

Two Year B.Ed. Programme : An analytical study

*Ramanath Gorain

M.Phil Scholar, Department of Education, Ravenshaw university, Cuttack (India)

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*Corresponding Author

Email: ramanath.pr[at]gmail.com

ABSTRACT

Teacher education and school education have a symbiotic relationship. Developments in both these sectors mutually reinforce the concerns necessary for the qualitative improvement of the entire spectrum of education. In previous B.Ed. programme we faces different problems and issues regrading one year B.Ed. Programme. In this paper a humble attempt to draw what are the problem of one year B.Ed. Programme. Why should be switch over one year to two year B.Ed. Programme with regard to different policy and commission views. After this we are a giving a pictures of two years B.Ed. Programme and issues.

1. Conceptual Framework

Teacher education and school education have a symbiotic relationship. Developments in both these sectors mutually reinforce the concerns necessary for the qualitative improvement of the entire spectrum of education. Professional training of teachers is key to quality enhancement of school education. The aim of education of taking the nation into 21st century cannot be achieved unless teachers have the necessary skills and competencies. The skills and competencies can be developed through systematic approach to revitalize and modernize teacher education programme. (Singh & Mishra 2007)

Education reforms invariably accord highest priority to improve teacher effectiveness. It requires consistent up gradation of teacher education programmes. Over the last two decades in India, the issue of curriculum renewal and extended duration of secondary stage teacher education has received serious attention.

2. Importance of teacher education

Change has become the order of the day. Education today has to keep itself ready for such a change. This puts a lot of responsibility on the shoulder of a teacher and the institutes imparting education. The need and importance of teacher education in higher education was evident as a teacher had to perform multiple activities besides those that were intrinsic to teaching and learning. Teaching, evaluating, communicating, guiding and counseling, organising co-curricular activities, participating in community programmes, diagnosing and remedying problems of students, are some of the main activities. All these need excellences in academic and professional preparation of teachers (Padmanaban 2010). The need and importance of teacher education in higher education is evident as a teacher has to perform multiple activities besides those that were intrinsic to teaching and learning.

3. Problem of One Year B.Ed. programme

The critics of One-Year B.Ed. programme claims that the one-year course fails to answer many questions.

1. 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 is little space for engagement with innovative educational experiments.
2. The critics of One Year B.Ed. argue that, one year B.Ed. is an 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 teacher. (PANDA)

4. Policy and commission to introduce Two Year B.Ed. programme

The National Commission on Teacher -I

- The National Commission on Teachers-I (1985) under the Chairmanship of D.P. Chhotopadhyaya stated that the 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.

Yashpal Committee (1993): The duration of the programme should either be one year after graduation or three-four years after higher secondary.

NCFTE(1998)

NCTE published 'curriculum Framework for Quality Teacher Education' for qualitative improvement of teacher education in 1998. It had recommended the following points

1. The new curriculum framework included several additional components. Additional courses would

develop additional competencies of prospective teachers.

2. Practice teaching would be done with through preparation, detailed supervision and adequate time.

As a follow up of the above recommendation of NCTE (1998), 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 in these four RIEs..

NCF – 2005

1. Present Teacher Education Programmers' train teachers to adjust to a system in which education is seen as transmission of information.
2. Attempt at curricular reforms have not been adequately supported by Teacher Education.
3. Lack of accommodation of emerging ideas in Context & Pedagogy.
4. Short space to implement innovative education experiments
5. Acceptance of knowledge without any question treating knowledge as embedded in the curriculum.
6. Necessity of enhancing language proficiency of the teachers.
7. Reorganization of centrality in the curriculum by existing TE programmer.
8. Necessity of attention towards proper linkage of subject.
9. Little scope to student teachers for reflections on their experience.
10. Failure in empowering the teachers as agents of changes.

By considering the above loopholes NCF kept the following visions for the two years B.Ed. Course.

NCFTE (2009)

Considering the complexity and significance of teaching as professional practice, it is imperative that the entire enterprise of teacher education should be raised to university level and the duration and the rigor of programmes should be appropriately enhanced and for the same it recommended either a four year integrated model at the bachelor's degree level or two year second bachelor's degree programme. It also recommended internship in schools for 6-10 weeks for 2-year programme and 15-20 weeks for two year programme.

Justice Varma committee report 2013

1. 1. 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.
2. Current teacher education programmes (TEPs) may be re-designed keeping in view the recommendations in the National Curriculum Framework for Teacher Education (NCFTE, 2009-10) and other relevant material. The Supreme Court was of the view that the recommendations of the Commission deserve to be accepted and has requested the Centre and NCTE to file an affidavit in the implementation plan.

5. Formulation of Two Year B.Ed. programme

Teachers are the backbone of any system of education. Of all the factors that influence the quality of education, the quality of teachers is undoubtedly the most significant. "Quality of teachers mainly refers to the teachers' competency in the subject that he/she deals with, expertise to use methods and techniques of teaching, ability to understand learners' problems and the teacher's attitudinal makeup." (Pradhan, 2001).

Quality of teachers to a large extent determines the quality of education being imparted in our educational institutions and to enhance the quality of education, it is important to have quality teachers and to have quality teachers it is important that their training is effective enough to ensure quality. So the aim of teacher education institutions should rather be to produce quality teachers and instil the prospective teachers with all the required skills during their respective training.

Most of the times the short duration of the course forces training institutes to compromise with the skills imparted, their focus shifts to complete the course in time which means we are able to produce more and more teachers every year but somehow quality is being compromised. It has been discussed for a long time that the duration of the B.Ed. course should be increased because increased duration simply means more time for theory orientation, more time for teaching skills, more time for teaching practice. With the increased duration the training institutes can on all the necessary areas to develop quality teachers which they were not able to focus on due to lack of time. So the increased duration is an opportunity for training institutes to develop quality teachers in their respective institutes. (Ahmed & Sharma 2017)

NCTE introduce two-year teacher education programmes from the academic session 2015-16 onwards Academic bodies of Universities initiated two year teacher education programmes after graduation; and to prepare curriculum and other resources that are in line with the recommendations of the NCFTE, 2009. 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. (Subramanian 2016) The quality of teacher education cannot be given within one year duration, therefore NCTE formulated the (Recognition Norms and Procedure) Regulations, 2014 of national policy for higher education for B.Ed, course duration as two years in India. The NCTE helped to improve the quality of teacher education in terms of modern curriculum.

6. Major Features of Two Year B.Ed. programme

As per NCTE (Recognition Norms and Procedure) Regulations, 2014 has the following features

- The NCTE helped to improve the quality of teacher education in terms of modern curriculum. This programme is comprised of three broad inter-related curricular areas–
 - i. perspectives in education,
 - ii. curriculum and pedagogic studies
 - 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 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 learning.
- Engagement with the 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.
- In two-year B.Ed. curriculum includes in-built field-based units of study and projects along with theoretical inputs from an interdisciplinary perspective.
- Transaction of the courses is to be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments.
- In the first year, there shall be work on the field amounting to a minimum of 4 weeks, spread over several days throughout the year. This will include one week of school engagement and three weeks of other engagements. In the second year, there shall be a minimum of 16 weeks of engagement with the field of which 15 weeks are for school internship and one week is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the two years for tasks, assignments and school internship in the field, under the broad curricular area Engagement with the Field.
- The weightage of internal assessment for Engagement with the Field shall be 100 %. The internship programme 25 percentage allotted from whole course activities and total working days allotted as 215 days related advance curriculum, syllabus teaching methodology have been formulated and revised by popular subject experts in the field of teacher education recommend imposing standards on intellectual's property as an important part of a solution.

7. Problem and Issues of Two Year B.Ed. programme

- NCTE arbitrary introduced two year B.Ed. programme across the country without giving any reference. Before introduced two year B.Ed. programme field studies need to be conducted about the feasibility of two year B.Ed. programme. There is hardly any study comparing one year and two year B.Ed. programme.
- Before the implantation by NCTE, RIE had already introduce two year B.Ed. programme and found quite successful. RIEs have adequate infrastructure laboratories and human resource to run Two year

B.Ed. programme. State run teacher education institute do not have minimum infrastructure and human resources to run one year B.Ed. programme.

- In order to meet their requirement of NCTE norms state run institution and private institution stated appointing under qualify teacher educators with low salary which affected the badly quality of teacher education

Dr.Vandana .S. Nalawade – Jadhav (2015) regarding two year B.Ed. course, have pointed out major constraints and suggested for solution as follows

1) Admission Procedure

Admission procedure is the important aspect of the whole programme. It requires pre-entry test i.e. CET exam. This CET exam should have transparent procedure. In Maharashtra some non- grant B.Ed. colleges are having their own CET i.e. parallel admission procedure but the admission procedure is delayed. For this some fruitful steps have been implemented by state governments.

2) 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 would create hurdle among the students having weaker economic background, especially from rural areas & deprived classes. 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) Engagement with society

The frame work requires cultivation & strengthening of working relationship with variety of schools in local areas. This also depends on the management system's views. For this purpose the Regional Institutions requires strong network formation of school -COE - forum will be the good solution for this constraint.

4) Demonstration Multipurpose School

NCF - 2009 also suggested "Demonstration Multipurpose School" in the campus area. Although this concept is very advantageous to RIE, it requires financial support & joint efforts of state governments, management & RIE with academicians.

5) Infrastructure of the colleges

Majority TEI 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 (Hindustan Times: - Roshan Lal Gupta, Vice Chairman of Association of Education College, Haryana.) This seems to be for first years when the course will be started. But after one year i.e. when these students will enter in II year, the fresh strength of student will be admitted in the institutions. So, this will lead to full fledge utilization of the infrastructure.

6) 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 TEI. e.g. 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 TEI 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.

7) Increase of school experience programme to four months

Increasing the duration of SEP will help to create good teachers as the teachers of the educational institutions who were not able to provide skills to the B.Ed. students during limited span in schools (up to 20 days). But this suggestion requires strong support from the school's organizations. The school -college forums will be strengthened & the relationship building for school should be motivated & enhanced through them.

8. Problem in Two Year B.Ed. programme

After the implementation of Two Year B.Ed. programme, Garcha (2016) found some problem in Two Year B.Ed. programme as follows

Gaps in Policy making:

First of all a big question is raised at many platforms that policy makers who were involved in framing above said regulations were not from the field of education. They were not having an experience of grass root level problems related to teacher education. Nothing explicit has been mentioned about inadequacies and limitations of the previous system. All these comments/ talks are raised in all the seminars, conferences and other such gathering of teacher educators. All stakeholders may not be given a chance for their involvement as they desire or some communication gaps created non-acceptance of new regulations with warm feelings. It is felt that the whole approach to formulate these regulations was from higher level to grass-root level which made it more difficult to accept. If majority of the people are thinking on same lines then a review process can be started to improve it.

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 new B.Ed. curriculum. Certain important parts have not been covered. 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.

Questions on quality improvements:

These new regulations were made for qualitative improvement in TEI but at the end of first semester 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 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

- What types of arrangements are made for training and orientation of teacher-educators toward new curriculum?
- How states and Centre will frame policies in school education to create jobs for the teachers?
- How schools will accommodate pupil teachers for long duration of internship?
- What will be the structure of internship and how it will be practiced and supervised?

Low admissions:

It is true that in most of the countries across the world have two-year teacher education courses, so same was the demand in our country. But we are facing admission crisis in every state after increase of time duration of these courses.

Due to increase in duration of the course, it will deter many bright students from taking up this profession due to increase in financial burden.

Next reason for low admissions is that in most of the northern states a large number of unemployed trained teachers are waiting for their turn to get good job. So, how new students can plan to join Two Year course when there is so much uncertainty of job.

Lack of detailed guidelines at grass root level: Teaching practice is most important part of B.Ed. curriculum, where would be teachers gets a chance to apply learned theories, methods and strategies in real classroom scenario. It was felt that 30-40 days are not sufficient for practice teaching. 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.

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.

9. Conclusion

For so many years Two Year B.Ed. course was buzz word in all academic gathering related to teacher education. Most of the teacher educators have recommended increase of time duration of teacher education courses through their discussions, research papers and articles on different platforms from past many years. But after few years of implementation of two year course, the situation is reversed. Now the buzz word is changing from two years to one year. Should we interpret it as recommendation for two years course in different seminar/conferences by teacher educators was without looking its probable effects or consequences? So each recommendation for policy change should be research based or logic based because it has long term impact on each and every stakeholder of education.

The National Council for Teacher Education (NCTE) may decide to reduce the course duration of the Bachelor of Education (B Ed) course to one year, only two years after the apex body regulated the teacher training courses across the country.

In a circular issued earlier this month, the NCTE said that a committee has been formed to look into the 'infirmities and anomalies' in the NCTE (Recognition Norms and Procedure) Regulations, 2014. The committee has sought feedback from the public and stakeholders regarding the duration of B Ed course following a country-wide demand to restrict the course to a year. (The Indian Express 2016)

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