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A STUDY ON AWARENESS OF FOUR YEAR B.ED. COURSE AMONG TEACHER EDUCATORS OF B.ED.COLLEGES OF KARNATAKA STATE

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ABSTRACT:

We are taking part in the demonstration of imagining the job of the educator and the state of instructor training unfurling in the imminent years, it would do us well to observe the development of thoughts, internationally, that have prompted current deduction on instructor training. While the quest for a way of thinking of instructor training that fulfills the necessities of our occasions proceeds, we appear to join on certain wide rules that ought to advise the venture. The

aftereffect of this Multi year B.Ed. Course, This paper makes a deliberate examination of the familiarity with instructor teachers towards Multi year B.Ed. Course.

KEYWORDS: *Teacher education, teacher educator, curriculum framework*

1. INTRODUCTION:

Education is the process of human development. It is a tremendous source for enlightening, empowerment and emancipation of the human life. The essential aim of education is to professionalize individuals to become socially efficient. The system of education promotes the exposition of learner's potentialities, competencies, interests, attitudes and values for the greater cause of the social and human satisfaction. The organization of teacher education in any system can be visualized at Four levels. At the systemic level, the positioning of teacher education determines

its nature. Teaching is a multifaceted and specialized activity, and therefore, is housed in single purpose institutions in majority of countries around the world. The second level is the structure of curriculum i.e. what should be taught and how it should be taught.

2. DEFINITIONS:

- a) Dictionary of instruction C.V. Great (1973), characterizes educator trainings as all formal and casual exercises and encounters that help to qualify an individual to accept the accountability as an individual from the instructive calling or to release his duty generally successfully".
- b) Encyclopedia of Educational Research: Walter S. Monroe (1941) qualifies, educator training as, "The all out

instruction encounters which add to the planning of an individual yet the term is totally utilized to assign the program for courses and different encounters offered by an instructive foundation for the declared motivations behind getting ready people for educating and other instructive help and for commitment to their development in competency for such assistance. Such instructor training projects are offered in educator universities, ordinary schools and universities and colleges".

3.NEED AND IMPORTANCE OF THE STUDY:

The Ministry of Human Resources Development, Government of India after prolonged deliberations with all the stake holders of Teacher

Education across the Country has decided to increase the duration of B.Ed programme from the present one Year to Four years. The MHRD directed National Council for Teacher Education (NCTE) to develop Curriculum frame for Four Year B.Ed programme. Accordingly the NCTE developed the curriculum frame for Four Year B.Ed programme after having a series of consultative meetings with the experts in the field of Teacher Education across the Country. All the States and Union Territories in the country are advised to develop a detailed syllabus for the Four year B.Ed programme on the basis of curriculum frame suggested by NCTE.

The revised curriculum is an effort to blend pedagogical theory, professional ethics, teaching competence and innovative practices which will be helpful in producing effective, skilled and human teachers for all the subjects in the upper primary/high/secondary/senior secondary schools at local as well as global level.

The teacher educators should be aware of new Four year B.Ed. Course and should possess high and positive attitude towards the same so as to provide effective training to Teacher Trainees.

The trend analysis of teacher education curriculum in terms of content, duration, transactional methodology and evaluation systems proposed by these frameworks reveals the efforts of curriculum planners to address the contemporary needs of Indian education system.

To provide educational facilities the capacity building in terms of training the in service teachers and also pre-service teachers with respect to development of competencies related to teaching. In this regard the need for knowing the existing levels of awareness of teacher educators of Karnataka State towards Four year B.Ed. course is felt.

4. OBJECTIVES OF THE STUDY:

1. To study the awareness of awareness of Four year B.Ed. course among Teacher Educators.
2. To compare the level of awareness of male and female teacher educators towards Four year B.Ed. course.
3. To compare the level of awareness of Govt/aided college and private college teacher educators towards Four year B.Ed. course.
4. To compare the level of awareness of Arts and science teacher educators towards Four year B.Ed. course.

5. HYPOTHESES OF THE STUDY:

- 1) There is no significant difference between male and female teacher educators awareness towards Four year B.Ed. course.
- 2) There is no significant difference between Govt/aided College and private college teacher educators awareness towards Four year B.Ed. course.
- 3) There is no significant difference between Arts and science teacher educators' awareness towards Four year B.Ed. course.

6. OPERATIONAL DEFINITIONS OF KEY TERMS:

1. Teacher education: Teacher education generally includes four elements: improving the general educational background of the trainee teachers; increasing their knowledge and understanding of the subjects they are to teach; pedagogy and understanding of children and learning; and the development of practical skills and competences. The balance between these four elements varies widely (Perraton, 2010).

2. Awareness: The meaning of awareness in the present study is the existing knowledge of teacher educators with regard to Four year teacher education course.

7. METHODOLOGY OF STUDY:

1. Design of the study:

The present study is a descriptive study which has employed survey technique to obtain scores on awareness of teacher educators with respect to Four year teacher education course.

2. Sample of the study:

The study was conducted on a sample of 150 teacher educators from 62 B.Ed. colleges of Karnataka State. The researcher used stratified random sampling technique for the present study.

3. Tools used in the study:

Awareness scale; constructed by the researcher and it is a 5 point scale, the items were scrutinized and revised by the investigator in consultation with subject experts. For validation researcher was discussed with 10 teacher educators of B.Ed. colleges from the area of research study. Then draft form of the scale was prepared which constructed of 45 items.

8. ANALYSIS AND INTERPRETATION OF THE DATA:

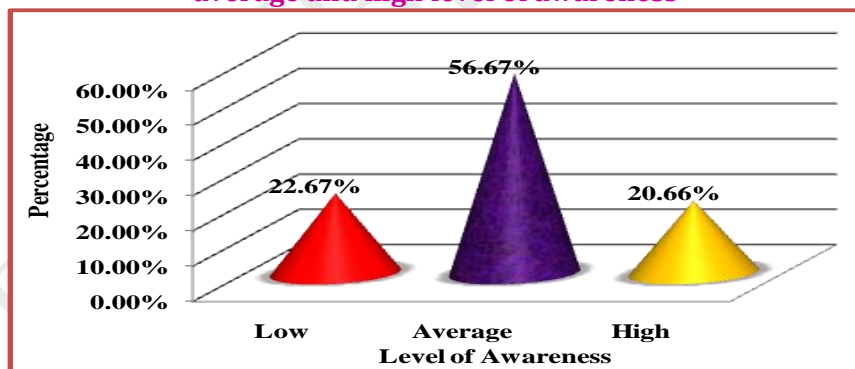
Level of awareness of Teacher educators regarding Four year B.Ed. course;

Table - 1
The number and percentage of total teacher educators having low, average ad high level of awareness

Sl. No.	Level of Awareness	Frequency	Percentage
1.	Low	34	22.67%
2.	Average	85	56.67%
3.	High	31	20.66%
	Total	150	100%

It is evident from table-1 that, high percentages (56.67%) of Teacher Educators have average level of awareness regarding Four year B.Ed. course and 22.67 % of them are having low and 20.66% of them are having high level of awareness regarding Four year B.Ed. course.

Graph- 1: The number and percentage of total teacher educators having low, average and high level of awareness



Hypotheses 1: There is no significant difference between male and female teachers awareness towards Four year B.Ed. course.

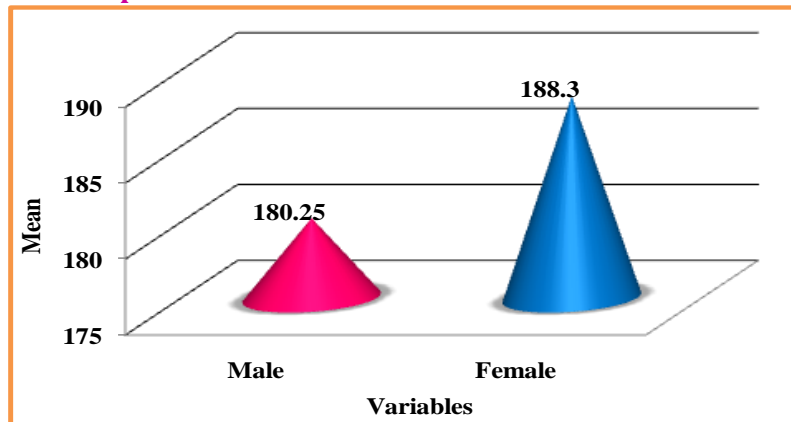
Table - 2
Details of 't' test for hypotheses-1

Variables	N	Mean	SD	df	't'	sig
Male	75	180.25	7.86	148	4.75	Significant at 0.05 level
Female	75	188.30	4.91			

It is evident from table 2 that the mean score of awareness of male teachers is 180.25 and female teachers are 188.30. The obtained 't' value is 4.75 which is less than the table value at 0.05 level of significance the null hypothesis is rejected and alternative hypothesis is accepted i.e. there is

significant difference between male and female teachers in their awareness towards Four year B.Ed. course.

Graph - 2: Comparison of male and female teacher educators' awareness



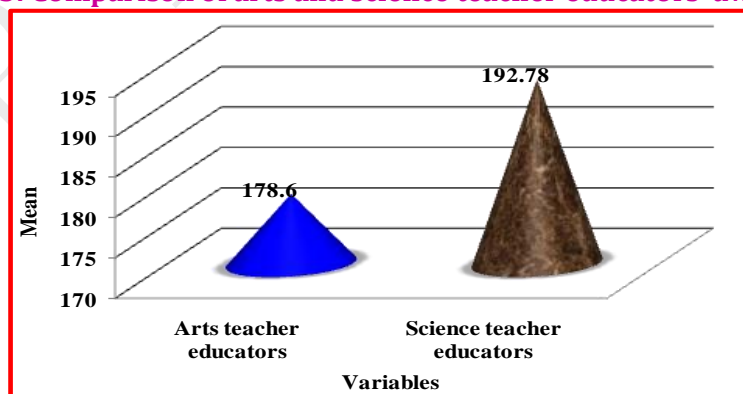
Hypotheses 2: There is no significant difference between Arts and science teacher educators' awareness towards Four year B.Ed. course.

**Table - 3
Details of 't' test for hypotheses 2**

Variables	N	Mean	SD	Df	't'	Sig
Arts teacher educators	75	178.60	6.46	148	6.46	Significant at 0.05 level
Science teacher educators	75	192.78	4.72			

It is evident from table 3 that the mean score of awareness of Arts teacher educators is 178.60 and Science teacher educators are 192.78. The obtained 't' value is 6.46 which is more than the table value at 0.05 level of significance the null hypothesis is rejected and alternative hypothesis is accepted i.e. there is significant difference between Arts and science teacher educators awareness towards Four year B.Ed. Course.

Graph-3: Comparison of arts and science teacher educators' awareness



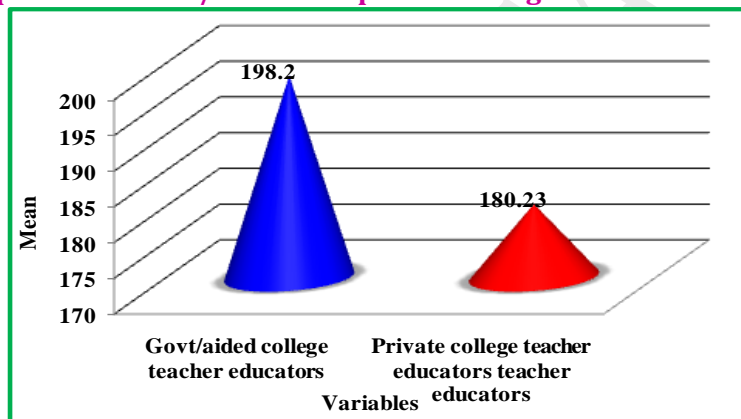
Hypotheses 3: There is no significant difference between Govt/aided College and private college teacher educators' awareness towards Four year B.Ed. course.

Table - 4
Details of 't' test for hypotheses 3

Variables	N	Mean	SD	df	't'	Sig
Govt/aided College teacher educators	75	198.20	7.51	148	4.56	Significant at 0.05 level
Private college teacher educators	75	180.23	8.81			

It is evident from table 4 that the mean score of awareness of Govt/aided college teacher educators is 198.20 and Private college teacher educators are 180.23. The obtained 't' value is 4.56 which is more than the table value at 0.05 level of significance the null hypothesis is rejected and alternative hypothesis is accepted i.e. there is significant difference between Govt/aided college and private college teacher educators awareness towards Four year B.Ed. course.

Graph - 4: Comparison of Govt/Aided and private college teacher educators' awareness



9. FINDINGS OF THE STUDY:

- From the study it was found that 66.6% of teachers possessed average level of awareness towards inclusive education and 16.7% of them were found to have low and high level of awareness.
- There is significant difference between male and female teachers in their awareness towards Four year B.Ed. course.
- There is significant difference between Arts and science teacher educators' awareness towards Four year B.Ed. course.

10. CONCLUSIONS:

New Four year B.Ed. programme should engage teachers with children in real contexts than teach them about children through theories. It should help them understand the psychosocial attributes and needs of learners, their special abilities and characteristics, their preferred mode of cognition, motivation and learning resulting from home and community socialization; hence the teacher educators of Teacher education institutes should have maximum awareness regarding Four year B.Ed. course.

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