



Issues of B.Ed. Programme in terms one year or two years and Teaching Learning Process: Some Observations and Reflections

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Abstract

Our nation is the land of eminent teachers and scholars. In the history of education, our country made significant contributions by the reflection of eminent teachers and scholars. The role of teachers makes lot of difference in the life of child as well as in the system of education. In 21st century, teaching and learning process has become more experiential which require reflective teachers to satisfy the hunger of knowledge. Question comes in mind, if the role of teacher is so important, which type of training should be given to them? Present course, content and methodologies are sufficed? Are we going in right direction in terms of child psychology or teacher education programme? If our role as a teacher is challenging, then, duration of course (one year or two year) is sufficient. Keeping all the questions in mind presenter has tried to develop thematic paper in the light of recommendations of commission and policy makers.

Key Words: B.Ed. Programme, teaching learning

1. Introduction

Teachers play the pivotal role in school education, but of late their continuing emphases on the age old instructivist approaches, inspite of the wide ranging reformations in the classroom processes and practices, have come for close scrutiny. And as a natural corollary, the teacher education programmes perpetuating obsolete practices have attracted severe criticism. Recent developments like the National Curriculum Framework (NCF) 2005, the Right of Children to Free and Compulsory Education (RTE) Act, 2009, the National Curriculum Framework for Teacher Education (NCFTE)2009, and other developments in the field of Teacher Education have renewed the vigor and resolve to rejuvenate teacher education in the country.

In last twenty five years maximum changes took place in the area of teacher Education, Why? In response to these questions various explanations can be given. Teacher training programme deals with teachers. They are prepared to deal with future generation of India. Our teachers are going to give shape to next generation. Second important question is that teacher education also faces drastic changes. Earlier, in the classroom, teacher was at the centre. He or she was the person who used to provide information or knowledge to students. But now, our students have multiple source of information. It is necessary to prepare teachers to deal with situation.

In the present paper, presenter tries to focus on the pros and cons of two years duration for B.Ed. course. People have various view point on this issue. Before one year, when one year B.Ed. course had been offered. It was generally said that B.Ed programme was very fast. Now, NCTE has taken initiative to offer B.Ed. programe of two years. Once again people started criticizing. When policy makers take some decision, they test their decision with various opinion and difference. In the present paper, we will try to understand situation with the support of theory and point of view of others.

2. Importance of B.Ed. course

Education systems have remained, almost without exception, remarkably stable despite sweeping changes all-around them. To put it simple, they are, by and large, closed systems, and the pace and the scale of their change in response to challenges they encounter are unimpressive. In the Indian context, the second-half of the 1980s and the 1990s i.e., the period immediately following the National Policy on Education (1986 / 1992) was the most propitious period for accelerated educational development. No other policy framework, not even the laudable the Kothari Commission Report (1964-1966), evoked similar response from policy-makers and planners. Fortunately, the momentum continued uninterrupted till date. The priority has, of course, rightly shifted to school education, pre-eminently to elementary education. Within this sub-system, quality coupled with equity, has come to acquire overriding priority in terms of planning, strategies, interventions and investment.

Quality, broadly conceptualized in terms of inputs, processes and outcomes, has been acknowledged as a non-negotiable mandate. Teachers are the frontline providers of quality education. Sufficient supply of well-qualified and well-trained teachers is the most, if not the only, contributing factor of school effectiveness and quality of learning. With this paradigm shift from simplistic linear quantitative expansion to qualitative transformation in school education, the teacher education system in the country has increasingly emerged, during the last two decades or more, as an area of overriding concern.

3. Some observations regarding One year B.Ed. programme

To become teacher is not simple phenomenon. It is necessary to understand the importance of course as well as responsibility towards society and nation. Under this course various aspects and skills are being taught. Any skills never be taught over night. It requires practice as well as patience. As in primary education, we always say that each child has his on speed or pace of learning. Likewise, each trainee has his own pace of learning course. Second important aspect of the course is that whatever trainee learns here as theory, next day he or she has to apply those theory in Microteaching or Practice teaching. It expected from each trainee that whatever experiences he or she pass through, they should understand it and enhance their inner strength.

In B.Ed course following subjects are taught as theory part:

- Teacher in emerging Indian society
- Education psychology, learning and & Measurement Evaluation
- Development of Education System in India & Statistics
- Educational Technology and School Management
- Foundation courses

Along with this Micro teaching and practice teaching also play a very important role. During B.Ed. programme each trainee passes through various extracurricular activities. During one year B.Ed programme , to carry out all the theoretical as well as practical activity between June to April was difficult. Then, CBCS and semester systems were introduced, which made this task harder. One poignant question may occur in our mind that all trainee pass through all the process without understand the essence of it, are we producing competent teachers? This question is left to the wisdom of listeners. According to National knowledge commission (2009), Institutions providing pre-service teacher training and granting B.Ed degrees should be subject to the same regulatory authority, and there should be adequate monitoring of the training provided by private organizations. There is need for curricular reform in both pre service and in-service teachers training. The curriculum should be framed in ways that are directly relevant to teachers and the requirements of particular classroom situations, such as multi grade teaching, special needs of first-generation learners etc. This means that curricula should be framed with greater inputs from teachers themselves, and their practical requirements in the classroom

4. Curriculum Framework for the NCTE two-year B.Ed. Programme

This document presents the course structure for the NCTE Two-year B.Ed. Programme and outlines the nature of experiences to be offered to the student-teachers to make them reflective practitioners. The course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community.

Curricular Areas

The programme shall comprise three broad curricular areas – Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field. The courses under each of these areas are as follows:

1. Perspectives in Education

Perspectives in Education includes courses in the study of childhood, child development and adolescence, contemporary India and education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education.

2. Curriculum and Pedagogic Studies

Curriculum and Pedagogic Studies offers a study of the nature of disciplines, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one subject area, at one/two levels of school.

3. Engagement with the Field – the Self, the Child, Community and School

This curricular area would have three components –Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus, School Internship, Courses on Enhancing Professional.

Capacities (EPC)

Course *EPC 1*: Reading and Reflecting on Texts (1/2)

Course *EPC 2*: Drama and Art in Education (1/2)

Course *EPC 3*: Critical Understanding

5. Some observation and Reflections

Teacher Education programme has its own importance. Across the world, all nations want good teachers. A good teacher play pivotal role in the progress of society as well as community. Future of the nation is future generation and they are being shaped by teachers. The second important point is teaching learning process. Today, child comes in the classroom with various ideas and expectations towards teachers. We are in the age of science and technology. Our children have not seen land line phones. They have seen smart phones and internet facility. So, they are passing through rapid behavioural changes which are not easy to deal with. This recent development also indicates towards one message that teaching learning process is going to become more complex in near future. To meet requirement of present time, it is necessary to bring better changes in the area of teacher's education. Justice Verma (2012) recommended following suggestions for B.Ed. course:

- Teacher Education should be a part of the higher Education system. The duration of programme of teacher's education need to be enhanced, in keeping with the recommendations of the education commission (1966) the implementation of which is long overdue.
- Current teacher Education programmes may be re – designed keeping in view the recommendations in the national Curriculam (NCFTE 2009) and other relevant material
- In keeping with the recommendations of the Education Commission (1966) every pre- service teacher education institution may have a dedicated school attached to it as laboratory where student teachers get an opportunity to experiment with new ideas and their capacities and skills to become reflective practitioners.

From the aforesaid recommendations I would like to highlight a few points:

- It is recommended that duration of course should enhance. It necessary to understand while teaching learning process has become more complex as compare to previous years. In the age of advance technology, child comes in the classroom with various information, to understand the requirement of child teachers should be equipped with theoretical as well as practical aspect of child psychology, demographical background as well as social situation too etc.
- NCF (2005) recommends that child should passes through various experiences and through the experiences they develop their own learning. Here, role of teacher also changes. A teacher has to provide ample of experiences and new situation wherein each child will develop learning and concepts. So, it is necessary to develop teacher who has good knowledge of Curriculum and Pedagogic Studies, critical understanding of the school curriculum, pedagogy as the integration of knowledge about the learner, back ground of research relating to different aspects of young children's learning. If a teacher wants to understand child in holistic manner, it is necessary develop broader understanding about course and content of B.Ed. programme.
- During teacher training programme, each trainee should pass through experiments. For any skill developments, it is necessary to apply various approaches and method in various situations. Now, suitability of the particular method or technique for particular situation can be observed through experiments in real classrooms among children. To carry out such research, it is necessary to have sufficient time duration, so , you can understand phenomenon in a broader sense.

6 Conclusion

In the present paper, presenter has tried to understand relevance of duration of B.Ed. course in light of recommendations and suggestion of the various commissions. In the interest of nation building, for the better education of future Indian citizen, with the support of extensive recommendations of educationist, justice and policy makers, duration of two years for B.Ed. course is logical and necessary.

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