



A REVIEW ON TWO YEAR B.ED TEACHER EDUCATION PROGRAMME AS PER NCTE REGULATIONS 2014

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ABSTRACT

Teacher education plays a vital role in restructuring the system of education and rebuilding the nation. The National Council for Teacher Education 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. In the year 2014, National Council for Teacher Education changed the B.Ed. programme duration from one year to two year. Indian system of teacher education has been revamped after implementation of National Council for Teacher Education Regulations 2014, and has brought out a curriculum framework for a two year B.Ed. course of studies and provided some suggestive guidelines for syllabus designing in the light of the new norms and standards. The introduction of two year B.Ed programme brought so many challenges to the prospective teachers. Over the last two decades the issue of curriculum regeneration and widespread duration of secondary stage teacher education has received serious attention. This paper is based on reviews of various researches related to two year B.Ed teacher education programme. The various studies reveal a mixed responses and opinions towards two year B.Ed curriculum and also show a diversified opinions and findings related to internship programme in school. Attitude of the teachers plays an important role in implementation of any educational activity so positive attitude towards implementation of NCTE Regulations 2014 must be enhanced. This paper analyses the various review on two year B.Ed teacher education programme on different dimensions.

KEY-WORDS-Two Year B.Ed Teacher Education Programme, NCTE Regulations 2014

INTRODUCTION

Teacher education is the fundamental part of our education system. Reforms in teacher education has been one of the key concerns in the reports of major education commissions on education.

The quality of education depends upon the quality of the teachers. Thus, the role of the teachers is very important in making the nation. In order to develop the quality in various dimensions of teacher, teacher education is very much necessary. Particularly; secondary level teacher education plays a vital role in India. It means quality of teacher depends on B.Ed. programme. The Bachelor of Education (B.Ed.) programme prepares quality teachers who in turn improve the quality of school education and also enhance the learning level of children. The programme prepares quality teachers who in turn improve the quality of school education and also enhance the learning level of children. Since, B.Ed. is a professional course, skills and strategies are more urgent need than extensive theoretical framework of the curriculum. The two year B.Ed. programme aims at a complete development of the student-teacher; particularly in knowledge and skills, in individual care of the learner and also in methods and evaluation designed to facilitate learning. The two-year B.Ed. programme as suggested by NCTE Regulations 2014 prepares the quality teachers and fulfills the needs of the students.

RATIONALE

After a long-term debate and discussion, realizing the insufficiency/ inadequacy of one year B.Ed. programme, two year B.Ed. course is introduced in accordance with NCTE guidelines. But there are various reviews which show diversified perception towards the two year B.Ed teacher education programme and its various dimensions.

REVIEWS ON TWO YEAR B.ED TEACHER EDUCATION PROGRAMME AS PER NCTE REGULATIONS 2014

Khanna and Pandey (2018) conducted a study on **Comparative Study of Attitude of Teacher Educators and Stakeholders towards NCTE Regulations 2014 in Faridabad district of Haryana**. The finding revealed that majority of the Teacher educators and stake holders indicate moderate level of attitude towards NCTE Regulations 2014. So, it can be interpreted that the Teacher Educators were more positive in their attitude towards NCTE Regulations 2014.

Kumari (2018) conducted **A study on Teacher Education Programme of Chhattisgarh**. The study investigated the perception of student-teachers towards two year new B.Ed. programme. The finding shows that the two year B.Ed. curriculum has been positively perceived by the trainees.

Ahmed and Sharma (2017) conducted a study on **Revamping Pre-service Teacher Education under New NCTE Norms 2014: Perception of B.Ed. Students towards increased duration of course**. The papers appraise the probable benefits and issues related with the increased duration of the pre-service teacher training programmes as per the NCTE Regulations 2014. The study shows both positive and negative results of increased duration of pre-service teacher training programme. The concerned authority (NCTE and administration of training institutions) should give much importance to the quality rather than quantity of the programme.

Mahajan and Rana(2017) conducted a study on **Problems Faced by Pupil-Teachers during two year B.Ed. Programme.** In the present study the investigators made an attempt to study the problem faced by the pupil-teacher during two year B.Ed. programme in Shimla district, Himachal Pradesh. This study revealed that pupil-teachers face many problems after the implementation of two year B.Ed. Course and most of the pupil-teachers were not satisfied by two year B.Ed. programme. Not only the pupil-teachers but the teachers and administration itself faced different problems.

Savitri and Kavathekar (2017) conducted a study on **Evaluation of Two Years B.Ed. Programme: Critical Study.** The paper focused on the perception of the pupil teacher and the teacher educators dealing with the Two Year B.Ed. Programme. The pupil teachers considered the Two Years B.Ed. as a time consuming process and due to which they lag behind in their career. The findings from the teacher educators reveal that in the overall process the workload of the teacher educators had not only increased but the workload of the teacher dealing with the pedagogy had increased many fold

Verma (2016) conducted a study on **Need for Formulation of Two Years B.Ed. Programme.** The article focused the importance of two year B.Ed. programme in India and need to sustain it. NCTE introduced an advanced and feasible structure of teacher education programme with innovative components and it is responsibility of every teacher educator to ensure all these components are effectively integrated with the academic process.

Sushma (2016) conducted a study on **Attitude of Teacher Educators' Towards Two Years B.Ed. Programme.** Some of the teacher educators accepts the two years B.Ed. programme as it enhances teaching ability, teacher educators get more time to mould the students perfectly, students get more time to learn , to teach more skills at training. The paper shows diversified opinions of teacher educators towards two years B.Ed. programme.

Nataraja (2016) conducted a study on **Attitude of teacher's trainees towards Two Years B.Ed. Programme and their future in selected B.Ed. Colleges of Hassan city Karnataka.** The finding of the study was that most of the teacher trainee's opinion was that 2 years B.Ed. programme is not correct, but they agree the teacher's trainee's quality will improve by increase of 2 years; they will have good hope for their future /job security.

Sharma, Sarika and Gill (2016) conducted study on **Conceptualizing Two Year Bachelor of Education Programme.** The study deals that how two years B.Ed. programme achieve its objectives. The curriculum is designed in such a way that it helps in preparing competent teachers. Conclusion was that now only those learners will take admission in B.Ed. programme who desire to become a teacher. It can be concluded that two years Bachelors of Education course can enhance the quality in teaching profession

Priya (2016) conducted a study on **Impact of Two Year B.Ed. Programme in Teacher Education.** The study aimed to find the reflections of the trainees on the two year programme, some possible steps taken to enhance the quality of teaching practices and also suggests the ways to make teaching programmes more effective in the two year programme. It is concluded that, B.Ed. should be two years programme. To increase the professional

efficiency, this programme should be elaborated including refresher courses, group discussion, classroom discussion and the internship in the secondary schools.

Pal (2014) conducted a study on **Shifting towards two -year B.Ed. Programme**. The paper deals with justification of duration increase of teacher education programme especially for the quality enhancement of aspiring teachers. It discusses existing scenario of Teacher Education, privatization in Teacher Education, arguments favouring one-year and two-year B.Ed. programme, qualitative improvement in teacher education.

ANALYSIS OF THE REVIEW

After going through the several reviews on two year B.Ed teacher education programme, result shows that the introduction of two year B.Ed. programme has brought so many challenges to the prospective- teachers whether it may be related to duration, admission, fee structure, curriculum, internship, quality issues, etc, Hence, the finding of researches shows that most of prospective-teachers are not satisfied with the two year B.Ed. programme. One of the components of NCTE regulation is duration of the programme where most of stakeholders are dissatisfied with the increased duration of programme. Hence, various studies reveal a mixed responses and opinions towards two year new B.Ed. curriculum. Most of the prospective-teachers agree that two year B.Ed. curriculum provides scope for pedagogical analysis of the content/ units included in its syllabus/curriculum. The curriculum provides sufficient time duration for 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 prospective -teachers as compared to one year B.Ed. curriculum. While some of the student-teachers opined that new curriculum is overloaded with theoretical aspects. Prospective-teachers believe that revised syllabus as per new norms is lengthy. Hence, it should be need based so as to meet the challenges of present scenario. The different studies shows that increase in duration of internship/practicum in two year B.Ed. programme have some positive as well as negative aspects. The researches shows a diversified opinions and findings related to internship programme in school. Some student-teachers favours that extension of school internship programme provides a real opportunity to refine and improve their teaching skills in actual school setting. To maintain quality in teacher education three factors i.e. infrastructure, instructional facilities and human resources are required. If these requirements are provided to each teacher education institutes, the quality development is possible.

CONCLUSION

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. All the courses include in-built field-based units of study and projects along with theoretical inputs from an interdisciplinary perspective. Keeping in mind the rapidly changing world, for the quality development in teachers education institutes it need to upgrade its facilities , introduce new and innovative methods and materials well qualified teachers to meet the aspirations of the people and demands of the evolving society. It has been observed that in the two year of B.Ed. programme the admissions have drastically come down because the one and only reason is the length of the duration. It is found that two years B.Ed. programme is now a controversial issue to the students and teachers and measured as a complicated and complex issues need to be discussed. The two year B.Ed programme is quitedemanding. However, research studies are yet to be undertaken

to evaluate its effectiveness, Teacher Education has to assume responsibility to prepare teachers with proper attitude and ability to translate the philosophy of education into practical learning experience. Unless and until the present system of Teacher Education is revamped and re-organized, it would be difficult to provide suitable pre-service education and upgrade the quality of education in the country.

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