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Perceptionof Principals/HODs and Teacher Educators of Teacher Training Colleges in Rajasthan Regarding Integrated B.A.B.Ed./B.Sc.B.Ed. Curriculum

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Abstract: This study analyses the effectiveness of the Integrated B.A.B.Ed./B.Sc.B.Ed. curriculum based on survey responses from teacher educators using a structured questionnaire. Feedback was collected across 21 items covering curriculum objectives, skill development, community engagement, internship, assessment and use of technology.The chi-square test revealed a statistically significant variation in responses. This shows that participants responded very differently to different aspects of the B.A.B.Ed./B.Sc.B.Ed. curriculum. The survey responses were also collected from principals/HODs of teacher training colleges using an interview schedule. Results of both the survey show that while the curriculum positively impacts communication skills, personality development and practical teaching, there are noticeable gap in the use of technology during internship and concerns about the mental pressure felt by the pupil teachers. The study highlights the curriculum's strength in theory-practice integration and co-curricular activities. These findings offer suggestions for improvedB.A.B.Ed./B.Sc.B.Ed.curriculumalignment with NCTE regulation 2014.
Keywords: B.A.B.Ed./B.Sc.B.Ed. Curriculum, Teacher training colleges, NCTE regulation 2014.

Introduction - Teacher education prepares the teacher among those who want to join this profession through higher order professional equipment for guiding the pupils through the process of discovering, analyzing and synthesizing educational experiences. (Zia Ullah, Farooq, & Menon, 2008) Teacher Education programs lead to capacity building which positively influence the whole education system and the society. It also helps future teachers to realize their inherent potential. (Murray, 2019)

The latest vision about Teacher Education was presented by National Council for Teacher Education (NCTE) in its regulation 2014 by offering 4- year B.A.B.Ed./ B.Sc.B.Ed. Integrated course for student teachers.It also answers to the question raised in NCFTE 2009 i.e. " What value does teacher education add to the prospective teacher's ability to face challenges of facilitating the development of critical and creative students and subsequently adults?" The relevance of NCFTE 2009 is clearly expressed and accepted by all the intellectuals in the teacher education field. They have also shown their concern regarding the implementation of new ideas in a short time in our country. (Mondal, Saha, & Baidya, 2015)

An integrated curriculum is a curriculum that connects different areas of study by cutting across subject matter lines and emphasizing unifying concepts. Integration means making connections for students,allowing them to engage in relevant, meaningful activities that can be connected to real life. (Drake, 2004).International Council for Higher Education (2007) stated that "Integrated curriculum is an approach to learning that consciously blends and applies content from more than one discipline to better examine a central theme, issue,problem,topic or experience and encourage disciplinary contamination where subjects are integrated and interrelated to address relevant issues of current time and context."

This Integrated B.A.B.Ed./B.Sc.B.Ed.course imbibes the best practices of teacher education in the world. It acts as a pillar of the society. After completing this 4- year course, we could expect that the future of trainee teachers and the students whom they will teach is going to be bright forever. The integrated course will ensure personal, professional as well as social growth (Swarnalatha, 2019)

Need and significance of the Study: Research on higher educational courses is one of the necessary conditions for maintaining the quality of education as stated by UGC in "Evaluation Reforms in Higher educational institutions. ``While developing a broader understanding of the purpose of this study, two concepts given by Guba and Lincoln(1981) were found very useful to the researcher *i.e* 'Merit' and 'Worth'. 'Merit' as they use the term, refers to the intrinsic value of an entity (here in this study it is Teacher education curriculum) - value is implicit, inherent and independent of

any context. 'Worth', on the other hand the value of an entity is in reference to a particular context *i.e* pupil teacher, teacher educators, resources available etc.). It is the payoff value for a given institution or a group of people. Thus, a given course or curriculum may have a great deal of merit in the eyes of experts. It may reflect sound theory, be built on current research and embody content that experts deem desirable. The same course however may have little worth for teacher educators or pupil teachers. Hence Curriculum study is a very important process in educational programs. Need of curriculum study can further be explained by the following points.

1. To understand the rational meaningful and need based curricular material.
2. For gathering information from the administrative process.
3. To access the effectiveness of curriculum implementation.
4. To identify the cause of defective curriculum.
5. To diagnose the difficulty in implementation of curriculum.
6. To measure the extent of achievement and to clarify objections.
7. To find out whether modification is required for improving the teaching learning process.
8. To provide feedback for further revisiting and reforming the curriculum implementation from time to time.

Objective of the Study:

1. To study the perceptionof Principalsof Teacher Training Colleges regarding the effectiveness and problems of Integrated B.A.B.Ed/ B.Sc.B.Ed curriculum.
2. To study the perception of Teacher Educators of Teacher training colleges regarding the effectiveness and problems of Integrated B.A.B.Ed./B.Sc.B.Ed. curriculum.

Hypothesis of the Study: There is no difference in the opinion/perception of Teacher educators of Teacher Training Colleges regarding the issues and problems of Integrated B.A.B.Ed./B.Sc.B.Ed. Curricula.

Method of the Study: A descriptive Survey method was adopted for this study.

Sample of the Study: A Sample of 50 Teacher Educators and 10 Principals/HOD will be selected from any 10 Teacher Training Colleges of Rajasthan. Convenient Sampling method will be used for this.

Tools and Technique Used: A structured survey adapted from the Likert scale in the form of questionnaire, for teacher educators and a structured interview schedule for Principals/ HODs was utilizedin the study.Analysis was done through percentage, chi square calculationfor the questionnaire and content analysis of the data collected through interview schedule.

Analysis of the Data

Table 1 (see in last page)

Chi Square test result for the survey table:

The p-value calculated for the above survey table is $1.37*10^{-162}$(essentially zero) This p-value is far less than 0.05,which means the null hypothesis is rejected. Hence, we can say that there is a statistically significant association between the survey questions and the response categories (strongly agree to strongly disagree) In other words we can interpret that the distribution of responses of teacher educators was not due to random chance and theteacher educators responded differently to different questions.

Merits of the B.A.B.Ed./B.Sc.B.Ed. curriculum explained by Principals/HODs of teacher training colleges are:

1. B.A.B.Ed./B.Sc.B.Ed. curriculum develop subject expertise in Pupil teacher.
2. B.A.B.Ed./B.Sc.B.Ed. curriculum develop required pedagogical skills in pupil teacher.
3. Pupil teacher understands Child development completely through B.A.B.Ed./B.Sc.B.Ed. curriculum.
4. B.A.B.Ed./B.Sc.B.Ed. curriculum bridges the gap between theory and practice.
5. B.A.B.Ed./B.Sc.B.Ed. curriculum promotes holistic development of pupil teacher.
6. B.A.B.Ed./B.Sc.B.Ed.curriculum encourages social and regional inclusions by reaching to students from different regions and religions of the country.
7. Community engagement is included in B.A.B.Ed./ B.Sc.B.Ed. curriculum in the form of surveys, field work and internship in local schools.

Suggestions given by Principals/HODs of teacher training colleges for improvement in B.A.B.Ed./ B.Sc.B.Ed. curriculum are:

1. Curriculum should be modernized by incorporating21st century skills like critical thinking, digital literacy, creativity and collaboration.
2. B.A.B.Ed./B.Sc.B.Ed. curriculum should integrate NEP2020 guidelines.
3. B.A.B.Ed./B.Sc.B.Ed. curriculum should emphasize more on constructivist and inclusive pedagogy.
4. Practical exposure that means school internship should be increased in duration and should be diversifiedacross rural, urban and private schools.
5. Use of technology should be increased at different levels in B.A.B.Ed./B.Sc.B.Ed. curriculum i.ewhile planning the lesson, delivering the lesson and while evaluation and assessment of learning.
6. B.A.B.Ed./B.Sc.B.Ed. curriculum should have more focus on research and innovation.

Findings of the study

1. Strengths of the B.A.B.Ed./B.Sc.B.Ed. Curriculum

a. Relevance and Purpose of the curriculum

i. 60% teacher educatorsagree that the B.A.B.Ed./ B.Sc.B.Ed. fulfills its objectives.

ii. 60% teacher educators believe that B.A.B.Ed./B.Sc. B.Ed. curriculum reduces the gap between theory and practice.

iii. 100% teacher educators agree that B.A.B.Ed./

B.Sc.B.Ed. curriculum develops overall personality of pupil teachers.

iv. 50% teacher educators believe that this curriculum helps in logical and critical thinking.

b. Professional Development

i. 86%teacher educators say that this curriculum helps to build communication skills.

ii. 82% emphasized that value education is included in this curriculum.

iii. 100% teacher educators agree that seminars, group activities and project work increasethe interest of pupil teacherin teaching.

c. Innovative Pedagogical skills

i. 80% teacher educators agree that this curriculum allows practicing innovative teaching skills.

ii. 66% teacher educators say this curriculum helps all the pupil teachers to achieve teaching skills by the end of internship.

2. Mixed Feedback regarding the B.A.B.Ed./ B.Sc.B.Ed. curriculum

a. Use of community resources by pupil teacher

i. 60% teacher educators gave positive response, but 40% remained neutral- showing a need to strengthen this area.

b. Co-curricular activitiesare organized during the implementation of this curriculum

i. Only44% teacher educators found them sufficient, 36% were neutral and 20% gave negative response.

c. Internship duration of the curriculum

i. 40% teacher educators disagree that the internship duration is too long, but20% think that it is too long and 24 % were neutral.

d. Assessment and content satisfaction of the Curriculum

i. 60% teacher educators found that the aspect of assessmentin the curriculum is satisfactory.

ii. Content sufficiency has mixed feedback: only 42% agree that the content of the curriculum is sufficient, 40% were neutral and 18% disagreed with it.

3. Areas in the B.A.B.Ed./B.Sc.B.Ed. Curriculum which need Improvement

a. Technology in practice

i. 64% teacher educators were neutral and 36% disagreed that computer technology is used during internship.

ii. No respondent agreed that pupil teachers used technology in lesson plans in school.

b. Mental Pressure felt by pupil teacher

i. 60% teacher educators feel that the short duration of the B.A.B.Ed./B.Sc.B.Ed. curriculum causes mental pressure in pupil teacher.

c. Effectiveness of integrated B.A.B.Ed./B.Sc.B.Ed. curriculumvs traditional B.Ed.

i. 48% teacher educators found integrated B.A.B.Ed./ B.Sc.B.Ed. curriculum more effective than the traditional 2 years B.Ed.but 32% teacher educators either disagreed or were neutral – suggesting room for deeper comparison and clarity.

Conclusion and recommendations: It may be concluded that the integrated B.A.B.Ed./B.Sc.B.Ed. curriculum largely fulfils its role in developing teaching skills, values and personality development of pupil teacher. This aligns with the findings of(Zia Ullah, Farooq, & Menon, 2008) which highlights the effectiveness of Teacher Education in developing teaching skills. However, gap remain in practical technology usage. This aligns with the findings of (Starkey, 2019) which highlights a global concern that teacher education program must prepare future educators for digital mediated teaching environment,conduction of sufficient co-curricular activities and pupil teacher's mental well -being. These curricular areas may need further review and enhancement to maximize the B.A.B.Ed./B.Sc.B.Ed. curriculum's impact. Some important suggestions given by Principals/HODs ofteacher training colleges are:

1. The B.A.B.Ed./B.Sc.B.Ed. curriculum should be modernized as per 21st century skills like constructive and inclusive pedagogical skills, critical thinking, digital literacy, creativity and collaboration
2. Practical exposure should be increased in term of school internship, visits to inclusive schools and Ed tech companies.
3. Training in ICT(Information and Communication technology) tools, LMS (Learning Management System) platforms and digital evaluation methods should be provided to pupil teachers.
4. Multilingual teaching competencies should be strengthened in pupil teacher through B.A.B.Ed./B.Sc.B.Ed. curriculum.

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Table 1: Perception of Teacher Educators towards B. A. B.Ed./B. Sc. B.Ed. Curriculum

S. no	Statement	Strongly Agree	Agree	Neutral	Strongly Disagree	Dis agree	Chi-square value
1.	The integrated B.A.B.Ed. / B.Sc.B.Ed. Curriculum fulfils its objectives.	0 (0%)	30 (60%)	0 (0%)	0 (0%)	20 (40%)	80
2.	The integrated B. A. B.Ed./B. Sc. B.Ed. Curriculum fulfils the national need of society for education.	8 (16%)	22 (44%)	0 (0%)	0 (0%)	20 (40%)	44.8
3.	The integrated B. A. B.Ed./B. Sc. B.Ed. Curriculum teachesPupil teachers, the use of community resources in teaching.	10 (20%)	20 (40%)	20 (40%)	0 (0%)	0 (0%)	40
4.	The integrated B. A. B.Ed./B. Sc. B.Ed. Curriculum teaches pupil teachers to make good community relations.	12 (24%)	28 (56%)	10 (20%)	0 (0%)	0 (0%)	52.8
5.	The integrated B. A. B.Ed./B. Sc. B.Ed. Curriculum provides sufficient time to deliver the content knowledge of the programme.	30 (60%)	0 (0%)	12 (24%)	8 (16%)	0 (0%)	60.8
6.	The content of B.A.B.Ed. B.Sc.B.Ed. Curriculum is sufficient and satisfactory.	0 (0%)	21 (42%)	20 (40%)	9 (18%)	0 (0%)	42.2
7.	The 20-week internship is a very long duration for integrated B. A. B.Ed./B. Sc. B.Ed. Students.	0 (0%)	8 (16%)	12 (24%)	20 (40%)	10 (20%)	20.8
8.	The pupil-teacher will suffer from mental pressure due to less duration of integrated B. A. B.Ed./B. Sc. B.Ed. Curriculum.	10 (20%)	20 (40%)	0 (0%)	20 (40%)	0 (0%)	40
9.	At the end of the school internship, the pupil-teacher achieves teaching competencies (teaching skills).	0 (0%)	33 (66%)	0 (0%)	8 (16%)	9 (18%)	73.4
10.	The integrated B. A. B.Ed./B. Sc. B.Ed. Curriculum reduces the gap between theory and practical during its teacher education programme.	30 (60%)	0 (0%)	10 (20%)	10 (20%)	0 (0%)	60
11.	Integrated B. A. B.Ed./B. Sc. B.Ed. Curriculum provides scope for practicing innovative methods of teaching by pupil teachers.	20 (40%)	20 (40%)	10 (20%)	0 (0%)	0 (0%)	40

12.	Activities like seminars, group discussions, project work, etc. included in B. A. B.Ed./B. Sc. B.Ed. Curriculum develops the interest of pupil teachers in the teaching-learning process.	30 (60%)	20 (40%)	0 (0%)	0 (0%)	0 (0%)	80
13.	Value education is a component of integrated B. A. B.Ed./B. Sc. B.Ed. Curriculum.	0 (0%)	41 (82%)	9 (18%)	0 (0%)	0 (0%)	126.2
14.	The B. A. B.Ed./B. Sc. B.Ed. Curriculum helps pupil teachers develop communication skills.	10 (20%)	33 (66%)	0 (0%)	7 (14%)	0 (0%)	73.8
15.	The co-curricular activities conducted during the B. A. B.Ed./B. Sc. B.Ed. Programme is sufficient.	10 (20%)	12 (24%)	18 (36%)	0 (0%)	10 (20%)	11.8
16.	Computer technology is integrated while teaching theory papers in integrated B. A. B.Ed./B. Sc. B.Ed. Programme.	0 (0%)	20 (40%)	30 (60%)	0 (0%)	0 (0%)	80
17.	Computer technology is integrated by the pupil teachers during internship while delivering the lesson plans.	0 (0%)	0 (0%)	32 (64%)	18 (36%)	0 (0%)	84.8
18.	The Scheme of examination and assessment in integrated B. A. B.Ed./B. Sc. B.Ed. Curriculum is satisfactory.	0 (0%)	30 (60%)	10 (20%)	10 (20%)	0 (0%)	60
19.	After completing the integrated B. A. B.Ed./B. Sc. B.Ed. programme the pupil-teacher develops the ability to think logically and critically (i.e. analysing and evaluating the reasons behind a specific course of action)	0 (0%)	40 (50%)	10 (20%)	0 (30%)	0 (0%)	120
20.	The integrated B. A. B.Ed./B. Sc. B.Ed. Curriculum develops the overall personality of the pupil-teacher.	12 (24%)	38 (76%)	0 (0%)	0 (0%)	0 (0%)	108.8
21.	The integrated B. A. B.Ed./B. Sc. B.Ed. Curriculum is more effective than the two-year B.Ed. Curriculum.	24 (48%)	10 (20%)	8 (16%)	8 (16%)	0 (0%)	30.4

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