Internship, Faculty, Intricacies in New Curriculum, Inclusion of Papers/electives

**Table 8:**

Duration of the course	Yes		No	
	N	%	N	%
Two years B.Ed course is better than one year	5	16.7	25	83.3
Do you find 2 years of B.Ed course to be lengthy	24	80.0	6	20.0

**Table 9:**

Teaching/ learning and evaluation	Yes		No	
	N	%	N	%
Does ICT mediation in teaching Learning pave way towards modernization and effective teaching	28	93.3	2	6.7
Do you find the new micro teaching method effective than the skill based method	13	43.3	17	56.7
Are you supporting your class with adequate technology required in teaching learning	5	100.0	0	0
Do you feel the evaluation pattern is dominated by practical compared to theory	23	76.7	7	23.3
Do you think there can be more chances of teachers bias because of internal evaluation	21	70.0	9	30.0

**Table 10:**

Fee structure	Yes		No	
	N	%	N	%
Is the hike in the fee of the course justified	8	26.7	22	73.3

**Table 11:**

Student Enrollment, Student attendance	Yes		No	
	N	%	N	%
Are students more regular than before	8	26.7	22	73.3
Do you find decline in admission into the course	25	83.3	5	16.7

**Table 12:**

Internship	Yes		No	
	N	%	N	%
Is it practically possible to get permission from schools for internship for such a long duration	6	20.0	24	80.0

Do you think the private schools will do justice to the teacher trainees in their professional growth during internship	6	20.0	24	80.0
Do you think reflective journal during internship can be maintained authentically	14	46.7	16	53.3

**Table 13:**

<b>Intricacies in New Curriculum</b>	<b>Yes</b>		<b>No</b>	
Is pedagogy of methods in curriculum realistic	17	56.7	13	43.3
Is proper orientation provided prior to the commencement of the new curriculum	12	40.0	18	60.0
Is e-portfolio helpful for the teacher trainees in their career	23	76.7	7	23.3
Are you happy with the present teacher education curriculum	11	36.7	19	63.3
Engagements in each paper helps in giving exposure to the subject	29	96.7	1	3.3
Do you think teacher trainees are happy about the reflective teaching	20	66.7	10	33.3

**Table 14:**

<b>Inclusion of Papers/electives</b>	<b>Yes</b>		<b>No</b>	
Do you find the distribution of methodology papers and general papers not uniform throughout the course	23	76.7	7	23.3
Do you find the inclusion of electives in the course necessary	23	76.7	7	23.3
Do you feel that in methodology papers some common topics like community resources, assessment for learning could be taken up as team teaching	24	80.0	6	20.0
Do you think the inclusion of new papers in the course is beneficial to students? E.g. Drama & Art in education, Health and physical education	28	93.3	2	6.7
Do you think philosophical perspectives of education and psychology of childhood and adolescence should be distributed equally for all four semesters	15	50.0	15	50.0

83.3% Teachers feel that one year B.Ed course was better than new two year curriculum. 80% teachers consider two year being long duration for B. Ed. Course.93.3% feel that ICT mediation helps in modernization and effective teaching and 100% say that they provide adequate technology support in the class room to make teaching learning effective. 43.3% teachers find the new micro teaching method effective than the skill based method. More than 70% feel the evaluation pattern is dominated by practical compared to theory and there can be more chances of teacher's bias because of internal evaluation.73.3% of the teachers opined that the fees charged in new curriculum are not justified. 73.3% of them observed that students are not regular even worse than before and 83.3% of them observed decline in admission to this course.

80% feel that getting permission in school for internship for such a long duration is difficult and private schools will do justice to the teacher trainees in their professional growth during internship. 53.3% of teachers feel that

reflective journal during internship can be maintained authentically.56.7% feel that pedagogy of methods in curriculum realistic, 60% feel that they did not get proper orientation prior to the commencement of the new curriculum, 76.7% opined that e-portfolio is helpful for the teacher trainees in their career, 63.3% are not happy with the present teacher education curriculum, 96.7% feel that Engagements in each paper helps in giving exposure to the subject, 66.7% think that teacher trainees are happy about the reflective teaching.76.7% of teachers feel that the distribution of methodology papers and general papers are not uniform throughout the course, 76.7% feel that the inclusion of electives in the course are necessary, 80% think that in methodology papers some common topics like community resources, assessment for learning could be taken up as team teaching, 93.3% think that think the inclusion of new papers in the course is beneficial to students e.g. Drama & Art in education, Health and physical education. However 50% think philosophical perspectives of education and psychology of childhood and adolescence should be distributed equally for all four semesters and 50% think it should not be distributed equally for all four semesters.

## **VI. DIFFERENCES WITH RESPECT TO QUALITY IN TEACHER EDUCATION IN OLD AND NEW CURRICULUM/ PROBLEMS FACED BY INSTITUTIONS**

### **5.1 Opinions of Principal**

1. New curriculum is practice oriented, field engagement is effective.
2. Course duration is a major problem.
3. Using reflective journals authentically is an issue.
4. Lack of proper orientation for teacher educators.
5. Not having uniformity in practicum throughout the course.
6. Proper reading material/ books are not available.
7. Difficult to get permission from schools for internship
8. Having theory paper in IV semester is not correct, regularity of students is important
9. Equal to PG duration, students are not getting RTF those who already completed PG with RTF
10. shortage of fine arts and performing arts faculty
11. NCTE-14 regulations- Candidates who has a PhD degree with 8 years of experience.
12. No proper guidance from concerned Department.
13. Books are not available in the market.
14. Semester system increased the work load on students and teacher educators.

### **5.2 Opinions of Teachers**

1. Micro teaching was better earlier.
2. School study project was good than observation record.
3. Projects in old curriculum were more realistic, it should not be substituted with field engagements.
4. Although the new system was introduced to improve quality but no improvement in quality and quantity is observed.
5. Performance of students has also declined, they are not interested, are lazy and irregular, 2years course is like burden for them, they want immediate job. Earlier students were busy, enthusiastic, and eager to complete the course.
6. However, new curriculum provides more opportunity and time for practice.
7. In new curriculum reflective teaching is good, teacher trainees are coming out with their new ideas how to teach and show their innate talents.
8. Field engagements are more theoretical, students are writing more records but quality is suffering.
9. In old curriculum, not satisfied with the quality, now trainees are more confident, and acquiring the knowledge of ICT.
10. Pedagogy in methods of curriculum is more realistic, curriculum is practically related to school curriculum, and internal assessment like engagements in every paper provides exposure to students to gather more information regarding the concept.
11. New curriculum is dragging, not so reliable; less importance is given to methodology after 2 semesters.
12. Improper distribution throughout semester.
13. Lacking focus on pedagogical concepts.
14. No proper books, no orientation.
15. Knowledge of selecting strategies and implementation process , treatment of conceptual understanding is not possible with constructivist approach.
16. No proper monitoring of the course and it is not fulfilling the required aspirations of trainees and teacher educators.
17. No proper monitoring of the course, students lack interest, need of pupils are ignored.

**5.3 Suggestions/implications:** The findings of the present study came out with the following implications:

1. Although B.Ed. course has great importance but students are not willing to spend 2 years on it. Instead they feel it better to do a PG course in the same duration. Principals and teachers also opined that duration is long. So it is a general feeling that one year course was better.
2. Principals and teachers feel that they have not received proper orientation and guidance due to which they face problems. So there is a dire need to conduct few orientation and guidance programs for teacher educators.
3. Teacher Trainees are happy with the reflective teaching, ICT mediation, and field engagements so these can be retained in any situation.
4. Internship duration is a serious issue. It's true that private schools do not encourage repeated involvement of outsiders especially when they enter the classrooms. Having internship programs for 11 weeks may not run successfully.
5. In private colleges, the salary structure is not at all appealing to teacher educators, after attaining a higher degree of M.Ed, M. Phil or PhD, they are paid very less.
6. Private colleges charge high fees but students benefit less than what they are expected to, so fee structure is not justified in these colleges.
7. New curriculum has come into being but books or materials are not yet available- a practical issue which need immediate action.
8. It is observed that admission and attendance has declined in two years course reflecting ill effect of change in duration.
9. There are opinions with respect to methodology and electives. Teachers feel that curriculum is not evenly distributed throughout the course.
10. Teachers suggested bio- metric system and installation of CCTV cameras to develop discipline and regularity among students which is the most important aspect of new curriculum

## VII. CONCLUSION

Thus, perception of principals and teachers reflect the need to have a curriculum of shorter duration to grab the interest of the students, minimising attendance problems and providing effective teaching learning experiences. However, all the positive aspects of this new curriculum should be retained.

## REFERENCES

- [1]. Press Information Bureau. Government of India. Ministry of Human Resource Development (2015) Duration of B.Ed Course [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/B\\_ED.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/B_ED.pdf)
- [2]. Ashraf Imam. (2011). Quality and Excellence in Teacher Education: Issues & Challenges in India. International Journal of Multidisciplinary Research Vol.1 Issue 7
- [3]. Mekonnen D. M. (2008). Reflections on the Teacher Education System Overhaul (TESO) program in Ethiopia: Promises, pitfalls, and propositions. Journal of Educational Change, Volume 9, Issue 3, pp 281-304
- [4]. Gloria J. R. (2010). Facilitating the Teaching-learning Process through the Reflective Engagement of Pre-service Teachers. Australian Journal of Teacher Education Volume 35 | Issue 2

IOSR Journal Of Humanities And Social Science (IOSR-JHSS) is UGC approved Journal with Sl. No. 5070, Journal no. 49323.

Billa Raja Rubi Kishore "A Study on The Perception of Principals And Teachers of Privately Managed Institutions on Two Year Teacher Education Curriculum." IOSR Journal Of Humanities And Social Science (IOSR-JHSS). vol. 22 no. 12, 2017, pp. 37-43.