



Study of Subject Knowledge of B.Ed. graduates of Formal and Non-Formal Teacher Education Systems

Dr. Poonam Singh, Principal

MDS college of education Kosli, Rewari

Abstract

In order to enable people to lead a successful life, “education is a progressive and developmental process” that involves all of their faculties. Education plays a critical role in increasing human skills to do so. Because all human beings are inherently motivated to have a happy and successful life, it is necessary for them to possess a suitable quantity of information, skills, and traits in order to lead a meaningful life by conquering the challenges. As a result, an “education system must prepare students to become aware” of the obligations and issues that come with maturity and to learn how to cope with them. Recent educational trends believe life itself to be a process of education, that is, that “one goes through the process of education” from the womb to the tomb from beginning to finish.

Keywords: Learning, formal, distance, teacher, education system

Introduction

As a professional process, training teachers is essential since these educators serve the society in a variety of capacities, including administration, training, and supervision. As a result, educating teachers involves a variety of practical tasks. Teaching English as a second language is one of the courses offered in this programme. Other courses offered include “functional English, curriculum and instruction, leadership and management, philosophy of education, teaching English” as a second language (academic psychology), teaching science (academic psychology), computer education “(academic computer education), and guidance and counselling. Curriculum is a collection of experiences and activities” that are intended to aid in the overall development of learners; as a result, instructors should be trained in order to maximise the learning possibilities available to students in the classroom. They should be able to pick and link diverse teaching approaches in order to fit the varied learning styles of students and teachers.

Research Methodology

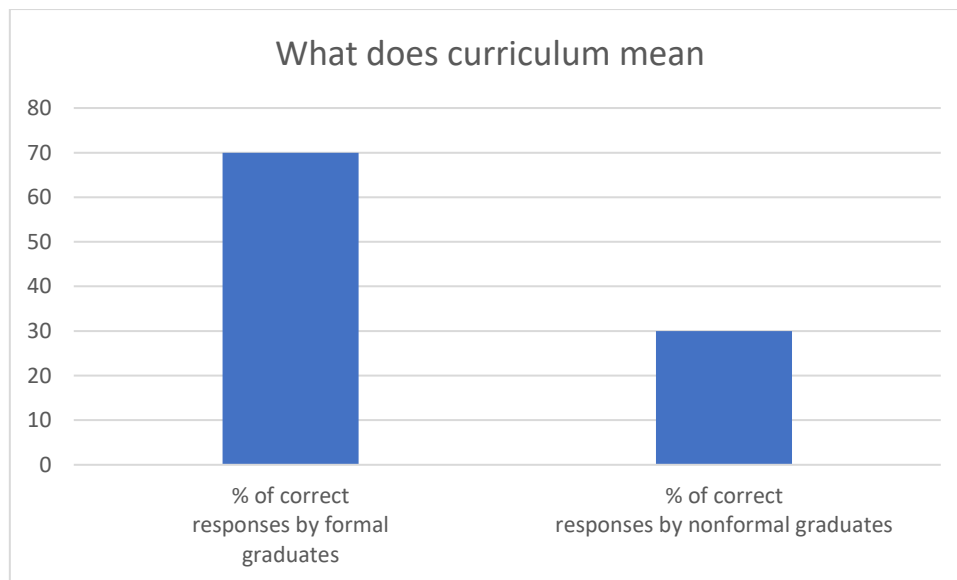
For the research, relevant data was gathered from sources including primary and secondary sources. The data was gathered from 100 people inside the company using the random sample approach. The information was gathered using a two-part structured questionnaire. According



to the first portion of the questionnaire (i.e. revealing one's personal traits), respondents were requested to provide information on one's age, education, income, and marital status. Research reports, journal papers, and other secondary sources were used to compile the data.

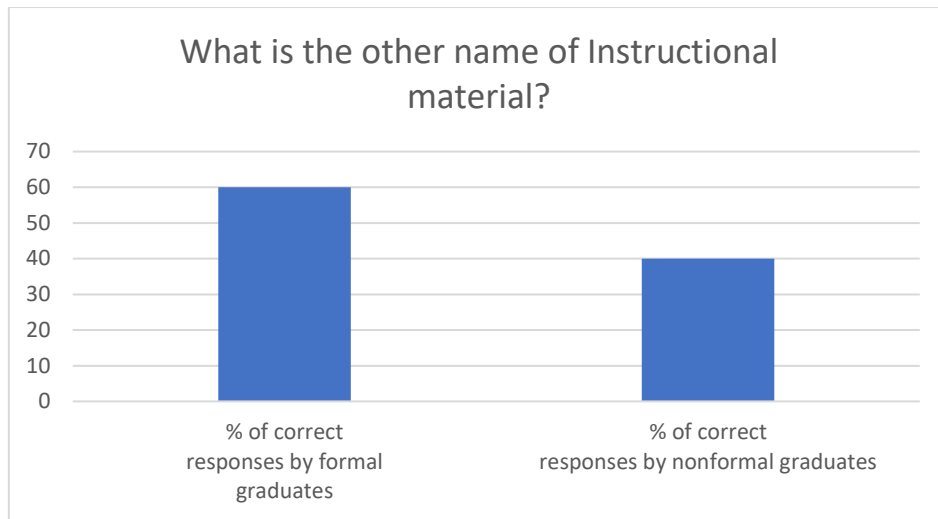
Data analysis

Distribution of Respondent Teachers Related to Curriculum	% of correct responses by formal graduates	% of correct responses by nonformal graduates
What does curriculum mean	70	30



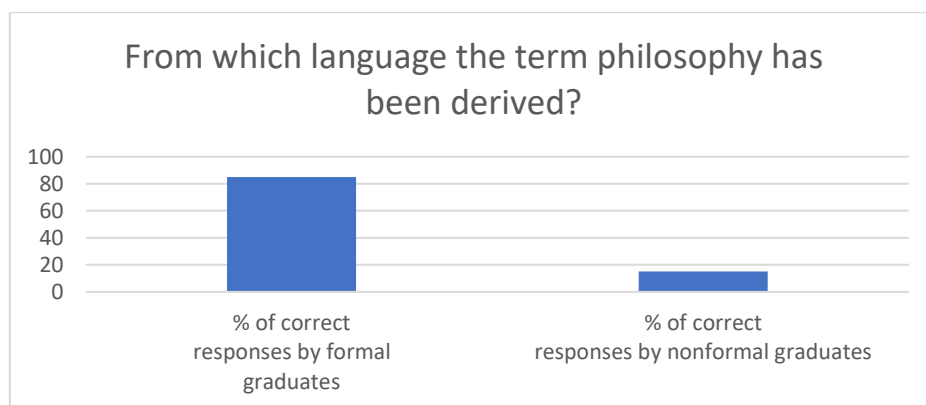
According to the information in the preceding table, the majority of instructors in the formal system properly answered the questions. This leads to the conclusion that Bachelor of Education graduates from the “formal system have more subject knowledge” in the field of curriculum as compared to Bachelor of Education graduates from the “non-formal teacher education system.”

Distribution of Respondent Teachers Related to Teaching Methodology	% of correct responses by formal graduates	% of correct responses by nonformal graduates
What is the other name of Instructional material?	60	40



As shown in the preceding table, the max educators from the formal structure correctly replied the queries; as a result, it can be “concluded that B.Ed. graduates” from the “formal system have greater subject knowledge in the area of teaching methodology when compared to B.Ed. graduates from the non-formal system. a In line with prior study conducted by Anees (2005),” who discovered that in “non-formal B.Ed. programmes”, tutors only sometimes “attend their tutorial sessions and do not use” a range of instructional methodologies to train students, this conclusion is supported.

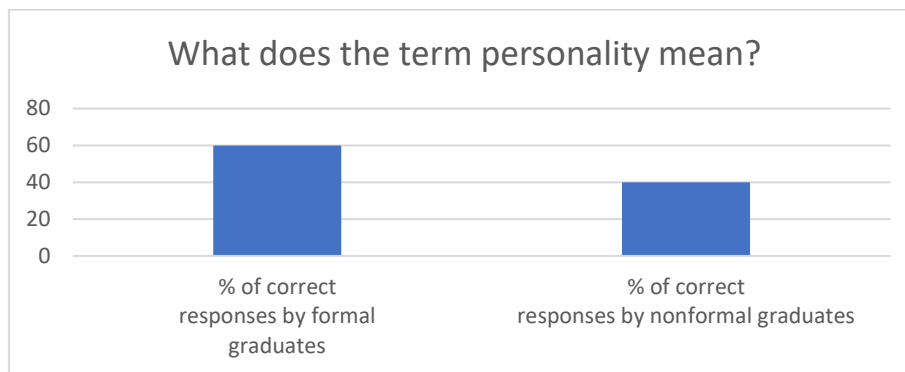
Distribution of Respondent Teachers Related to Philosophy of Education	% of correct responses by formal graduates	% of correct responses by nonformal graduates
From which language the term philosophy has been derived?	85	15





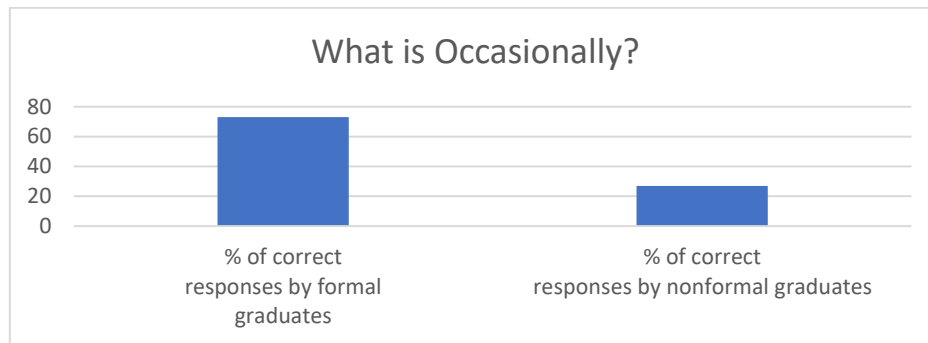
However, despite the fact that both groups had about the same “level of knowledge” about the purposes of “education according to idealism” and the relevance of logic, “the majority of teachers in the formal system answered all of the questions correctly” in the previous table. “Therefore, it is suggested that B.Ed. graduates from the formal system have greater subject knowledge in the area of philosophy of education than B.Ed. graduates from the non-formal teacher education system” in the domain of philosophy of education

Distribution of Respondent Teachers Related to Educational Psychology	% of correct responses by formal graduates	% of correct responses by nonformal graduates
What does the term personality mean?	60	40



The information in the preceding table indicates that the vast majority of instructors in the formal system properly answered the questions. This leads to the conclusion “that B.Ed. graduates from formal systems have higher subject knowledge in the domain of Educational Psychology than B.Ed. graduates from non-formal teacher education systems”, as shown by the results of the study. That the formal system has a greater favourable impact than the non-formal system is shown by this finding.

Distribution of Respondent Teachers Related to English Grammar	% of correct responses by formal graduates	% of correct responses by nonformal graduates
What is Occasionally?	73	27



The following table demonstrates that “both formal and non-formal graduates” gave identical replies to the questions regarding the degrees of adjectives and sentences; nevertheless, the vast majority of instructors in the formal system gave right answers to the questions. This leads to the conclusion “that B.Ed. graduates” from the traditional “system have more subject knowledge in the domain of English Grammar when compared to B.Ed. graduates from the alternative or non-traditional teacher education system.”

Discussion

Teacher education refers to the information, skill, and competence that is relevant and necessary for teachers to do their jobs. Due to their crucial role in every society's educational system, teacher education aims to alter the views of teachers, rebuild their habits, and help them develop their own personalities. All educational conferences and policies place a strong focus on the need of high-quality education and teacher preparation. Throughout its report, the “Commission on National Education (1959)” emphasised that the effectiveness of the “education system” is dependent on the abilities of the teachers who work in it. The Commission, on the other hand, warned that unless an “effective and purposeful teacher training programme” is implemented, developing efficient and competent teachers would be one of the key difficulties facing educational systems. The same subject was debated in the first conference, which took place in 1947, and the committee came to the conclusion that teachers should be adequately taught and fairly compensated in order to contribute to the establishment of a great state.

Conclusions

A practical and activity-based approach to teacher education is required due to the fact that a teacher must perform a variety of roles including “curriculum developer, planner, designer, manager, guide, counsellor, innovator, researcher, organiser of co-curricular activities, and service provider for the local community and parents. Furthermore, the student teacher should broaden their knowledge” and put up significant effort toward advancing their professional



growth. It is our goal to improve the efficacy of teacher education programmes. Teachers who are effective at their jobs must have a strong command of their subject matter as well as a thorough understanding of other disciplines. Teachers and recent graduates alike must keep their expertise up to date in order to achieve this goal on a consistent basis. Computers and internet access should be made available at the institutions / study centres “for both formal and non-formal student teachers”, according to the department. In order to become a member of the digital library. Graduates should check the website of the commission.

References

1. Jumani, N. B. Hussain, M. A. & Khan, S. B. (2009). Emerging paradigms of management and training in Open University in Pakistan. Proceedings of the 5th International Conference in Open and Distance Learning. Athens, Greece.
2. Khan, T. M. (2008). A comparative study of the performance of primary school teachers trained through AIOU and formal system in AJK primary schools. Ph.D Thesis, Faculty of Education Department, AIOU, Islamabad.
3. Koul, L. (1984). Methodology of educational research. New Delhi, Vikas Publishing House
4. Pathak, R. P. (2012). Principles and trends in education in India: New Delhi: Shree Maitrey Printech Pvt. Ltd.
5. Panday, V. C. (2003). Education planning and human development. Delhi: Chawla Offset Press.
6. Qureshi, R., & Shamim, F. (Ed). (2009). Schools and schooling practices in Pakistan. Karachi: Oxford University Press.
7. Rao, V. K. (Ed). (2004). Distance education. New Delhi: Efficient Offset Printers.
8. Rehman, M. (2011). Introduction to curriculum, curriculum and instruction. Peshawar: The Printman.
9. Siddiqui, M. H. (2004). Technology in teacher education. New Delhi: APH Publishing Corporation.
10. Verma, M. (2006), Teacher education. Delhi: Tarun Printers.