



## **PROS AND CONS: TWO YEAR B.Ed., PROGRAMME IN INDIA**

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### **Abstract:**

*In this paper plays a vital role in national development in terms teacher education. All nations of the world are trying their best survival in the race development and progress, and "Teacher education" is being considered as key element for the purpose. Re-orientation of teacher education is essential for the whole society to face the challenges of the 21st century. This includes intellectual independence of individual creation and advancement of constructive knowledge: the teacher education and training to shape responsible enlightened citizens and qualified experts and specialists, without whom no nation could progress economically, socially, culturally or politically, since society is becoming knowledge based, higher education and research was vital components of cultural, socioeconomic and environmentally sustainable development of individuals, organizations and communities nations.*

**Key Words:** B.Ed., New Regulation-2014, NCERT & NCTE Curriculum & Constructive Knowledge.

### **1. Introduction:**

The teacher education and training to shape responsible enlightened citizens and qualified experts and specialists, without whom no nation could progress economically, socially, culturally or politically, since society is becoming knowledge based, higher education and research were vital components of cultural, socioeconomic and environmentally sustainable development of individuals, organizations, communities nations. So that Dr. D. S. Kothari in the education commission he has rightly pointed out, "The destiny of India is now being determined within four walls". This we belief, is no mere rhetoric. In a word based on science and technology, it is education that determines the level of prosperity, welfare, and security of the people, R. A. Sharma, (2004) [5]. On the quality and number of persons coming out of our school and colleges will depend our success in the great enterprise of national reconstruction whose principle objective is to raise the standard of living of our people.

### **2. Need for Formulation of New Programme:**

All the students must have options that enable them to fulfill their needs with their qualifications at different points of time in their lives. It means that the rigidity of teacher education structures at all levels in higher education must be removed and opportunities for lifelong learning to be provided. A bouquet of quality educational institution have to be created so as to give students options best suited to them and to make them to get opportunities to improve their levels of academic performance, R. A. Sharma, (2004) [5]. Without the systematic and well stuffed curriculum for students' betterment, Indian higher education system can neither deliver nationally nor can it compete globally.

A systematic and well stuffed curriculum that helpful for students lives and also these lead to the empowerment of both the perspective teachers and the teacher educators, by developing their professional competencies and skill. The well organized teacher education curriculum in right track lead to an overall change in the education system that, is desired by all the policy changes and developments in the field. If we have humane and professional teachers who believe in the constructivist approach to

teach in all the classrooms all over the country, we will not require any major reforms and our learners will learn the content happily in the class rooms. We will achieve what we aspire for, that is 'a happy child constructive his knowledge happily'.

### **3. Formulation of New Programme:**

The NCTE prepared the curriculum framework for teacher education in 1998 and for the first time made the recommendation for beginning a two-year B.Ed. programme to prepare quality teachers. The quality of teacher education cannot be given within one year duration, therefore NCTE formulated the (Recognition Norms and Procedure) Regulations, 2014 of national policy for higher education for B.Ed, course duration as two years in India. The NCTE helped to improve the quality of teacher education in terms of modern curriculum. This programme is comprised of three broad inter-related curricular areas—perspectives in education, curriculum and pedagogic studies and Engagement with the Field.

All the courses include in-built field-based units of study and projects along with theoretical inputs from an interdisciplinary perspective. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. Transaction of the courses is to be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments.

In the first year, there shall be work on the field amounting to a minimum of 4 weeks, spread over several days throughout the year. This will include one week of school engagement and three weeks of other engagements. In the second year, there shall be a minimum of 16 weeks of engagement with the field of which 15 weeks are for school internship and one week is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the two years for tasks, assignments and school internship in the field, under the broad curricular area Engagement with the Field.

The weightage of internal assessment for Engagement with the Field shall be 100 %. The internship programme 25 percentage allotted from whole course activities and total working days allotted as 215 days related advance curriculum, syllabus teaching methodology have been formulated and revised by popular subject experts in the field of teacher education recommend imposing standards on intellectual's property as an important part of a solution.

School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater the diverse needs of learners in schools. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of 15 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship. For each student-teacher, internship should be conducted preferably in one school for the entire 15

weeks. However, if the institute wants to provide an opportunity to 2-Year B.Ed Curriculum understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period. Internship should not be reduced to the 'delivery' of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school. Moreover, teaching should not be practiced through the reductionist approach of 'microteaching' of isolated 'skills' and simulated lessons.

#### **4. Pros and Cons of the Two year B.Ed., Programme in India:**

Even though the student teachers have been thought by educators in the systematic way by following the rules and regulation formulated by NCTE (regulation, 2014). This would not help the students teacher to get government job unless they are not clear their eligibility test like TET conducted by the state Government. Therefore more importance to be given to enhance their knowledge and skills not only towards quality of education but also make them to get the Government job to fulfill their life needs. In accordance with the provisions of sub-section (1) of section 23 of the RTE Act, the National Council for Teacher Education (NCTE) has vide Notification dated 23rd August, 2010 laid down the minimum qualifications for a person to be eligible for appointment as a teacher in classes I to VIII. It had been inter alia provided that one of the essential qualifications for a person to be eligible for appointment as a teacher in any of the schools referred to in clause (n) of section 2 of the RTE Act is that he/she should pass the Teacher Eligibility Test (TET) which will be conducted by the appropriate Government in accordance with the Guidelines framed by the NCTE.

According to NCTE, the two year programme for B.Ed., course helps to get the expected behavioral changes among the student teachers. Because, the main aim of NCTE is to bring the quality of teacher to our nation. This two year program helps to shape the excellent teachers to India by their teaching methodology, psychological techniques and philosophical and social concepts apart from these, the students and teachers are facilitated by extracurricular activities like various awareness programme and co-curricular activities. Some of the councillors suggested that to popularize two year programme, it should be played through public address system. Kanwar (2007) <sup>[1]</sup> stated that "India has made remarkable progress in education and in ICT. Yet it has not done much in integrating technologies in its education system. So, technical knowledge should be imparted along with same curricular activities and also adequate teaching professional should be appointed in the educational institution.

Generally B.Sc. M.Sc. B.A, M.A., and M.Com., degree courses with subjects of mathematics, physics, chemistry, biology, economics, commerce, computer science, biochemistry and language subjects, from higher secondary subjects only eligible for B.Ed., course. This system was followed till 2014. NCERT, (2014) <sup>[2]</sup> after completing this B.Ed., they will get opportunities' in their respective subjects in schools. But this academic year 2015 onwards; the engineering students also can opt for B.Ed., course as it has been declared by NCTE <sup>[3]</sup>. If the engineering students choose the B.Ed. curriculum, after two year, they have to be getting better jobs to teach their subjects at high school or higher secondary level. But, there were no sophisticated and well equipped labs (engineering labs) for students at high and higher secondary level.

Moreover there were very few schools only imparting vocational education, technical education at high school. This issue should be considered first and then opportunities' to engineering students to be given. (After solving the employment opportunities of them)

### **5. Contemporary Issues in Teacher education:**

Present scenario there is no provision for subjects like mechanical, electrical, electronic, civil and its interdisciplinary subjects to the school level. If the B.E. and B.Tech., students complete their B.Ed. course, how and where they will be appointed as teachers in high and higher secondary level. Only they can go for teaching in junior technical school or polytechnic colleges.

In some states, the D.T.Ed., teachers are appointed as elementary and primary school level teachers and then they are promoted as high school teachers based on their degree obtained through distance mode education. State Government is giving less importance to B.Ed., students in job opportunity than the Diploma holder teacher. That is why the enrollment of degree holders in the B.Ed. course two year is getting down this year (2015-16). The promoted D.T.Ed, teachers can't impart the subject in depth in high school level in government school, this leads to failures in high school level. Most of the time, private school occupies its first position in state level than the Government school. Above that, language inefficiency has been occurred in Government schools. Based on these above said reasons, most of the parents choose private schools rather than government for their ward's education. The downtrodden or underprivileged people remain in the government school. Even the downtrodden, they are struggling to get admission in private schools under the RTE Act, 25 per cent seats are reserved for students from economically weaker sections (EWS) for improving their ward's future in education.

### **6. Conclusion:**

This paper has highlighted the importance of updated curriculum in teaching learning process and need to sustain it. The strength of course is accepted and it was being leveraged by all the Universities and colleges, J.C. Aggarwal, (2006)<sup>[4]</sup>. Quality must be built into each design and each process. It cannot be created through inspection. However, it should be a onetime activity and is also to be continuously modified. So far teacher education is concerned, NCTE has come out with a changed structure of various teacher education programmes with several new and innovative components and it is our responsibility to ensure that all these components are efficiently integrated with the academic audit process, The University and its affiliated colleges will make all efforts to ensure it. Of late, ICT has made a comeback through Educational Television programme, Ashakanwar (2007)<sup>[1]</sup>. ETV Programme transmissions were gaining strength at a faster pace than traditional teaching methods. Technical education can be imparted along with updated curriculum.

**7. Note:** Views expressed are author's personal not aimed at any one and not of the organization he is working with.

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