



Effect of CBCS and Semester System on Future Teachers

Dr. Mehali R. Desai
Assistant Professor,
Shri Shankar B.Ed. College, Manund
Gujarat (India)

Abstract:

The UGC report had suggested following issues to be addressed under the Eleventh plan:

- *Lower enrolment in higher education;*
- *Inter-state and inter-district disparities and rural-urban differences in the access to higher education;*
- *Inter-caste, inter-religion, male-female, poor-non-poor disparities in access to higher education;*
- *Issue of quality in higher education;*
- *Issue of providing relevant education;*
- *Academic reforms in Universities and Colleges; and*
- *Regulation of private educational institutes.*

It is gratifying to note that, eventually, the Eleventh Plan has addressed most of these issues, and developed policies and programmes accordingly. Its main focus is on expansion in higher education with inclusiveness, quality, relevance, and with academic reform. (Retrieved from <http://www.ugc.ac.in/oldpdf/pub/he/heistategies.pdf>). Under the title of Academic Reforms in Higher Education under chapter-8; UGC has included the plan of Semester System & CBCS System. This article assumes that the future education through Semester System & CBCS System.

Keywords: *CBCS System, Ground Reality, Semester System, Teacher Education*

1. Introduction

Popularly known as Kothari Commission the Commission devoted one complete chapter on Teacher Education detailing various recommendations for the improvement of its quality. It emphasized that the essence of teacher education is “quality”. In its absence, teacher education becomes a financial waste and a source of overall deterioration in educational standards. Objectives of teacher education should be formulated on the basis of following broad principles.

- Re-orientation of subject knowledge
- Vitalization of professional studies
- Improvement in methods of teaching and evaluation
- Improvement of student teaching
- Development of special courses and programmes
- Revision and improvement of curricula.

Quoting UNESCO’S resolution of October 5, 1968 on status of teachers, the role of the teacher has been specified as-“The purpose of a teacher preparation should be to develop in each student his general education and personal culture, his ability to teach and educate others, an awareness of the principles which underlie good human relations and sense of responsibility to contribute both by teaching and example to social, cultural and economic progress”

2. Ground Reality

This year students have been enrolled for B.Ed. programmes in 15th June, in October they will appear for the First Semester Examination. Before one year back in B.Ed. Colleges, we used to spend around 20 days for Micro teaching, this year we got only five days. With the help of Microteaching some basic skills are taught to future teachers. In class room teaching these skills are very much important. This year due to lack of time process of Microteaching became very mechanic. This year between Microteaching and Stray lesson there was gape of Five days. Till last year we used to give 15 to 20 days for preparations of lesson plan including Demo lesson. This year to give all information we got only 6 days. In first semester our teacher will give only eight lessons as practice teaching. Because of semester system total number of lessons is decreased as compare to last year. To accept semester system across state rapid changes have been accepted but in all this exercise the basic concept of teacher education is totally missed out.

At one side in Gujarat, one university is going to take shape for Teacher Education in which after 12th Education will be given and student will come out after completing M.Ed. So, student will get opportunity to understand the role of teaching learning process. On the other side in the same state B.Ed. colleges will produce teacher who has completed this course in seven month and in that seven month also two semesters. Teacher Educator will not get suffice time to explain any subject in detail.

3. Question for Quality Teacher Education

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

To all above mention subjects are quite lengthy and to produce quality teachers it is necessary that these subjects should be taught with thought provoking sessions. But now case is different. Syllabus is time bound. Each part has been divided in units. Fix number of period has been allotted to those units. In that number of period respective lecturer has to finish that portion. Now question is that allotted time for portion is sufficed or not.

4. Mockery of Practice Teaching

In the name of new system gradually we are eliminating practice teaching from teacher education programme. The course of B.Ed. is practical in nature. This is called vocational or professional course. But ground reality is different. It has become more mechanic in process. This year four lessons are introduced as creative lessons. It is just for practice. In different words it can be said this is just formality. Apart form this all thing in first semester following things are included:

- Terminal examination
- Term papers
- Teaching aids
- Assignment (Method 1)
- Assignment (Method 2)
- Experimental work
- Co –curricular activities
- Computer practical work

At one side we don't have time for practice teaching other side we need to take all the above-mentioned work from the students. Semester system has been introduced to reduce the burden no to increase the burden.

5. Conclusion

It is to be understood that teaching learning has been passing through frequent changes and change is permanent. But when we adopt changes, we should not forget ground realities. There is no harm in accepting semester system. But it is necessary to understand basic requirement of that particular field in which we are going to implement it. In teacher education course semester system has been implemented. Before its implementation it could have been observed that is it possible to manage all the activities of this course? How will be justified practice teaching? What about the profound theories? What about quality teacher education? In this paper author has tried to draw attention of policy makers as well as NCTE members.

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