

The Redesigned B.Ed. Curriculum -2014: A Critical Analysis

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Abstract:

There has been a paradigm shift in the system of teacher education in India after successful introduction of National Curriculum Frame Work (NCF)–2005, National Curriculum Frame Work for Teacher Education (NCFTE)–2009, Right to Education Act (RTE), 2009. The new B.Ed. curriculum (December, 2014) has been designed by the National Council for Teacher Education (NCTE) and vision of all the above mentioned comprehensive documents along with recommendations of Justice Verma Commission, 2012 are to be given priority in designing the new curriculum. Various commissions and committees in their report have shown their major concern for education reforms. Two major developments in the recent years form the background to the present reform in teacher education - the political recognition of Universalization of Elementary Education (UEE) as a legitimate demand and the state commitment towards UEE in the form of 86th Amendment, 2002 which has led to the Right to Education Bill, 2008 and the National Curriculum Framework (NCF) for School Education, 2005 One-year teacher-education programmes neither accommodate the emerging ideas in context and pedagogy nor address the issue of linkages between school and society. There was little space for engagement with innovative educational experiments. After a long-term debate and discussion, realizing the inadequacy of one year B.Ed. programme, the MHRD has restructured (December, 2014) the teacher training system by doubling the duration of teacher training courses. The newly designed B.Ed. curriculum comprises three inter-related curricular areas - i) Perspectives in Education, ii) Curriculum and Pedagogic Studies, and iii) Engagement

with the Field. The 2-Year B.Ed. course aims at a complete development of the student teacher; particularly knowledge and skills, in individual care of the learner and also in the methods and evaluation designed to facilitate learning.

Yoga Education, Peace and Value Education, Health and physical Education, Environmental and Population Education, Activity Based Learning etc. have been incorporated in this new curriculum. But at the same time the curriculum also bears some limitations. In this investigation relevance of this new curriculum to generate a value based positive, socially adjusted, ideal citizen for the future has been envisaged.

Keywords: *Teacher Education, B.Ed. Curriculum, Value education, Changing needs of society.*

Introduction:

There has been a paradigm shift in the system of teacher education in India after successful introduction of National Curriculum Frame Work (NCF)–2005, National Curriculum Frame Work for Teacher Education (NCFTE)–2009, Right to Education Act (RTE)–2009. The new B.Ed. curriculum (December, 2014) has been designed by the National Council for Teacher Education (NCTE) and vision of all the above mentioned comprehensive documents along with recommendations of Justice Verma Commission, 2012. The one-year course will be replaced by a two-year programme with a vision and mission, values and objectives. To ensure quality teachers churning out of training colleges NCTE is making some sweeping changes from the last academic year.

Reports of Various Commissions on Teacher Education:

Various commissions and committees in their report have shown their major concern for education reforms. The Education Commission (1964-66) dwelt at length on various issues related to teacher education. It recommended professionalization of teacher education, development of integrated programmes, comprehensive colleges of education and internship. The Report of National Education Commission states: “The destiny of India is now being shaped in her classrooms.” The National Commission on Teachers (1983-85) recommended five-year

integrated courses and internship. National Policy on Education (1986/92) states: “The status of teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teacher”. The NPE recommended the overhaul of teacher education to impart it a professional orientation and referred to the same concerns voiced by the earlier Committees. Its recommendations led to the launch of the Centrally Sponsored Scheme of Teacher Education incorporating the establishment of DIETs, CTEs and IASEs. The NPE Review Committee (1992) and the National Advisory Committee on Curriculum Load (1993) have also drawn attention to the need for qualitative reform of teacher education and suggested various measures. The Review Committee recommended adoption of the internship model for teacher education involving a brief theoretical orientation followed by a 3 to 5-year period of supervised teaching in a school under mentor teachers. The Advisory Committee in its report *Learning without burden* drew attention to the need for the involvement of teachers in curriculum and textbook preparation and training teachers in fostering learning through activity, discovery, observation and understanding. These policy recommendations have led to actions resulting in the development of National Curriculum Frameworks on Teacher Education and production of resource materials. National Curriculum Framework for Teacher Education, 2009 recommended Teacher education as a whole needs urgent and comprehensive reform. There is a need to bring greater convergence between professional preparation and continuing professional development of teachers at all stages of schooling in terms of level, duration and structure. Considering the complexity and significance of teaching as a professional practice, it is imperative that the entire enterprise of teacher education should be raised to a university level and that the duration and rigour of programmes should be appropriately enhanced.

Paradigm of Reformation in B.Ed. Curriculum:

Two major developments in the recent years form the background to the present reform in teacher education - the political recognition of Universalization of Elementary Education (UEE) as a legitimate demand and the state commitment towards UEE in the form of 86th Amendment, 2002 which has led to the Right to Education Bill, 2008 and the National Curriculum Framework (NCF) for School Education, 2005. NCF-2005 states that teacher-education programmes today train teachers to adjust to a system in which education is seen as the transmission of information.

The NCF–2005 requires a teacher to be a facilitator of children’s learning in a manner that the child is helped to construct her knowledge. It also opens out possibilities for the teacher to participate in the construction of syllabus, textbooks and teaching learning materials. Such roles demand that teachers be equipped with a better understanding of curriculum, subject content and pedagogy on the one hand and community and school structures and management on the other. The National Knowledge Commission (NKC), 2005 has observed that teachers are the single most important element of the school system, and the country is already facing a severe shortage of qualified and motivated school teachers at different levels. It is urgent to restore the dignity of school teaching as a profession and provide more incentives for qualified and committed teachers. National Curriculum Frame Work for Teacher Education (NCFTE), 2009 states that there is also a need to critically review the secondary teacher education system. The one year second Bachelor’s degree (B.Ed.) model seems to have outlived its relevance. With the proliferation of B.Ed. colleges, particularly with privatization and commercialization, B.Ed. programmes have become weak in both theory and practice. Even the few institutions which keep struggling to make this programme meaningful find it difficult to overcome the structural constraints that the short duration of the programme puts up. It is desirable within a finite time frame that the existing one-year second Bachelor’s (B.Ed.) degree programme is structurally transformed to a two-year one, with deeper and more protracted engagement with school-based experience and reflective and critical engagement with theory. In the transitory phase, however, the existing one year programmes can work towards better utilization of the time available, greater emphasis on a school-based internship and emphasis on reflective practice based on perspectives on child, contemporary society, basic concepts of education and curricular and pedagogic alternatives. Justice Verma Commission, 2012 has attempted a close scrutiny of the existing provisions and the quality of teacher education to facilitate identification of the deficiencies therein, and then to enable it to make recommendations which can rectify the defects and provide the level of teacher education necessary to produce quality teachers. The Commission recommends the Government should increase its investment for establishing teacher education institutions and increase the institutional capacity of teacher preparation, especially in deficit states. Teacher education should be a part of the higher education system. The duration of programme of teacher education needs to be enhanced, in keeping with the

recommendations of the Education Commission, 1966, the implementation of which is long overdue. Current teacher education programme may be redesigned keeping in view the recommendations in the National Curriculum Framework for Teacher Education, 2009 and other relevant material.

Redesigning The New B.Ed. Curriculum:

One-year teacher-education programmes neither accommodate the emerging ideas in context and pedagogy nor address the issue of linkages between school and society. There was little space for engagement with innovative educational experiments. After a long-term debate and discussion, realizing the inadequacy of one year B.Ed. programme, the MHRD has restructured (December, 2014) the teacher training system by doubling the duration of teacher training courses i.e. Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) from one year to two years. In the context it may be mention that NCERT introduced two year B.Ed. course in its four wings (4 Regional Institutes of Education located at Ajmer (Rajasthan), Bhopal (Madhya Pradesh), Bhubaneswar (Odisha), and Mysore (Karnataka).) from session 1999-2000 in accordance with NCTE guidelines. Since then this course is continuing in these four RIEs keeping in view many hopes and aspirations.

Arguments in Favour of One Year B.Ed. Curriculum:

The supporters of one year B.Ed. say, the trainee-teachers possess the basic content knowledge before their admission into B.Ed. course and, therefore, after their admission into the B.Ed course, the trainee teachers are given more treatment in pedagogy of teaching/learning strategies along with a tinge of content tasks. And for this purpose, one year B. Ed is sufficient time duration for developing pedagogical skills in developing knowledge on teaching-learning strategies among the trainee-teachers, say the supporters of one year B. Ed. Course.

Arguments in Favour of Two Year B.Ed. Curriculum:

The critics of one-year B.Ed programme claims that the one-year course fails to answer all these above stated questions. The critics of One Year B.Ed. argue that, one year B.Ed is in-sufficient

time duration to provide adequate and stable knowledge in content areas, in pedagogy of teaching and at last in developing a sense of positive attitude towards teaching among the trainee-teachers. The National Commission on Teachers-I (1985) under the Chairmanship of D.P. Chottopadhyaya stated that the existing one-year B. Ed. Courses must be made effective both by the lengthening the time available and by revamping the current course and curricula. The Commission also suggested that two summer months may be added to the academic year ensuring a working year of at least 220 days, an increase in the working hours per day, and in some places appointment of additional staff and restructuring of the programme of studies allowing sufficient time for practical works in the school and community.

The two-year B.Ed. programme introduced by NCERT in its RIEs has certain special features/characteristics. It provides greater scope for development of sound knowledge on different areas i.e. content knowledge, 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 intends to bring integrated development of the trainee-teachers touching cognitive and non- cognitive aspects of their behaviors. 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. Two year B.Ed. trains the trainee-teachers properly to meet the multifarious problems of the school or classroom. It provides scope for pedagogical analysis of the content/ units included in its syllabus/curriculum. This pedagogical analysis becomes helpful for healthy integration of contents, methods, theories, practical etc. for meaningful transaction.

Accordingly, the 2-Year B.Ed. course aims at a complete development of the student teacher; particularly knowledge and skills, in individual care of the learner and also in the methods and

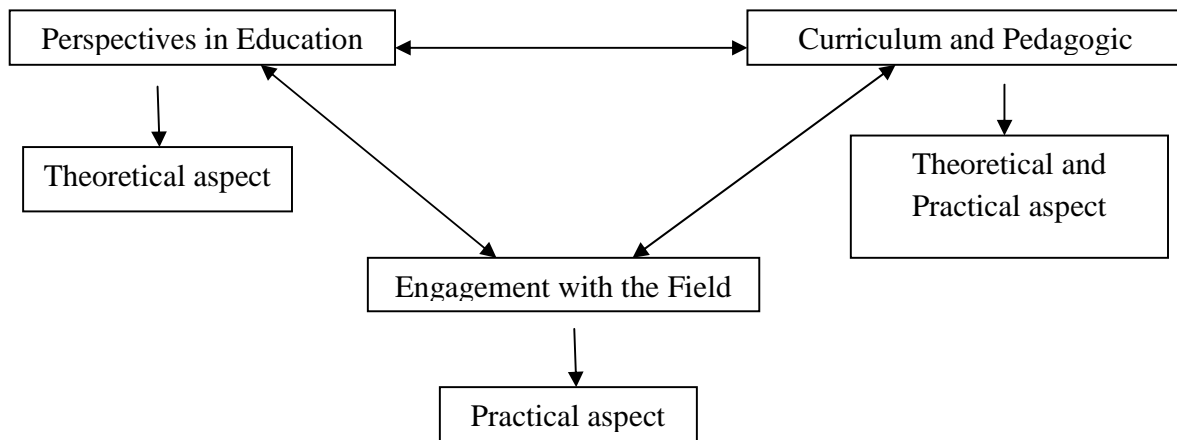
evaluation designed to facilitate learning. Interactive processes, i.e. group reflection, critical thinking and meaning-making have been encouraged. The maturity of student-teachers has been kept in mind while visualizing modes of learning engagements, instead of continuous teacher monitoring, greater autonomy to learners has been given in accordance with andragogic principles of learning. The syllabus retains the essence of student-teachers being active participants in the learning process and prepares the student-teachers for facing the emerging challenges resulting out of globalization and its consequences.

The Essence of Redesigned B.Ed. Curriculum:

A new course structure has been introduced in the NCTE document, December 2014. It states: The course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The programme comprises three broad inter-related curricular areas - i) Perspectives in Education, ii) Curriculum and Pedagogic Studies, and iii) Engagement with the Field. 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. Curriculum and Pedagogic Studies offer 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.

The three broad curricular areas are 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)



Merits of New B.Ed. Curriculum:

- Education can teach people to realize their oneness with other individuals of the universe leading to the harmonious development of the personality. In B.Ed. course there are Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field—which cover all the aspects of cognitive, affirmative, and psychomotor development of student teachers. In this way curricular co- curricular and extra-curricular activities make harmonious development.
- As per report of Delor Commission in 21st century the three aspects –Learning to Know, Learning to Do, Learning to Live Together form Learning To Be. In B.Ed. curriculum variety of approaches such as case-studies, group presentations, projects, discussions on reflective journals, observation of children, work shop, symposium and interactions with the community in multiple socio-cultural environments etc are included. Out of 2000 marks practical examination is there for more than 1000 marks. When knowledge is meaningful it is cognition and when knowledge is acquired through activities it is wisdom.
- Freedom is considered as an integral aspect of human development. In B.Ed. curriculum student teachers observe community based activities such as gardening, assembly, SUPW, scout and guide/NSS, first aid, organization of a rally or campaign on any social

- issue, celebration of national festival, and teachers' day in school etc when they go school for internship. Through this they can have idea about free discipline and they may organize activities in their schools.
- "Environmental and Population Education" has been included in teacher education so that student –teachers can teach students about Environmental science and Sustainable education.
- "Health and physical Education" has been also taken in the present B.Ed. curriculum. With this curriculum student –teachers may learn Health Education Scenario in India, Health Issues and Health Education, Tech-Related Health Risks and How to Fix Them etc.
- "Yoga Education" has been included in B.Ed. curriculum. Through this curriculum student –teachers learn Introduction to Yoga and Yoga Practices, Ancient Systems of Indian Philosophy and Yoga System, Historical Aspects of Yoga, Introduction to Yogic Texts, Yoga and Health.
- "Peace and Value Education" has been also taken in the present B.Ed. curriculum so that student –teachers can teach value and moral education to their students. Through this curriculum they may learn General Idea about Values, Concept, Nature, Scope, and Perspective of Value education, Methods and Evaluation of Values, Role of School Teacher as Teacher of Values etc.

Demerits of New B.Ed. Curriculum:

- Our nation failed to provide adequate food and shelter to a large number of families. In this situation it is very expensive to bear the total expenditure in completing two year B.Ed course for a large section of students in our nation,
- One has to study for five years to become a teacher, as the minimum eligibility to pursue B.Ed course is a three-year undergraduate programme. It is a very time consuming course.

- NCTE cannot always control the teacher education institutions strictly for the selection of teacher, students and provisions of good infrastructure etc.
- A large number of poor students want to become school teachers but numbers of Government managed teacher training colleges are very poor.
- There is want of infrastructure in the teacher education colleges. There are skilled teachers, adequate laboratories, equipments, and other facilities-all these are necessary for two-year teacher education programme.
- There are overloaded practicums in the course. Student-teachers must attend lots of practicum; this is very stress full to them.
- There is want of good relationship between teacher education institutions and schools. For maintenance of discipline school authorities do not allow the internship of student-teachers for a long period.

Important Suggestion on B.Ed. Curriculum:

- Teacher education institutions working should be examined from time to time and strict action should be taken if they fail to come up to expected level.
- Teachers should train about stress management mechanism so that they could help students in managing the stress and sustaining themselves in this time of social isolation, parental pressure and cut throat competition,
- Teachers should be able to think critically make right decisions and maintain harmonious relations with others,
- teacher education programmes should enables the teachers to develop their life skills among students,
- Techniques used in teaching should develop habit of self learning and reduce dependence on teachers. It will help them to doing something new- creativeness.
- Teachers should encourage student's capacity to construct knowledge,

- Constitutional goals of justice, liberty, equality and fraternity can be realized through proper teacher education,
- Teachers must understand the importance of the constitution in its true prospective in the light of Indian Culture ethos and integrate it with the philosophy of education.
- Arrangements are to be making so that teacher-students can take part in social work, group activities, and other co-curricular activities.

Conclusion:

Teacher and his education are very significant aspects of any nation. Aims and objectives of any society can achieved through the proper educations of its men. The education gives a new shape to the individual and the nation as well. It is a well known saying that teacher is the nation builder. It is necessary that teachers are sensitive and aware of the philosophy of inclusive education. Teachers need to be quipped to include girls in the classroom transaction with sympathy. For this emphasis should be given on inclusive education in teacher education programme. If the student –teachers go to the nearest country on educational tour and observe education system, teacher education programme and interact with students, teachers and teacher educators of that country, implement such system in their country. In this way the international thought will be applied and the programme may take place in a broader aspect.

Finally it may said that, instead of increasing duration of teacher education from one year to two years, value education should be given to teachers, so that they could educate young minds in the right direction, the impact of science and technology and ICT on society and education should be fully discussed in B.Ed curriculum, scientific temper should be developed and its application for the solution of problems of life should be encouraged, new knowledge and new experiences should be incorporated in the curriculum and there should be a scope for teachers for reflection of knowledge, curriculum of teacher education programme should be revised from time to time according to changing needs of society, the quality of B.Ed curriculum should be up graded and raised to a university level etc.

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