



An Overview of Present B.Ed. Curriculum

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Abstract

Education, being a human endeavor, is seen as process of development of knowledge competencies, skills and values through pedagogic and socialization process of organized schooling. So teacher education institutions have pivot role in development of personality of both teachers and pupils. This will lead strong base for the development of future generations of the nations. Over the last two decades in India, the issue of curriculum renewal and extended duration of secondary stage teacher education has received serious attention. A perusal of the reports of various commissions and committees like, Kothari Commission, Chattopadhaya commission and Justice Verma committee indicate the preference for longer duration of B.Ed. programme. It was also endorsed by the Hon'ble, Supreme Court of India. The NCTE made the recommendation for beginning a Two year B.Ed. programme to prepare a quality teacher as per regulation 2014 aims at a complete development of the student teacher being active participant in the learning process and prepares the student teachers for facing the emerging challenges resulting out of globalization and its consequences. The changes in the duration of B.Ed courses will lead Teacher Education more sensitive to the emerging demands of the school system by developing the competency of student teachers for doing different roles. On the other hand; after completion of two-year first batch it has some difficulties. Present paper focuses an overview on the visions, requirements, difficulties and solutions to overcome these difficulties especially University of Calicut, Kerala.

Introduction:

The National Council of Teacher Education (NCTE) is planning to introduce two year Bachelor of Education (B.Ed.) course instead of the prevalent one year course. The NCTE gives the recognitions to the B.Ed. colleges and regulates their activities in India. We have witnessed major changes in the structure of teacher education, which came after 67 years after independence. The NCTE recently came up with a new regulation called NCTE (Recognition Norms and Procedure) Regulation, 2014, which was published in the Govt. of India Gazette on December 1. To ensure quality teacher training, the NCTE is making some sweeping changes from the academic year 2015. It is increasing the duration of the B.Ed. programme from one year to two years with major change in the curriculum.

As per the new regulation, the B.Ed. and M.Ed. have been recognized as a professional course with duration of two academic years instead of one-year course. The fresh curriculum for B.Ed. and M.Ed. has been implemented with new prospects and priorities across the nation. NCTE Document, December 2014 states: “the course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The programme comprises three inter-related curricular areas i) Perspectives in Education, ii) Curriculum and Pedagogic Studies, and iii) Engagement with the Field. All courses include in-built field based units of study and projects along with theoretical inputs from an interdisciplinary perspective. All the courses include in-built field- based units of study and projects along with theoretical inputs from an interdisciplinary perspective. Engagement with 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, cases-studies, group presentations, project, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments.

After a long-term debate and discussion, realizing the insufficiency/ inadequacy of one year B.Ed. programme, NCERT introduced two year B.Ed. course in its four wings from session 1999-2000 in accordance with NCTE guidelines. Since then this course is continuing four RIEs keeping in view many hopes and aspirations.

(Curriculum Framework for the NCTE Two-year B.Ed. Programme, National Council for Teacher Education, New Delhi, December 2014, page 2). Above said ideas reflect some good steps of new model curriculum, but a mere change of curricula to restructure the content of Teacher education can turn out to be eyewash unless or until its transaction at grass root level is not improved. Above said changes in norms and curriculum were made to make qualitative

improvements in teacher education in India and providing it true status of a professional course. After implementation of new regulations, the first batch of two year B.Ed. course has been completed across the nation. It is observed that there is confusion over many aspects of new B.Ed. curriculum among administrator's, teacher educators, students and other stakeholders. Teachers and students are in problematic situation by the complexities of the rapid changes in educational programs and planning. So after the completion of first batch an attempt is made to highlight some of the dilemmas, fear, problems which are overcoming some positive points of Two Year course of B.Ed. The Teacher education curriculum and regulations have witnessed a paradigm shift in recent years. However some of the problems have also been there like updated curriculum, duration and quality of internship, in-service teacher education, lack of practical aspects and teacher education through distance mode are debatable issues. This paper deals with major problems and proposed suggestions for teacher education.

Programme: Programme means a patterned combination and sequences of courses in the discipline education spreading over four semesters, the successful completion of which would lead to the award of a bachelor degree in education.

Course: Course is a complete integrated series of lessons/instructional content which are identified by a common title.

Major Difficulties & Solutions

Questions on Quality Improvements

These new regulations were made for qualitative improvement in TEC (Teacher Education Centre) but at the end of second year of the course, discussion among most of the teacher educators are not related to quality dimension at all. New trends of **dummy** admissions, confusions over the content to be taught, questions, doubts and criticism on the curriculum prepared by various universities are main points of discussion in the community of teacher educators. These may be due to initial stage of implementation but it is also true that some fundamentals issues are yet to be addressed. Some of them are given below,

1) Admission Procedure

Admission procedure is the important aspect of the whole programme. Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the state Government/U.T. administration and the University. In Maharashtra some non grant B.Ed.

colleges are having their own CET i.e. parallel admission procedure. Because of this the admission procedure is delayed. For this some fruitful steps have been implemented by state governments.

2) About the Fee Structure & Financial Burden on Students

As the duration of the course has been extended to two years. This leads to revision of fee structure. The admission will be given to those students who have better economic background if there is rise in fee. This will create hurdle among the students having weaker economic background, especially from rural & deprived class areas. So for this purpose such students should be provided merit/loan scholarships by the state governments; so that the students will get financial support for completion of two years B.Ed. course.

3) Infrastructure of the Colleges

Majority of Government and Aided TEC are having the adequate infrastructure. But according to some academicians, the existing infrastructure will go waste as the number of seats has been reduced to half. So this will lead to wastage of full fledged utilization of the infrastructure. But in the case of an un-aided sector most of the colleges; those who have got two units have not adequate buildings and facilities to accommodate 200 students in second year. So Before allotting the number of seats, NCTE should visit the college and know the requirements.

4) Recruitment of Teacher Educators

The curricular framework for two years course suggests 16 full time teacher educators including principal. The distribution of them has been suggested as Principal (1), Perspective in Education (4), Pedagogy (8) (only for Mathematics, Science, Social Science; Languages), Health Education (1), Fine Arts (1), Music and Dance (1). It will make confusion about number the pedagogy subjects in the present TEC. e.g. ACOE Satara is having more pedagogical subjects i.e. Languages -Marathi (Regional), Hindi, English, Sanskrit, Social Science, History, Geography, Commerce, Science & Mathematics. So the problem of one language will be created. There will be difficulty in getting the full time teachers in fine arts, music & dance. So this problem can be solved either by training the existing staff having such competencies or by recruitment of part time teacher educators but if some TEC require more pedagogical subjects. There is no provision of teacher -educators as the UGC, NCTE or Government will not afford/permit the salary of extra number of teacher educators. So number of sanctioned post of teacher educator should be taken into account by governing bodies i.e. UGC, NCTE & State

Government. The problem of surplus of teacher educator could arise & should be retrenched properly.

5) Extension of Duration of Course

Extension of duration of course would adversely affect students. Extending the course to two years has not been very helpful as the curriculum has remained the same. “While the course duration was extended, the curriculum has not changed much. Students are taught a year’s curriculum in two years, “the students take two exams each semester and the course constitutes four semesters, adding that the course was more practical-oriented.

The course was started at June 2015 and ended in April 2017. But some Universities do not follow this time, Instead of April course ends in July-August. Students have to spend more than two years for same degree without assurance of job. And the students cannot join other courses in that particular year. Some dual degree courses should be designed for this purpose. So that the student teacher will be enriched by the knowledge and also get job opportunities. So across India each state should assure the completion of course with in the stipulated time.

6) Theoretical Difference

No doubt about that new curriculum a significant departure from the previous one year programme in some areas instead of simply a sort of course-extension, But some teacher educators are not satisfied with model curriculum which was put in public domain. Some voices are raised that philosophical foundation of education are not given their due importance in model curriculum prepared by NCTE. Certain important parts have not been covered. A major criticism is that after the completion of Bachelor of Education degree students don’t know the proper definition of Education. All the philosophers’ thoughts, Nature of Indian Society & Modernization are learning after the internship.

The study of theory courses, Gender, School and society & Creating an Inclusive school have been learned before the Internship. The main objectives of this course are;

- To identify important gender issues in School and Educational settings.
- To understand the concept of Curriculum and the factors influencing it.
- To explore the definition of ‘disability and Inclusion within an Educational frame work.
- To identify Barriers to learning and participation’ related to school education.

These objectives should understand the learner before the internship. Then only they can make practice these things in schools.

Consider the new courses Language across the Curriculum & Understanding Disciplines and Subjects in first semester; there was no idea of the teacher educators how to transact the objectives of the courses.

It is undeniable that the curricula area under Engagement with the Field the Self, the Child, Community and School with its three components particularly the last one viz., courses on EPC including reading and reflecting on texts, drama and art in education, critical understanding of ICT, and understanding the Self suffers from ambiguity and appears to be a little too ambitious. So NCTE should come forward and try to address these issues so that it should be practiced in true spirit.

7) Additional Optional Course and Implementation

The additional optional courses included in Curriculum are as follows:

- Child Rights Education
- Environmental Education
- Education for differently Abled
- Guidance and Counseling
- Health and Physical Education
- Management in School Education
- Value education

Institutions with 50 annual intakes should offer a minimum of two courses from this: institutions with 100 annual intakes should offer at least three courses from this category. Before internship students want to know these areas for practical purpose, but unfortunately students know this area after the internship.

8) Repetitions of Theory

Some theoretical aspects are overlap in different courses of B.Ed. Instead of repetitions of theory add new topic in the curriculum.

9) Practical Courses

Micro Teaching

At Calicut University Kerala, for practicing 5 micro lessons and one link practice, the available time is 30 hrs and given mark is 20. This time is not enough if the strength of the student is around 20 or more and the mark allotted for micro teaching session is not sufficient.

Action Research

It is one of the practical works that has to be done, during the internship, at the same time the theory of Action research cannot be included in the curriculum.

The Concept of Internship

The concept of five month internship introduced in two year B.Ed. course throughout the country is quite challenging one for all the teacher education institutions. The aim of internship program is to incorporate teaching skills among the student teachers. Internship program is an effective way to give training to the student-teachers about real world of work. It give them an opportunity to integrate theory and practice, plan and deliver lessons properly, critically analyze their own and peers teaching styles and improve them in the light of feedback given by supervisors. Through this program they understand the role and responsibilities of professional teachers. Internship program also give them opportunity to understand different aspects of school program and improve their skills and abilities in teaching profession. An effective and improved internship program is required in developing student-teachers personalities as true professionals in field of education.

10) Internship & Difficulties

Now in two year course a full semester is devoted for internship but no clear guidelines are available in the colleges of education and school authorities regarding this. Whether the schools will willingly accept or have to be persuasive implementation. Some schools are reluctant to offer the requisite number of classes during five month period of practice teaching session (general feeling one comes across is that school discipline, normal classes, school test, timely completion of syllabus gets hampered. So the student teachers have to be satisfied with the allotted number of classes may be 1/2/3 days a week or two student teachers per week). If this be the situation, what will be the internship task? Will it be just be for name sake, needs to be witnessed. Now the problem will be more severe because earlier this type of bad practices for approximately one month, now it will be for 5-6 months. So there is dire need to frame some concrete plans with the involvement of representatives of state education board, CBSE, ICSE

and Teacher education Institutes. Some procedures should be implemented to ensure quality practice.

Most of the students and teacher educator's opinion is that after completion of internship, course should be completed. The role of the student teacher from a teacher to student after the 5 month internship creates more adjustment problems in TEC.

These new regulations were made for qualitative improvement in TEC but at the end of second year of these courses, discussion among most of the teacher educators are not related to quality dimension at all.

New trends of dummy admissions, confusions over the content to be taught, questions, doubts and criticism on the curriculum prepared by various universities are main points of discussion in the community.

11) Assessment Indicators of School Internship

At Calicut University of Kerala, after the internship the optional teacher wants to assess 19 indicators and at the same time there is no direct course in fourth semester for interaction with students. At the same time the junior batch having two courses namely Pedagogic Practices & Professionalizing Education of particular option paper wants to take. So the work load of Optional teacher educator is very high.

12) Salary Structure

Many of the teacher educators in government as well as private sector say that the duty load has been doubled but salary structure for the teachers from academic college teachers is same. But teacher educators have to achieve more educational qualification, more competencies and have to spend extra years (today 2 extra years & according to new structure he/she have to spend 4 extra years). This issue can be taken into account. Some incentives should be provided so that the teacher educators will be motivated. All most all the Un-aided sector teachers got very low salary compared to government sector. The Un-aided sectors do not follow the salary norms of University.

13) Privatization of Educational Institutions

Privatization of education has emerged in several forms in the recent decade in India. In Kerala, Total TEC is 212. Out of these near about 80 % are in un-aided sector. With the mushrooming of these private institutes in the modern era, the education has acquired the status of a marketable commodity, where educational institutes are the traders and students are the

customers. These institutions started courses like B.Ed., D.Ed., M.Ed., B.P.Ed., and many more without basic infrastructure and qualified teaching faculties. They are appointing those teachers that are low salaried and far away from the standards. In this environment, teachers do not have any Job security, so that they always do as management desire and they are morally down in the dumps. In this environment, teachers do not have any Job security, so that they always do as management desire and they are morally down in the dumps.

14) Pre-Service & In-service Programme

There was a lack of Pre-service and In-service programme related to the existing curriculum. Pre-service education has only long term impact on the quality of B.Ed. That is why immediate measures will have to focus more on in-service education of the existing teachers and up-gradation of their capacities. Currently in-service education is sporadic, not logically inter-related without yielding additional tangible benefits to the teacher .The curriculum for in-service education should be need-based and focus on clearly identified weaknesses in the field. The teachers should have the option a pre-testing to opt for only such modules of pre-service that help him/her remove the deficiencies and weaknesses identified in him/her. So the State Governments take certain initiatives to co-operate with the Universities to give the proper Pre-service and In-service programme for the revised B.Ed. Curriculum.

15) Developing Professional Skills

Inadequacy of practical professional skills is too widely noted to need elaboration. "It is never too late". A series of workshop innovatively designed can enable identification of teacher-educators strong in certain professional skills, which can be disseminated through a series of training workshops of other teacher-educators.

16) Differences in Curriculum

Consider the case of Universities in Kerala the curriculum of different Universities shows difference in its courses, internship and practical oriented works. In Calicut University impart of internship fully at third Semester. But in Kerala University and Mahatma Gandhi University internship spared over two semesters.

Advantage

The minimum eligibility to apply for B.Ed. is a three year undergraduate programme. And with B.Ed. becoming a 2 year course, one has to study for five years to become a teacher (3 years of graduation + 2 years for B.Ed.) The experts feel that the change in duration of the course and curriculum will give a professional edge to the aspirants like any other professional courses like B.E. (4 years), MBBS (5-and-a-half years), CA (5 years) etc. Five month internship helps the students to know the various school activities and certain pedagogical skills. It provides greater scope for development of teaching skills of different areas i.e. knowledge on teaching-learning methodologies and knowledge on pedagogy of teaching learning among the trainee-teachers. It develops a sound knowledge base for trainee-teachers in content areas, develops skills of trainee-teachers to be competent enough regarding how to transact the content materials to the students of the schools meaningfully. Some of the value related objectives that two-year B.Ed. intends to develop among the trainee teachers are commitment, competence, accountability, dutifulness etc. of the trainee-teachers towards the profession. It is primarily practical oriented. It gives stress on practical activities like internal assessment, project works, sessional works, internship in teaching, practice of micro-teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc.

Conclusion

Visions, objectives, requirements constraints & solution of two years B.Ed. course mentioned above no doubt it is a big change in Teacher Education field. But by taking some is required. The governing bodies should also think about how their requirements should be fulfilled so that major difficulties should be overcome by TECs. Strict norms for Colleges will come, only those Colleges that have the required infrastructure and facilities will only be permitted to increase intake of students. Consider the case of Universities in Kerala the curriculum of different Universities shows difference in its courses, internship and practical oriented works. Varies hope this increase in duration generates better, professional and outstanding teachers.

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