

**Perception of Prospective Teachers towards B. El. Ed. Programme: A study of Bilaspur
City**

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Abstract

Perception of prospective teachers play an important role to reveal the actual status of pre-service teacher education programme. This paper is an attempt to know the views of prospective teachers about the B.El.Ed. programme running in their college/institution. Researcher has purposively selected four teacher education college/institutes of Bilaspur city for this study. 100 pre-service teachers were taken as sample for this study i.e. 25 from each college/ institute. To collect data self-developed tool called "Perception towards B.El.Ed. Programme" was administered by the researcher. Data were analyzed both qualitatively and quantitatively. The result uncovered mixed responses of respondents and it is determined by these responses that this programme is fruitful for them to acquire the required competencies and intensely comprehend the process of teaching learning process as a student as well as a teacher.

Key Words: *Prospective teacher, Internship programme, curriculum and evaluation procedure*

BACKGROUND:

It is rightly said by Kothari commission that "The destiny of India is being shaped in her classrooms". Classroom is the place where a child is nurtured for the sake of learning and for their bright future. Classroom is that place where the learning skills, habits and creativity of learners gets polished by its day to day activity. When we talk about classroom or learning environment then it's not mere a classroom consisting of walls, doors, blackboard which are important factors in teaching learning process but the factors like teacher, learner and curriculum are the supreme. Apart from these, evaluation procedure, infrastructure and student support services, etc. are also secondary factors.

Today the prospective teachers are trained to recognize the capabilities and needs of their students and also to develop skills of delivering their content effectively.

Nowadays the term training has been replaced by the broader term education and the teacher training institutes are now known as teacher education institutes. These teacher education institutes are aimed to make their student- teachers proficient in theoretical knowledge as well as in practical skills. For developing the clear concept of their training and its need, the student teachers have to undergo through the curriculum made by NCTE. Internship programme is also an important part of this curriculum. Sometimes internship is also referred to as "actual training" as it gives training about real world of work. It provide them an opportunity to incorporate theory and practice, plan and deliver lessons appropriately, critically analyze their own teaching and peers teaching styles and improve them in the light of feedback given by supervisors. Through this program they apprehend the role and

responsibilities of professional teachers. Internship program also offer them opportunity to understand different facets of school program and improve their skills and abilities in teaching profession (Chakrabarty 475). Internship experiences enrich students' self-confidence and attitudes and this enhances their interpersonal skills (Fletcher qtd. in Chakrabarty 476). Curriculum is also important as it provides a deep insight into the theoretical background as well as into all the experiences by which a prospective teacher is going through. Evaluation and feedback are very crucial as they help in shaping the teaching competencies of prospective teachers.

As it is mandatory to have bachelor degree/diploma in education to get a job of Government teacher so many of the graduates move to teacher education institutes to get the degree. Some of them enters into teacher education college/institution with a belief that after getting training s/he will become a proficient teacher whereas some want only degree. In this connection, Bhargava and Pathy (77) in their study stressed that type of attitude possessed by the teacher influence the quality of the work accomplished and teaching. Hence at this time it becomes necessary to know the perception of prospective teachers about their training programme.

The bachelor of teacher education program i.e. B.El.Ed. equips the teacher with all the knowledge and skills helpful in bringing positive change among them. Adhikary (388) observed in her study that maximum of the trainees are dissatisfied with the curriculum distribution of the two year B.Ed. program and teaching for four months in school under the Internship programme has become tough

for some of the trainees. Chakrabarty and Behera (35) observed significant difference in attitude of female fresher trainees of government and private B.Ed. institutes towards existing B.Ed. syllabus. Mkhasibe (77) revealed in her work that irrespective of age and gender the perception of student teachers for teaching practice components of the lesson presentation is positive. Parveen and Mirza (qtd. in Chakrabarty 476) highlighted in their work that Internship program in Teacher Education is of great significance because it endorses the professional preparation of prospective teachers. It offers them a concrete opportunity to develop accurate understanding of the teaching profession and prospective prospects of working conditions in that profession. Bhargava and Pathy (77) found that for an effective teacher training programme, focusing attention on student teachers through continuous comprehensive evaluation (CCE) throughout the training period and improvement in microteaching techniques and practice teaching sessions is necessary. Dilshad (94) in his study observed significant difference between male and female students on quality of learners. He has suggested some measures for improving quality of teacher education in his study like revision of curricula, updating of academic resources, use of student-centered approach and emphasis on faculty development.

Rationale of the Study:

Teaching is dynamic and prosperous in its nature due to which a large number of people are attracted to this job. It is now become mandatory by the Indian Government for all the prospective and in-service teachers to have degree of diploma in education (D.El.Ed.) or bachelor in education

(B.El.Ed). In Bilaspur two types of teacher education institutes are running private and government. As B.El.Ed. is a professional course more emphasis is given to its practical aspect rather than the theoretical aspect. Transaction of curriculum and evaluation procedure adopted in both type of institutions may vary. Both type of institutions send their prospective teachers into schools for practice teaching and internship programme, during which their lessons have been observed by their mentors and they get feedback for the improvement of their presentations. Keeping in mind whole scenario the researcher felt need of piloting study to know the perception of prospective teachers of Bilaspur city towards B.El.Ed. programme in context of curriculum, internship programme and evaluation and feedback procedure with reference to type of institutions.

RESEARCH QUESTION:

The following research question motivated the researcher to conduct the present research-

What will be the perception of prospective teachers of Govt. and Private Institutions of Bilaspur city towards B.El.Ed. programme in context of curriculum, internship programme, evaluation and feedback procedure.

STATEMENT OF THE PROBLEM:

Perception of prospective teachers of Bilaspur city towards B.El.Ed Programme.

OPERATIONAL DEFINITION:

Perception is the views noted for knowing prospective teachers opinion regarding B.El.Ed. programme.

The term **prospective teachers** means the pre-service trainee teachers enrolled in B.El.Ed. institutions for the session 2017-19.

OBJECTIVES OF THE STUDY:

The study is determined by the following objective:

To study the perception of prospective teachers of Govt. and Private institutions of Bilaspur city towards B.El.Ed. programme under following sorts-

- a) curriculum,
- b) internship programme,
- c) evaluation and feedback procedure.

DELIMITATION OF THE STUDY:

The study has been delimited due to time constraint in the following ways: -

- The study has been delimited to prospective teachers.
- Sample institutions has been selected by the researcher purposively.
- The study has been delimited to the teacher education college/institutes of Bilaspur city of Chhattisgarh state.

METHODOLOGY:

Population: All the prospective teachers of four teacher education college/institutions enrolled for the session 2017-19 were considered as population for this study.

Sample and Sampling: Four B.El.Ed. institutions were taken as sample institutes, from which two were Govt. and two were private education institutes. A purposive sample of 100 prospective teachers from fourth semester/ final year of B.El.Ed. programme were taken as sample for this study. 50 prospective teachers were selected

purposively from government institutions and 50 from private institutions.

Method: Survey method was employed by the researcher for piloting this research work.

Instrument: For collecting data regarding perception of prospective teachers of Bilaspur city towards B.El.Ed training programme, a self-developed tool called “Perception towards B.El.Ed. programme” was used by the researcher. The tool contains total 24 items. Items are both closed ended as well as open ended. The items are broadly classified into three dimensions namely perception on curriculum (9 items), perception on internship programme (9

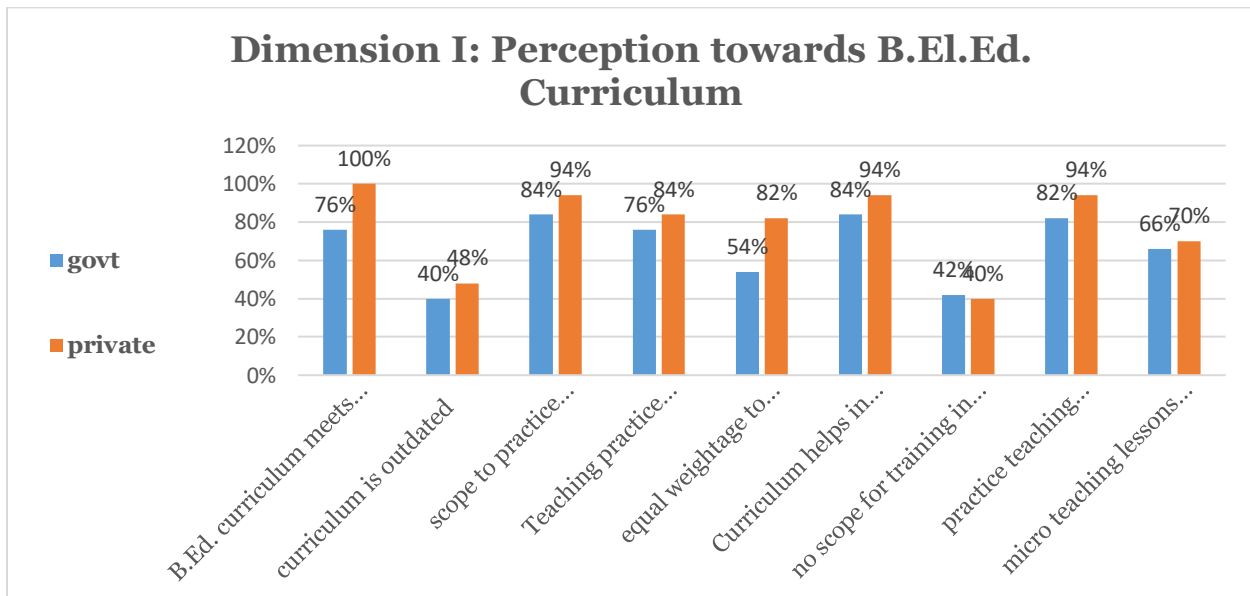
items), perception on evaluation and feedback procedure (5 items). All the 23 items are in closed ended form and suggestions of prospective teachers were recorded in open ended form.

Statistical techniques used: For analyzing the data percentage analysis was used by the researcher.

RESULT AND INTERPRETATION:

Percentage analysis was done to get a clear portrait of perception of prospective teachers of Govt. and private institutions of Bilaspur city with reference to type of institution i.e. government and private.

Graph no.1 Perception of prospective teachers of Govt. and private institutions of Bilaspur city towards curriculum of B.El.Ed. Programme



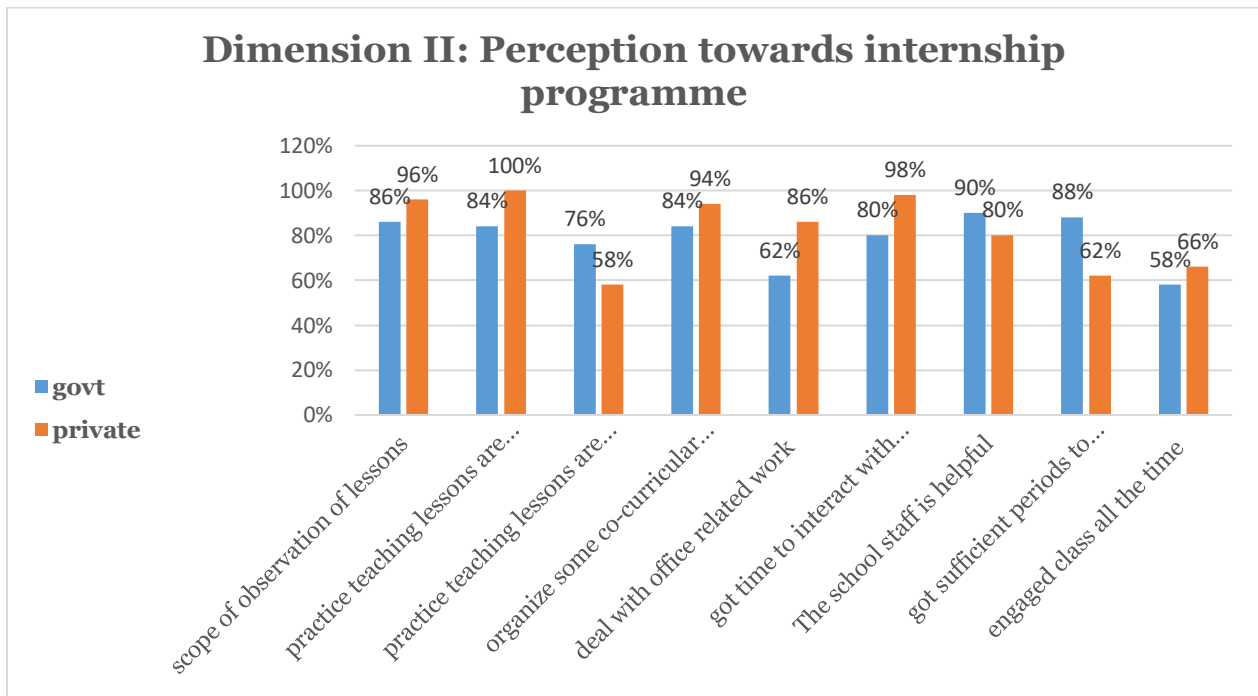
It is observed from the graph that 76% of Govt. and 100% of private prospective teachers feel that the present curriculum meets the needs of local community. 40% of Govt. and 48% of private prospective teachers said that present curriculum is outdated. 84% of Govt. and 94% private prospective teachers replied that curriculum gives scope to practice innovative methods of

teaching and it also helps in developing teaching competencies among them. 76% of Govt. and 84% of private prospective teachers assumed that teaching practice is interrelated to theory. Vast difference is observed in perception of Govt. (54%) and Private (82%) prospective teachers in the item that equal weightage is given to theory and practical. Then there is a slight difference

in perception of prospective teachers of Govt. (42%) and private (40%) institutions have agreed that there is no scope in their curriculum for training in action research. 82% of govt. and 94% of private prospective

teachers reported that practice teaching lessons in their curriculum are adequate where as 66% of Govt. and 70% of private prospective teachers assumed microteaching lessons are less than sufficient.

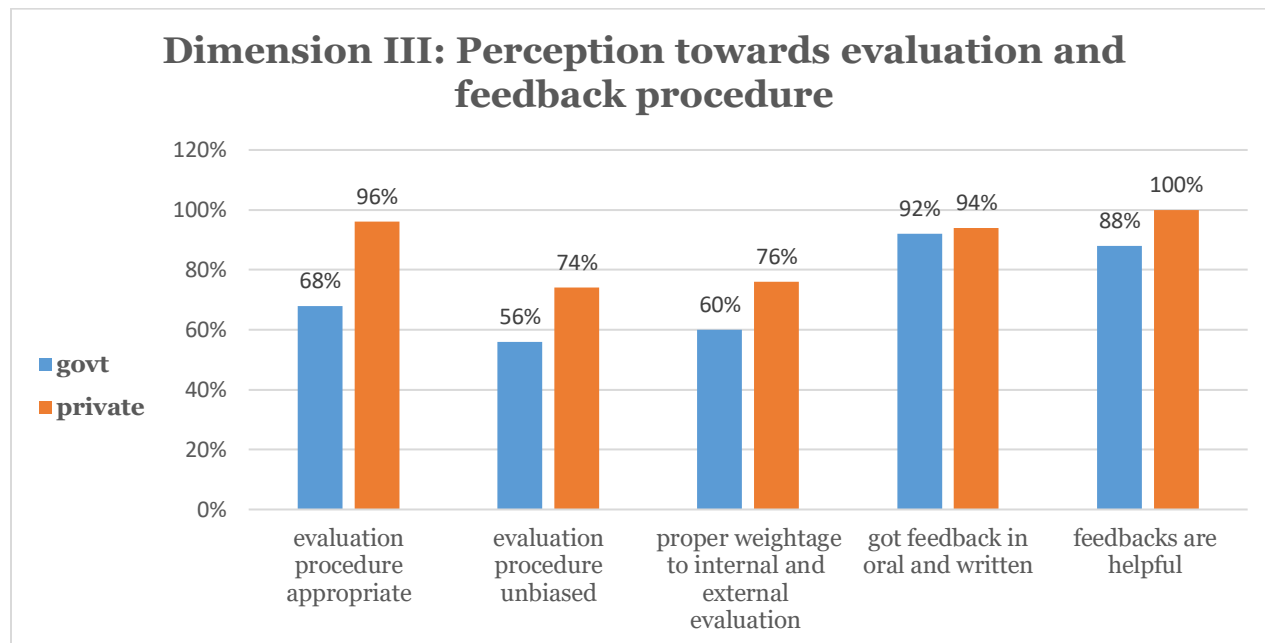
Graph no.2 Perception of prospective teachers of Govt. and private institutions of Bilaspur city towards Internship programme of B.El.Ed. Programme



It can be seen from the graph no. 2 that 86% of Govt. and 96% of private prospective teachers replied that there is a scope of observations of lessons delivered by their peers in internship. 84% of Govt. and 100% of private prospective teachers said that their practice teaching lessons were supervised by their mentors. 76% of Govt. and 58% of private prospective teachers held that there lessons were checked by their mentors and school teachers. 84% of Govt. and 94% of private prospective teachers replied that they got opportunity to organize co-curricular activities in school internship. 62% of Govt. and 86% of private prospective teachers got

opportunity to deal with office related work whereas 80% of Govt. and 98% of private prospective teachers got time to interact with school staff to discuss their problems related to class management. 90% of Govt. and 80% of private prospective teachers responded that the school staff is helpful in sorting out their problems. 88% of Govt. and only 62% of private prospective teachers got sufficient periods to complete their lesson plans whereas 58% of Govt. and 66% of private prospective teachers have engaged class all the time as they have no scope to present their lessons.

Graph no. 3 Perception of prospective teachers of Govt. and private institutions of Bilaspur city towards Evaluation and Feedback procedure of B.El.Ed. Programme



It is observed from the graph no. 3 that 68% of Govt. and 96% of private prospective teachers responded that evaluation procedure is appropriate. 56% of Govt. and 74% of private prospective teachers feel that evaluation procedure adopted in their institutions are unbiased and transparent. 60% of Govt. and 76% of private prospective teachers agreed that proper weightage is given to internal and external evaluation. 92% of Govt. and 94% of private prospective teachers replied that during their internship programme they got feedback from their mentors both in oral as well as in written form. 88% of Govt. and all of the private prospective (100%) teachers presumed that these feedbacks are helpful for them to develop required teaching competencies among them.

SUGGESTIONS:

From this study some important suggestions from the prospective teachers of Govt. and

private education institutions were obtained which are as follows:

- ✚ Equal weightage should be specified for theory and practical content.
- ✚ Their institutional libraries should be appropriately equipped as they face difficulty in arranging the study materials and resources.
- ✚ More training should be given for conducting action research.
- ✚ Some of the schools didn't allow the prospective teachers for practicing in their schools so to avoid this, proper coordination is required between school administrators and heads of education institutions.
- ✚ Several efforts should be made to avoid all kinds of discrimination in evaluation procedure.
- ✚ Inadequate number of teacher educators directly affect the completion of curriculum, so more teacher educators

should be recruited in teacher education institutions.

CONCLUSION:

Teaching is more challenging rather than fascinating job. A teacher can motivate his/her students to become responsible and valuable citizen and to ensure this challenging task a prospective teacher must undergo through a diploma or bachelor programme i.e. D.El.Ed. or B.El.Ed. As now the B.El.Ed. programme is of two year it brings with it many prosperities as well as complications. Although the curriculum of B.El.Ed. programme is designed in such a

way that more emphasis is given on skill development which is monitored through continuous and comprehensive evaluation and feedback mechanism but the difficulty occurs in school based practices (internship) where many of the prospective teachers didn't get opportunity to encounter the actual classroom situations but some may got. It is revealed from this piece of work that this programme is helpful for them to develop the required competencies and teaching skills among them and to deeply understand the process of teaching learning process as a student as well as a teacher.

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