



TWO YEAR B.ED PROGRAMME: A STEP TOWARD QUALITY EDUCATION

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Abstract

Education is the strongest weapon which helps in the growth and development of the country. Teacher education is one of the important aspects of education. Educational reforms are the need of the present scenario to improve quality of teacher education. It requires consistent progression of teacher education programmes. Over the last two decades the issue of curriculum regeneration and widespread duration of secondary stage teacher education has received serious attention. Indian educations can no longer grant to remain a sleeping titan 'update or perish' is the need of the time. It was against this background that NCTE undertook a major exercise of developing a new national curriculum framework for teacher education in 1998 and for the first time made the recommendation for beginning a two B.ED programme to prepare quality teachers and also recommended updated curricula for teacher education for various levels of school education from the primary stage to the senior secondary stage-for the academic and vocational streams. The switch over to one year course to two year B.ED course is quite interesting and challenging work. Any teacher education course seeks to train teacher having requisite teaching skills. Practicum approach adopted in the modern teacher education course is to place a student teacher in a classroom situation under the supervision of a qualified teacher. For this purpose the concept of internship introduced in the two year B.ED. Course throughout the country. The introduction of two year B.ED programme brings so many challenges to the teacher educators. It is conceptual paper based on reviews of various research articles, magazines, dissertations; journals related to B.ED two year programmes. The main objective of this paper is to find out the problems faced by students' teachers in two year B.ED programme, followed by few suggestions.

Keywords: two year B.ED programme, challenges and suggestions.

Introduction

Teacher education is the fundamental part of our education system. The quality of teachers training programme decide the success of education system. It is the highlight of the 21 century. Teacher education in the present century is inclination to the challenges of providing literacy and knowledge required for the progress of the nation. Thus the excellence of education depends upon the excellence of the teachers. The qualitative aspects of education depend completely on the character and personality of the teachers. Thus the role of the teachers is very significant for the upliftment and formation of the nation. In order to develop the quality in various dimensions, pupil-teachers training is very essential. Predominantly, secondary level teacher training play a vital role in India. The bachelor of education (B.ED) prepares the quality teachers to improve the excellence of school education and also increase the learning level of children. In this course many efforts were made by implementing the various recommendations by different commissions and committees in India. NCTE has also brought out national

curriculum framework for teacher education during 1978, 1988, 1998 and 2009 which recommended improving the quality of B.ED. programme. Justice Verma commission (2012) recommended that B.ED. Programme should be two year with the sufficient provision to stem out specializations in curriculum studies, policies, finance and foundational studies. National council for teacher education (NCTE) has determined to modify the one-year courses of B.ED. Programme into two-year courses from 2015 onwards throughout the country. The courses structure of the two-year B.ED. Programme offers a broad coverage of themes and careful field engagement with the child, school and community. It is common knowledge that the academic and professional standard of teacher constitutes critical components of the necessary learning conditions for achieving the educational goal. The length of academic preparation, the level and excellence of subject matter knowledge, the repertoire of pedagogical skills, the teacher possesses to meet the needs of diverse learning situation, the degree of commitment to the profession, understanding to contemporary issues, engagement with the field. All the courses include integral field based unit of study and projects along with speculative inputs from an interdisciplinary perspective. Engagement with the field in the curricular components that is meant to holistically link all the courses across the program as well as it also includes special courses for enhancing professional capacities of the student teachers.

TWO YEAR B.ED PROGRAMME FOR TEACHER EDUCATION:

Teacher education and school education are closely related to each other. Growth and development in the both sectors equally reinforce the panic necessary for the qualitative improvement of the entire field of education. Education reforms invariably accord top precedence to improve teacher effectiveness. It requires constant up gradation of teacher education programmes. Over the last two decades in India, the issue of curriculum replenishment and extended duration of secondary stage teacher education has received serious concentration. It was against this backdrop that NCTE undertook a major exercise of developing a new national curriculum framework for teacher education which is both contextual and in tune with the rising concerns and imperatives of the fast changing picture of education both countrywide and worldwide. Hence 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. Widely known as "NCTE Curriculum framework 1998" As per the notification of NCTE, the various universities of India have implemented two year B.ED programme in the affiliated B.ED colleges from the academic session of 2015-2017. The two year B.ED. Course aims at a complete development of the student-teacher; particularly in knowledge and skills, in individual care of the learner and also in methods and evaluation designed to facilitate learning. The course is separated into two parts. It aims at developing understanding of and competence to provide disciplinary knowledge into forms relevant to stage specific understanding of teaching-learning situation detained through intensive study of conceptual explanations, observation and analysis of live classroom situations as well as hand-on experiences and longer duration of field experience. Interactive processes, i.e group reflection, critical thinking have been encouraged. The syllabus retains the essence of student-teacher being active participants in the learning process and prepares the student-teachers for facing the emerging challenges resulting out of globalization and its consequences.

Challenges Identified

As per the curriculum framework provided by NCTE, University Of Jammu has developed curriculum for its two year B.ED. Programme, which has been divided into four semesters and is implemented from the session 2015-17. Its two year B.ED. Programme promises good

quality teacher education by including wide range of subjects, topics and practical's but at the same time it also poses some challenges in its implementation which are as follow.

1 Lack of Books: The two year course has introduced several new subjects like language across the curriculum, understanding discipline and subjects but the reference material and books related to them are not easily available. Suggested readings mentioned in the curriculum include books mostly foreign authors which are very difficult to access.

2 Teachers content knowledge: Teacher content knowledge does manipulate classroom instruction and the richness of learners' experiences. As many of the new subjects and new topics have been introduced in two year curriculum it is clear that the introduction of new topics is going to place a bigger burden on these teachers because of the complex nature of the topics and teachers unfamiliarity with the content. Teachers lack clarity on curriculum development process and they lack orientation which is needed for properly completing these courses.

3 Lack of institutional arrangements: In two year B.ED. programme various practical have been introduced including Drama and Art in education , Yoga etc which requires resource persons and experts in these areas and also proper institutional facilities and arrangements but most of the institutions do not have such experts and facilities and even recruiting such experts for one practical and making institutional arrangements also adds to their expenditure. Most of the colleges will assign the duties for such practical to their regular teachers who lack expertise in the field and it will also add to their work load.

4 Lack of ICT experts: The changing time demands teachers to be well prepared with modern technologies so that they can use them successfully in classroom for enhancing teaching-learning process. In Jammu University two year B.ED programme educational technology and ICT introduced in the second semester but there is lack of experts in the use of ICT.

5 Preliminary school engagements: Two year B.ED. programme includes two weeks visit cum observation to (anganwadi neighboring centre, nursery school, Diet, Innovative centre, primary school, middle school) during first semester. Two week visit cum observation to (high schools, hr. secondary schools, SIE, innovative centre) in second semester, 16 weeks internship cum teaching practice in 3rd and 4th semester. Now the challenges related to school engagement is that although the duration has been increased but the activities which are supposed to be done are difficult to implement in schools. For example students need to observe regular class teachers of school in their classes and maintain written record of these observations which may create problems for some schools on ethical grounds. Also during internship B.ED. trainees need to be in schools for 16 weeks, school are apprehensive about allowing trainees to be in schools for such a long period as many schools feel the performance of their students will be badly affected and it will affect the overall result and reputation of the school. Moreover as a matter of fact many of the schools are not aware about the changes made in the B.ED. Programme as they have not been officially intimated regarding the same.

6 Overloading of papers and time restrictions: The numbers of papers are more in each semester which consists of core papers as well as practicals papers, it has increase the work load instead of reducing it as all of them have to be covered in a particular semesters. In each semester some days are also to be allotted to preliminary school engagement which further reduces the tuition time in college.

8 practical: Some of the aspects of practical also have overlapping with field works of core papers like in childhood and adolescence education paper field work demands B.ED trainees to collect data on multiple childhoods like marginalized children, slum children, street children

etc and in understanding the self practical also they are required to do a seminar related to similar group. So it becomes difficult to demarcate the work clearly from internal and external viewpoint. Similarly few workshops require them to do a number of observation which also overlapped with practical related to preliminary school engagement. It is also difficult for B.ED. trainees to understand their relevance.

9 Field works: Each core paper has some of the field works which are to be covered along with theoretical content. These field works are more in number and difficult to be covered in the given time as theoretical content is vast and lesser time is available.

10 Difficulties in evaluation: As most of the fieldworks involve variety of observations and digital aspects so it is difficult on the part of the internal and external evaluator to check the authenticity of these observations and field works. Also it is equally difficult to evaluate the digital profiles of all activities due to workload of teachers and lack of ICT arrangements.

11 low salaries of teachers: Low salaries of teacher educators is also one of the significant challenges of teacher education especially in the private colleges.

12 Negative attitude of management: negative attitude of managements towards development of both human as well as material resources is also great setback to two year B.ED programme.

13 High pupil-teacher ratio: pupil-teacher ratio is very high during B.ED professional training.

14 Improper admission criteria: In B.ED colleges the admission of students is made on the bases of academic merits which is totally wrong.

15 Lacks of dedication towards the professionalism.

16 Internship cum practice teaching not properly conducted.

Suggestions:

Following suggestions will be beneficial for the eradication of these challenges.

1 Reduce the number of papers: Number of papers need to be evenly distributed or reduced to reduce the curriculum load. It is beneficial for excellence output.

2 Reduction in the overlapping of content: overlapping of content can be reduced by correlating different subjects and covering them in proper sequence.

3 Specification of content: Content need to be specific and properly defined so that each topic can be delimited which will bring uniformity.

4 Reduction in the overlapping of activities: overlapping of activities related to field engagement and practical can be reduced by combining them together.

5 Some field work made suggestive only: some of the field work activities need to be made suggestive rather than mandatory.

6 Teaching of pedagogy should be part of one semester only: teaching of pedagogy should be part of one semester only and it should include some content knowledge along with its pedagogy.

7 Cooperation from school authorities: School authorities need to be officially intimated regarding the expectations from schools according to the changed curriculum so that they can cooperate with the teacher education programmes. The viewpoints of school authorities need to be taken into consideration while implementing school engagement programmes.

8 Detailed orientations: detailed orientation related to new subjects and topics should be provided to the teachers.

9 Admission on the bases of entrance: admission to the teacher training institution in a state should be made on the bases of results of a common entrance test given by a State Agency.

10 teacher-pupil ratio: The teacher pupil ratio in a teacher training institution should be 1:10, subject to minimum of ten teacher educators.

11 Availability of good library: Every teacher training institution should have a good library with at least 5000 books in all subject area.

12 Dedication towards professionalism: teacher educator should be dedicated towards their profession. They make every possible effort to improve the teacher education scenario.

13 Increasing the salary of teacher educator: The salary of private B.ED college teacher is very low. It is the need of hour to increase the salary of teacher educators in B.ED colleges.

Conclusion

With the help of this paper, we illustrate the complexity of curriculum reform. We feel that many of the issues and challenges discussed above apply not only to new content, but also apply to its execution and evaluation within a new framework. While the new curriculum is appreciable but few teachers will be able to translate the very complex and vaguely stated outcomes of the curriculum into appropriate learning programmes. In this paper we have attempted to illustrate the range of practical demands and challenges placed on teachers and colleges involved in making this curriculum successful.

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