

Vol 6 Issue 5 Feb 2017

ISSN No : 2249-894X

*Monthly Multidisciplinary
Research Journal*

*Review Of
Research Journal*

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A STUDY ON AWARENESS OF PRACTICAL ACTIVITIES OF TWO YEAR B.ED. CURRICULUM AMONG TEACHER EDUCATORS OF HYDERABAD KARNATAKA REGION

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ABSTRACT

This paper makes a systematic analysis of the teacher education curriculum reforms in India, and its effectiveness in developing an identity and professionalizing teacher education system of the country independent of its colonial roots.

KEYWORDS: Teacher education, teacher education curriculum framework.

1. INTRODUCTION

The organization of teacher education in any system can be visualized at two 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 education- C.V. Good (1973), defines teacher education as all formal and informal activities and experiences that help to qualify a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively".

b) Encyclopedia of Educational Research : Walter S. Monroe(1941) qualifies, teacher education as, "The total education experiences which contribute to the preparation of a person but the term is completely employed to designate the programme for courses and other experiences offered by an educational institute for the announced purposes of preparing persons for teaching and other educational service and for contribution to their growth in competency for such service. Such teacher education programmes are offered in teacher colleges, normal schools and colleges and universities".

3. NEED AND IMPORTANCE OF THE STUDY:

The teacher should also be aware of inclusive education and should possess high and positive attitude towards the same so as to provide inclusive education for both students with special needs and normal children.

This contributes for economical management of inclusive education on the part of Government. Moreover teachers with knowledge and attitude on inclusive education can manage inclusive classrooms without any hurdles so as to enable children with special needs to cope up with day-to-day situations and problems related to learning efficiently as normal children. In this regards the researcher feels the need to study the awareness of primary school teachers towards inclusive education.

To provide such 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 inclusive education. In this regard the need for knowing the existing levels of awareness of primary school teachers towards inclusive education is felt.

4. REVIEW OF RELATED LITERATURE:

1) Singh R.P and Prabha (1987): studied the educational facilities provided in the schools of Bihar for inclusive education for physically handicapped children. The revealing of the present study is facilities given by the government were not available in schools, the available facilities were not accessible for students; schools are using only 33% of resources. And no schools has separate resource centre.

2) Machado, Rodney. E (1996): conducted a study on the full inclusion movement which over view background of the movement towards full inclusion of special education student into regular classrooms, including legal issues and successful educational practices. The study revealed that full inclusion does not benefit all students of approximately 400 teachers surveyed, 41% felt that inclusion was not working.

3) Peltier, Gary L.(2008): studied that effect of inclusion on non-disabled children. Research indicates that inclusive education promotes and enhances all students' social growth within inclusive classrooms and does not negatively affect typical student's academic growth.

4) Julie (2010): studied the pre-service teacher's attitude towards inclusion in a non-traditional classroom. The revealed that experiences in outdoor settings can influence pre-service teachers attitude towards inclusion of students with special needs as well as make them aware of the various roller that teacher assume.

It may be concluded from the aforesaid studies that inclusive education is an important of research. Any amount of research in this area is not sufficient. It was intended that present study would throw more light on existing partially answered problems and will ride some more insight to the problems related to awareness.

5.OBJECTIVES OF THE STUDY:

- 1)To study the awareness of awareness of teacher educators awareness towards practical activities in two year B.Ed. Curriculum.
- 2)To compare the level of awareness of male and female teacher educators towards teacher educators awareness towards practical activities in two year B.Ed. Curriculum.
- 3)To compare the level of awareness of arts and science teacher educators towards teacher educators awareness towards practical activities in two year B.Ed. Curriculum.

6.HYPOTHESES OF THE STUDY:

- 1) There is no significant difference between male and female teacher educators awareness towards practical activities in two year B.Ed. Curriculum.
- 2) There is no significant difference between Science and arts teacher educators awareness towards practical activities in two year B.Ed. Curriculum.
- 3) There is no significant difference between Govt/ aided and Private TEI's teacher educators awareness towards practical activities in two year B.Ed. Curriculum.

7. OPERATIONAL DEFINITIONS OF KEY TERMS:

- ✦ Awareness: The meaning of awareness in the present study is the existing knowledge of teacher educators with regard to practical activities of two year B.Ed. curriculum.
- ✦ Two year B.Ed. curriculum: The NCTE, New Delhi prepared the Two year B.Ed. curriculum and implement 2015-17 academic year throughout country. In this we analysed the awareness towards practical activities in two year B.Ed. Curriculum among the teacher educators TEIs of Hyderabad Karnataka region.

8. METHODOLOGY OF STUDY:

8.1. Design of the study:

The present study is a descriptive study which has employed survey technique to obtain scores on

awareness of practical activities in two year B.Ed. Curriculum among the teacher educators TEIs of Hyderabad Karnataka region.

8.2. Sample of the study:

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

8.3. 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.

9. ANALYSIS AND INTERPRETATION OF THE DATA:

Level of awareness of practical activities in two year B.Ed. Curriculum among the teacher educators TEIs of Hyderabad Karnataka region.

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	25	16.7%
2.	Average	50	66.6%
3.	High	25	16.7%
	Total	100	100%

It is evident from table 1 that, high percentages (66.6%) of teacher educators have average level of awareness regarding practical activities in two year B.Ed. Curriculum and 16.7 % of them are having low and high level of awareness regarding practical activities in two year B.Ed. Curriculum.

Hypotheses 1: There is no significant difference between male and female teacher educators awareness towards practical activities in two year B.Ed. Curriculum.

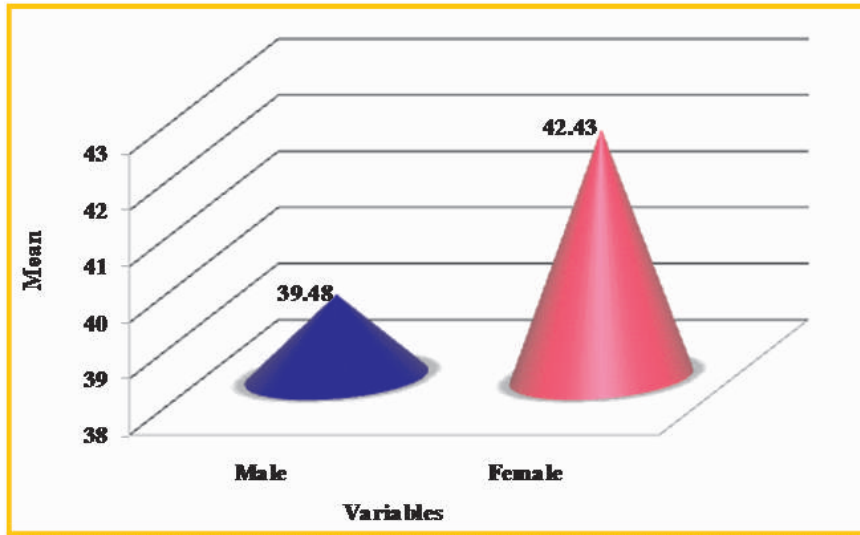
Table – 2

Details of mean, standard deviation and 't' values of awareness score of male and female teacher educator towards practical activities in two year B.Ed. Curriculum.

Variables	N	Mean	SD	Df	't'	sig
Male	50	39.48	7.27	98	4.12	Not significant at 0.05 level
Female	50	42.43	6.38			

It is evident from table -2 that the mean score of awareness of male teachers is 39.48 and female teachers are 42.43. The obtained 't' value is 4.12 which is more than the table value at 0.05 level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted i.e. there is significant difference between male and female teacher educators in their awareness towards practical activities in two year B.Ed. Curriculum.

Graph-1: Comparison of awareness score teacher educator towards practical activities in two year B.Ed. Curriculum.



Hypotheses 2: There is no significant difference between Science and arts teacher educators awareness towards practical activities in two year B.Ed. Curriculum.

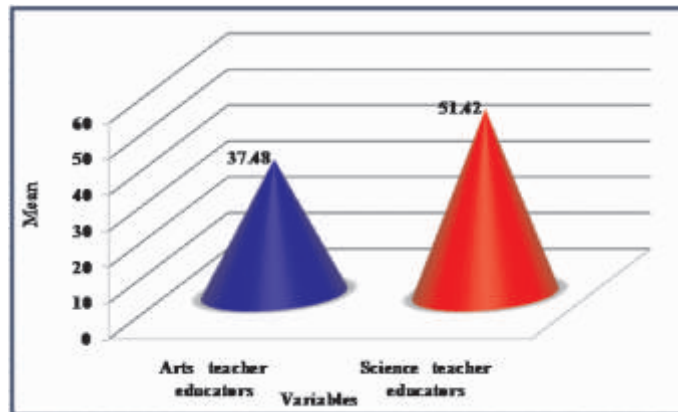
Table – 3

Details of mean, standard deviation and 't' values of awareness score of Science and arts teacher educator towards practical activities in two year B.Ed. Curriculum.

Variables	N	Mean	SD	df	't'	sig
Arts teacher educators	50	37.48	7.78	98	5.781	Not significant at 0.05 level
Science teacher educators	50	51.42	6.41			

It is evident from table -3 that the mean score of awareness of Arts teacher educators is 37.48 and Science teacher educators are 51.42. The obtained 't' value is 5.781 which is more than the table value at 0.05 level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted i.e. there is significant difference between Science and arts teacher educators awareness towards practical activities in two year B.Ed. Curriculum.

Graph-2: Comparison of awareness score of arts and science teacher educator towards practical activities in two year B.Ed. Curriculum.



Hypotheses 3: There is no significant difference between Govt/ aided and Private TEI’s teacher educators awareness towards practical activities in two year B.Ed. Curriculum.

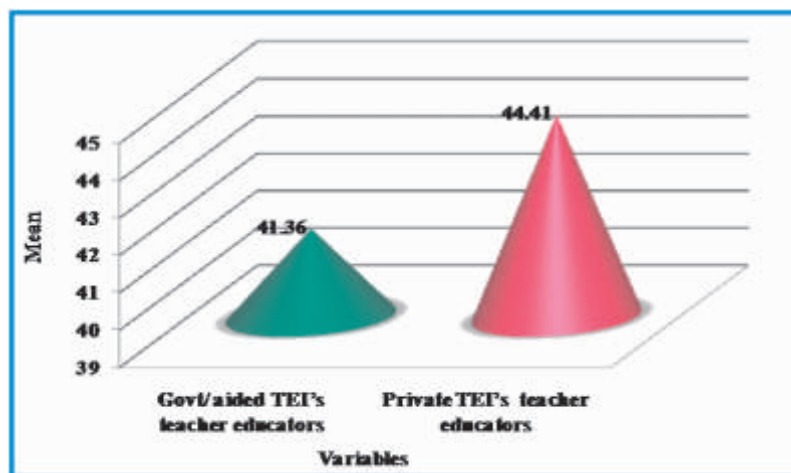
Table – 4

Details of mean, standard deviation and 't' values of awareness score of Govt/ aided and Private TEI’s teacher educator towards practical activities in two year B.Ed. Curriculum.

Variables	N	Mean	SD	df	't'	sig
Govt/ aided TEI’s teacher educators	50	41.36	7.13	98	6.52	Not significant at 0.05 level
Private TEI’s teacher educators	50	44.41	6.14			

It is evident from table- 4, that the mean score of awareness of Govt/ aided TEI’s teacher educators is 41.36 and Private TEI’s teacher educators are 44.41. The obtained 't' value is 6.52 which is more than the table value at 0.05 level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted i.e. there is significant difference between Govt/ aided and Private TEI’s teacher educators awareness towards practical activities in two year B.Ed. Curriculum.

Graph-3: Comparison of awareness score of Govt/ aided and Private TEI’s teacher educator towards practical activities in two year B.Ed. Curriculum.



10. FINDINGS OF THE STUDY:

- From the study it was found that 66.6% of teacher educator possessed average level of awareness towards practical activities in two year B.Ed. Curriculum and 16.7% of them were found to have low and high level of awareness.
- There is significant difference between male and female teacher educators awareness towards practical activities in two year B.Ed. Curriculum.
- There is significant difference between Science and arts teacher educators awareness towards practical activities in two year B.Ed. Curriculum.
- There is significant difference between Govt/ aided and Private TEI's teacher educators awareness towards practical activities in two year B.Ed. Curriculum.

11. CONCLUSIONS:

All the teacher educators must have proper knowledge about the theoretical and practical activities in two year B.Ed. Curriculum. This helps for them to teach in proper manner. The proper implementation of this in the hands of teacher educators and educationists. Hence we have organize more and more workshops, seminars and orientation programmes on all the aspects of two year B.Ed. Curriculum so that the teacher educators are updated themselves by participating such activities.

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