

B.Ed Teaching Practice and Its Implementation in Real Classroom, NEP 2020 Perspective

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ABSTRACT

The cornerstone of all pre-service teacher preparation programs is teaching practice. A new teacher is thought to have acquired a purportedly effective pedagogic experience through classroom experience that would enable them to impart the fundamentals of their subject matter to students in a real-world setting. The difficulties and problems faced by beginning teachers at the post-training stage of their B.Ed program of studies are covered by this study. The studies also shed light on the inadequacies that qualified teachers had previously disclosed to the researchers. The study emphasizes how much the attitude of the trained teachers while applying the acquired skill set in actual classrooms is influenced by the on-training elements of teaching practice. Participants in the study were 120 teachers. The variance in the mean perception scores of the two groups of teachers was calculated using the independent sample t-test in SPSS version 16. The tested hypotheses showed that there was no significant difference in the mean scores between the two groups of sampled teachers. Interviews with student teachers showed that the B.Ed program's teaching practice was ineffective from the standpoint of implementation. The sole lecture-based teaching approaches and techniques used during the coursework did not assist new teachers in using creative classroom management strategies. Based on the B.Ed teaching practice objectives and their execution in professional teaching contexts, the experiences of the two trained groups of instructors did not significantly differ from one another.

Keyword: *Pedagogic, Creative Classroom, Teaching Practice, Professional Teaching*

INTRODUCTION

Like the human race, education is ancient. Its duration is from "cradle to grave." Every day and at every moment, man learns something. As a result, education is a dynamic and ongoing process. It involves the ongoing arrangement and integration of experiences and activities. In its truest meaning, education aims to humanize people and promote progress, culture, and civilized living. For the advancement of the individual and society, it is crucial. The complete learning process that broadens a person's cognitive frontiers is known as education. Through his experiences, it gives the person knowledge. Education encompasses not just the sharing of experience and knowledge that already exists, but also the creation of new knowledge.

The advancement of human civilisation depends in large part on education. In the past, there was a Gurukul system in India. Changes occurred during the Buddhist and medieval eras, and today's education tries to promote the holistic development of people. By bringing about the required changes in him, education instills in the youngster a sense of maturity and responsibility.

The idea of education is comparable to how a diamond appears to be colored differently depending on the angle from which it is seen. While education shapes a person's personality in all spheres and facets, making him clever, knowledgeable, brave, and endowed with a strong moral code, it also plays a role in the expansion and development of society. Moral principles, spiritual ideals, a nation's goals, and its cultural heritage are passed down from generation to generation through education in order to be preserved, purified, and transformed into ever-higher accomplishments. Education is a lifelong process that aids individuals in shaping their personalities in accordance with societal, national, and historical norms. Along with an individual's growth and development, society advances to ever-higher levels of achievement. As a result, education is crucial for the advancement of both society and people.

NEP 2020 PERSPECTIVE

The number of higher education institutions (HIEs) in India, which is a developing liberal nation for educational reforms, is currently at 40,000, reflecting the country's high general fragmentation and the large number of smaller HEIs that are connected to major universities. Over 40% of these small-sized institutions are found to only provide a single program, which goes against the anticipated shift to a diverse higher education model that is a must for the country's educational reforms for the twenty-first century. It should be highlighted that just 4% of colleges enroll more than 3,000 students yearly due to regional imbalance and the high quality of education they provide, while more than 20% of colleges have annual enrolment of less than 100 students, making them unviable to increase education quality.

The fragmentation of India's higher education (HE) system has been attributed to a number of factors, including By 2030–2022, India is expected to have the third-largest economy in the world, with a projected GDP of \$10 trillion. It is clear those knowledge resources, not the nation's natural riches, will power the 10 trillion dollar economy. The current administration made the decision to overhaul the Indian education system by announcing a comprehensive National Education Policy 2020 in order to foster the sector's growth. This is consistent with the recent appeal from the Prime Minister to use the Fourth Industrial Revolution to propel India to new heights. The recently unveiled National Education Policy 2020 envisions an education system focused on India that, by offering top-notch instruction to everyone, directly helps to our country's sustainable transformation into a just and thriving knowledge society.

The Nep 2020 Issues

- Early student streamlining into several areas.
- Limited access to higher education, particularly in socioeconomically challenged areas, which contributed to the current GER of barely 25%.
- Inability of educators and institutions to innovate in higher education in order to draw in large numbers of students
- A lack of systems for managing academic and institutional leaders' careers and advancing them.
- The majority of colleges and universities lack both research and innovation.
- Inadequate levels of leadership and governance at institutions of higher learning.
- A compromised regulatory framework that restrains good, cutting-edge universities while allowing phony colleges to flourish.

Need Of The Study

This study's main goal was to determine how many practical limitations and difficulties with a B.Ed degree encounter while putting newly acquired abilities to use in their actual classrooms. The study also sought to examine the barriers to successful real-world instruction. The study was specifically designed to look into the discrepancy between B.Ed program objectives and actual classroom implementation.

Scope Of The Study

In order to improve teacher training programs in the context of actual classroom teaching, it will be helpful to comprehend the true opinions regarding the teaching practice at B.Ed. Additionally; this study will support the creation of supportive B.Ed professional courses by policymakers, curriculum designers, and teacher educators. With reference to the teaching practice component of the B.Ed program of studies, the study will improve the character of the currently offered pre-service professional courses. It is anticipated that it will contribute to a new body of knowledge for teacher educators as well as for institutions that provide teacher training.

Statement Of The Problem

The teacher preparation programs, especially the B.Ed (Bachelor of Education) Program. In addition to highlighting the problems and difficulties teacher educators face while presenting the material in courses, this study looked into the gaps that exist between objectives and implementation in teaching practice. It has been noted that the teaching practice component is quite brief in length. In this brief amount of time, teachers scarcely acquire the information and abilities of many instructional approaches. When beginning their careers as teachers at various schools, B.Ed-trained teachers face practical limitations. As a result, teaching practice does not assist qualified instructors in achieving their career goals. During teaching practice, teachers tend to neglect their abilities to create efficient lesson plans in favor of finishing the lecture and any associated activities. This pursuit of activity completion for the purpose of earning a B.Ed degree has an impact on the actual classroom experience. At the post-training stage, there is little correlation between the content imparted and its useful output. The College of Education's administrations have not developed any reliable methods of evaluating the performance of B.Ed student instructors. Lesson plans do not satisfy the objectives of contemporary pedagogy since the formats on which they are created are antiquated. Despite the fact that they constantly interact with student instructors, supervisors are unable to offer them constructive criticism. There should be multiple student-teachers under supervision at once. As a result, none of the colleges of education are able to fulfill the goals of

teaching practice, and student teachers are unable to apply newly acquired teaching techniques in actual classroom settings.

REVIEW OF LITERATURE

Madhuri Hooda and Vidyanand Malik (2022). The National Educational Policy 2020 (NPE-2020), a study of relevant studies, and the researcher's own experience as an engaged and informed stakeholder in teacher education all contributed to the research paper's content and overall spirit. For the growth of the individual and the nation, high-quality education is crucial. The caliber of teacher preparation is a crucial factor and indicator of this excellent education (TE). India, which is third in the world for education rankings, has struggled to establish and uphold general and teacher education quality standards and norms. Even after decades of internet and digital technology, TE in India continues to face numerous problems and obstacles. Inadequate teacher education institutes (TEIs), unrestricted corruption in affiliation applications, outdated teaching and learning methods, inadequate infrastructure and technology, a lack of proper ranking and supervision, and many other issues are challenges. The policy suggests a significant revision to TE and provides a functional framework. This study article offers a critical analysis of numerous TE installation hurdles, concerns, and challenges. By sifting through potential answers and recommendations, the Paper also offers insight on how to get rid of these obstacles. It has also been investigated whether the NPE-2020 provisions, recommendations, and TE vision are feasible.

Dawit Gebretinsae and Ikali Karvinen (2018). This study was done to assess the teaching practice program used at the College of Education (CoE) at the Eritrea Institute of Technology, Mainefhi, which is practiced every other semester. It examined the program's drawbacks and assets. A questionnaire and a targeted group discussion were both employed to carry out this qualitative investigation. The study had 104 participants in all, including cooperating teachers, student teachers, and supervisors. The results show that the CoE's educational program is implemented within a brief period of time, with obstacles to the budget the CoE has requested as well as other issues that detract from its quality. The supervisors' and cooperating teachers' (CTs) engagement, however, is appreciated. Most student teachers (STs) agreed that practice is very important in helping them get ready for the teaching profession. Therefore, generally addressing the budget implementation issue and the program's minor flaws will undoubtedly increase its contribution to the development of trained instructors. Finally, it is anticipated that these insights will lessen the program's shortcomings and improve the practice's results. The results of the study may also be useful to other institutions that provide initial teacher education.

Farhat Khanam and Sana Akhtar (2017). The key element of the entire teacher training process is teaching practice. Prospective teachers can use and develop their talents in this section, and it also prepares them for future employment. Here, the question of whether teaching practice helps aspiring teachers learn all teaching techniques—which are necessary to become experts in the teaching process—or whether they become entangled in the gaps between theoretical ideal views and limitations imposed by actual classroom circumstances—arises. The study's goal was to look into the discrepancy between theory that is presented in academic courses and how it is actually applied in the classroom. Evaluation of prospective instructors' readiness for teaching practice was another goal of the study. Before beginning teaching practice, it was hypothesized that aspiring educators possess the necessary subject-matter expertise, pedagogical teaching methodologies, and teaching experience. For the next study, 60 B.Ed. graduates from the previous five years were randomly chosen as samples. To collect data, a systematic questionnaire with 25 items was created, including questions about subject knowledge and understanding, pedagogical content knowledge, and applying newly acquired knowledge and abilities. To collect replies, a Lickert scale was used in the questionnaire. The percentage approach was used to examine the data. Following results analysis, it is advised that teacher in-charges be evaluated on their abilities to inform incoming instructors. Before beginning teaching practice, prospective teachers should also take a thorough exam that should be created and administered directly under the supervision of NACTE or its designated team. It will be a fantastic move to ensure high-quality instruction in programs for future teachers.

A study on the effects of age, education, and emotional intelligence on secondary school teachers' efficacy was undertaken by Kauts and Kumar in 2015. The current study intends to investigate the effects of teachers' age, education, and emotional intelligence on their efficacy as educators in the Punjab, India districts of Jalandhar and Ludhiana. A sample volume of 739 teachers was established using a multi-stage random sampling technique. A 60-item version of the Teacher Effectiveness Scale (TES), developed by Mutha and Kumar, and an 80-item questionnaire on emotional intelligence by C. R. Darolia were utilized to measure the study variables. The analysis of the data showed that: (a) teachers of high and low ages are equally effective in their teaching; (b) teachers with and without a B.Ed. degree possess similar levels of teaching proficiency; and (c) teachers with high levels of emotional intelligence are more effective in their teaching than teachers with lower levels of emotional intelligence.

RESEARCH METHODOLOGY

The effectiveness of teaching practice in actual courses after training was investigated using a descriptive style of inquiry. This technique of investigation examined student-teacher performance in actual classes and assessed their justifications. This study was conceptualized using both qualitative and quantitative methodologies. The phenomenological method was applied to qualitative research. In-depth interviews with student instructors were used to gather data. Using a survey study approach, the quantitative paradigm was acquired. A questionnaire was used to examine the data and gather student-teacher opinions on the efficiency of the various B dimensions. In order to identify the gaps that continued to exist during the post-training implementation stage of teaching in actual classroom settings, Ed concentrated on the lesson delivery content in particular.

Sampling

A basic random sample of 120 student instructors was used in the study. The sampling was specifically created to draw attention to the barriers to the practical application of newly acquired knowledge and abilities in real-world teaching circumstances. The study's participants were working as teachers public and private sectors after earning their B.Ed degrees. All of the volunteers ranged in age from 20 to 40. Their B.Ed degrees were in hand, and they had between five and ten years of prior teaching experience. All participants had earned their academic Bachelor's degrees in the humanities and social sciences prior to enrolling in the B.ED program. The Ministry of Education Government also approved their Basic Pay Scales (BPS) grades.

Research Instruments

We gathered demographic data from 120 student instructors, or $n = 120$. The opinions of trained teachers of two age groups regarding the application of teaching techniques in actual classes were examined by researchers. To identify any discrepancies in instructors' impressions of the post-training implementation of teaching in actual classrooms, their perceptions were recorded and examined. The purpose of the instrument was to gather information from the participants on two separate variables. The B.Ed follow-up program and big class size were the independent variables. A five-point scale with the options 1 for strongly disagree, 2 for disagree, 3 for undecided, 4 for agree, and 5 for highly agree was used to collect the responses from student-teachers. There were 10 questions on the survey. To examine how student instructors perceive various facets of teaching practice, in-depth interviews with student teachers were undertaken.

Instrument Reliability And Validity

Discussions with subject matter experts helped to ensure the validity of the criteria and their substance. They recommended eliminating three elements since they didn't address the problems with post-B.Ed. training classroom instruction. A measure of content validity was used to assess how well the research parameter would apply to real-world scenarios. The factors for criterion validity were chosen after a comprehensive analysis of the pertinent literature. Later, it was confirmed by submitting the device to a specialist in educational research. To improve the criterion validity of the instrument, the items were modified to reflect the professionals' competence in educational research. Through SPSS VI6, the reliability analysis was ensured.

Data Collection Procedure

The test was administered by the individual. Despite taking a lot of time, the participants responded 93% of the time, with 7% of their responses being disregarded since they were late for the research. The tool gave the researchers the chance to react to any respondents' questions about the questionnaire. In a similar vein, the investigator personally conducted the interviews in a very thorough manner. The Government College of Education's principals gave their formal approval so the research could be done. Additionally, consent was sought from the student-teacher interviewees. They received guarantees that the information gathered by their organizations would only be utilized for research.

RESULT AND ANALYSIS

Descriptive and inferential statistical techniques were used for analyzing the data. In dependent Samplet-test was used to test the two hypotheses.

Table1: Descriptive statistics

StudyVariable	AgeGroup	N	Mean	Std.Dev	S.E.M
LargeClassroomSize	20-30years	56	4.48	0.916	0.125
	30-40years	64	4.65	0.956	0.121

The study included 120 participants with ages ranging from 30 to > 30. 56 people in the 20–30 age range completed the survey. Their responses had a mean of 4.48, a standard deviation of 0.956, and a standard error of the mean of 0.125. Another group of respondents (n=64) ranged in age from 30 to 40. Their responses had an average score of 4.65, a standard deviation of 0.956, and a mean error of 0.121.

Table2: Inferential analysis

StudyVariable		t-testforEqualityofMeans						
		t	DF	Sig.(2-tailed)	M. D	S.E.D.	99% C.I.D.	
							L	U
Large Class room Size	E.Varassumed	-0.858	118	0.455	-0.128	0.173	-0.472	0.212
	E.V.notassumed	-0.860	117.03	0.452	-0.128	0.173	-0.472	0.208

Since the two-tailed test's significance level (p-value) falls within the critical region, it is inferred that teachers with ages between 30 and 30 do not significantly differ in their perceptions of large class sizes as a contributing factor to ineffective real-world instruction, despite having acquired the necessary skills through practice.

Table3: Descriptive statistics

Study Variable	AgeGroup	N	Mean	Std.Dev	S.E.M
Follow-upafterB.Ed	20-30years	56	4.44	1.099	0.148
	30-40years	64	4.59	1.115	0.142

The study included 120 participants with ages ranging from 30 to > 30. The n=56 respondents were in the 20–30 age range. Their responses had a mean of 4.44, a standard deviation of 1.099, and a mean error of 0.148. Respondents (n=64) in the other group were in the 30–40 year age range. Their responses had an average score of 4.59, a standard deviation of 1.115, and a mean standard error of 0.142.

Table4: Inferential analysis

StudyVariable		t-testforEqualityofMeans						
		t	df	Sig.(2-tailed)	M. D	S.E.D.	99% C.I.D.	
							L	U
Follow-upafterB.Ed	Equal Varassumed	-0.932	118	0.409	-0.168	0.202	-0.569	0.332
	EqualVarnotassumed	-0.933	116.372	.0408	-0.168	0.201	-0.567	0.331

We draw the conclusion that teachers aged 30 years and >30 years do not significantly differ on their perception score about absence of follow-up after B.Ed programme as a cause of ineffective classroom teaching despite the skills acquired through teaching practice because the significance level (p-value) of the two-tailed test lies inside critical region.

CONCLUSION

Higher education plays a significant role in determining a nation's economy, social standing, level of technological adoption, and healthy human behavior. The country's education department is in charge of enhancing GER so that all citizens have access to higher education opportunities. The National Education Policy of India 2020 is working toward achieving this goal by implementing creative policies to raise the standard, make it more appealing, make it more affordable, and increase the supply. This is done by opening up higher education to the private sector while also enforcing stringent quality standards in all higher education institutions. NEP-2020 is anticipated to achieve its goals by 2030 by promoting merit-based admissions with free-ships and scholarships, merit & research-based continuous performers as faculty members, merit-based proven leaders in regulating bodies, and strict quality monitoring through biennial accreditation based on self-declaration of progress through technology-based monitoring. Teaching in a B.Ed program does not improve teachers' actual classroom abilities. It does not support the use of learner-centered education effectively. The training college and the host institution do not ensure adequate backing to boost efficiency. As a result,

the teaching strategy fails to successfully apply the learned abilities in actual classrooms. Learner-centered strategies and true classroom diversity need to be strongly promoted. The transmission of content via instructional strategies must be a component of teaching practice. Other teaching methods must be used in conjunction with the lecture style of emphasis. The motivation of trained teachers can be raised by official assistance for using the newly discovered methods. For B.Ed teaching practice to improve academic requirements, real-classroom tasks must be prioritized. If B.Ed teaching practice sessions ignore the crucial elements of giving topics that are balanced on knowledge and abilities, they will continue to be useless and inefficient. Competency between students and teachers must go beyond simple mastery of course material delivery. It must encourage student teachers to be open to accepting professional challenges and pedagogical pressures in their post-training professional thoughts and actions. For teaching to be a rewarding experience, ineffectiveness must be addressed by administrative and academic methods, in which the supervisor should take a leading role. A culture of collegiality cannot be created until student teachers believe they are an integral part of the teaching profession. The rookie teachers' planning of effective lessons and their delivery of the material in real classes must be assisted by teaching practice. Only if a student teacher can connect the goal of practice lessons with the efficacy enabling him to be liked by his students will he be successful in real classes.

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