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Two Years Duration of B.Ed. Course: It is superfluous

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ABSTRACT

With the Latest NCTE Regulatory Norms and Standards- 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 with 50 student teachers in each units. It is immediate storm in the field of education. Develop contries and many Indian education commission and commitstee like a Radhakrishnan commission 1948-49, Mudaliar commission 1952-53, Kothari commission 1964-66, Chattopadhyaya commission 1985, Yash Pal Committee 1993 and NPE-1986 have not accepted the idea to increase the duration of B. Ed. Course from one year to two years, the Government of India may not increase the duration of B.Ed. course from one year to two years, so that a large number of poor students trying to become school teachers can be helped and poor states can be saved from spending more money in funding their government managed teacher education colleges than in utilizing the money for improving access and quality in school education.

Two Years Duration of B.Ed. Course: It is superfluous

With the Latest NCTE Regulatory Norms and Standards- 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 with 50 student teachers in each units. It is immediate storm in the field of education. The offspring Now, the moot question is – Is it wise for the nation to part with the funds allocated for pre-school and elementary education.

It is perhaps high time that the nation gives due attention to the specific suggestion of two most significant policy commission of post independent India, namely the Kothari Commission (1964-66) and the Chattopadhyaya Commission (Report of the Education Commission on Teachers I 1983-85) and Yash Pal Committee Report (Learning Without Burden; Report of the National Advisory Committee Appointed by the MHRD-1993) not to increase the duration of Bachelor of Education Course from one year to two years.

Report of the University Education Commission (Radhakrishnan Commission-1948-49 p,185) in their suggestions for improving quality of one year B.Ed./B.T. course, stated that:

“We consider that in a year’s course not less than twelve weeks should be spent by the students in supervised school practice. This does not mean that the supervisor should be present throughout the twelve weeks. Far from it, the student can only find his feet when he is left, from time to time, to his own unaided efforts”

Report of the Secondary Education Commission (Mudaliar Commission-1952-53 p,141) stated that:

“We suggest that the period of training may be increased to minimum of 180 days eliminating the number of unnecessary holidays. Within this period, it should be possible for the students to have practical training in schools and to have the theoretical training in the subjects concerned and some training in a few of the co-curricular activities.”

Report of National Education Commission (Kothari Commission-1964-66 p,120) stated that:

“At the secondary stage, where the duration of the course is only one year, it has been suggested that it should be increased to two year, to do justice to the existing heavy courses and to incorporate the proposed subject- matter courses. From a financial and practical point of view this does not seem feasible. However, it is possible to make better of the existing duration by extending the working days in the academic year from the existing level of 180-190 days to 230 days. Academic years of such lengths have been adopted in some secondary training institutions with very good results; and we recommend that the reform should be extended to all institutions without delay”

The National Curriculum Framework of Teacher Education (NCERT p, 72) stated that “ Teacher Education Programme for the Secondary Stage: Duration: One Year (or 2 Sem. Or 3 trimesters) with 200 effective working days”

Report of The National Advisory Committee Appointed by the Ministry of Human Resource Development (Yash pal 1993) stated that “ The duration of the programme should either be one year after graduation or three-four years after higher secondary”

Duration of B.Ed. course at Abroad-

Developed nations like UK, Australia, New Zealand, Chine-Hong Kong, Singapore etc. have one year initial teacher training courses, similar to our one year B.Ed. course, for their graduate. The Wikipedia (2015) stated that:

“The Postgraduate Diploma in Education (PGDE) also known as a Graduate Diploma of Education (GradDipEd), is a one-year postgraduate course in above mention Countries for existing bachelor’s degree holders leading to become a qualified teacher.

The qualification is normally taught at a university or other higher education institution, though much of the course time is spent on placement in local schools. For example, in the Hong Kong programmes, most school will have lesson time for about 20 weeks, and another 14 weeks (usually taken in 6 weeks for the first semester and 8 weeks for the second semester) for placements.

Two Years B.Ed. Course held in RIE- Did not draw attention

However, in the absence of Norms and Standards for Two Year B.Ed. courses, in the academic session 1999-2000, the NCERT instituted Two year B.Ed. courses in its 4 Regional Institute of Education located at Ajmer (Rajasthan), Bhopal (Madhya Pradesh), Bhubneswar (Odisha) and Mysore(Karnataka). Although 14 years passed, none of four State Karnataka, MP, Odisha, and Rajasthan took notice of the advantage of this two year B.Ed. courses and introduced these courses in their own IASEs, and CTEs and other government colleges. This Two year Course also did not draw attention of other State Governments. NCERT Regional Institute did not have problems in having students for these courses due to the reason that there were scholarships for SC, ST students and also for certain percentage of general category students and the fee charged for others was very nominal in comparison to fees charged in one year B.Ed. courses run by State Government colleges or private training colleges. It is interesting to note that although more than a decade has passed, there is no separate scale of pay for products of Two Year B.Ed. Courses and these graduate have the same scale of pay as admissible for graduates of one year B.Ed. courses. There was hue and cry over 4 year Degree course of University of Delhi, but there was no such complaint against NCERT for exploiting people and wasting national resources by having Two year B.Ed. courses. There is no research evidence that products of NCERT run two year B.Ed. courses are better than the products of one year B.Ed. courses run in non NCERT institutions.

There have been four years courses of NCERT which are running since more than half a century. These courses have not been implemented in the State Government colleges of the States of Karnataka, MP, Odisha and Rajasthan, where these courses are offered by RIE of NCERT. A student after passing higher secondary takes four year integrated BA/BSc. & B.Ed. courses to complete 4 year course. Such a higher secondary education passed students takes four years to complete a degree and then one year to complete B.Ed. Hence, these two courses have been traditionally treated as equivalent. Many universities of Gujarat like Saurashtra university, Gujarat Uni. etc and IITE-Gandhinagar tried to started four years integrated courses but students not show much interest in Integrated B.Ed. course. So how can show interest get admission in Two Years course? It is irony of justice that proposal for Two year B.Ed. course does not include proposal to extend duration of integrated BA/BSc. & B.Ed. courses from |Four years to Five years. What is the Motive?

Many committees and Central government document have stated that the first degree in teacher education should not be delivered through correspondence education. Acharya Rammurti(1990) stated that “ The first degree in teacher education should not be given through correspondence education” Yashpal committee (1993) stated that “Pre-service teacher has to be a rigorous, being a professional course, has to be a rigorous, thorough and intensive programme. Therefore, B.Ed. degree courses by correspondence be de-recognised.” After establishment of NCTE as a regulatory body, UGC, NCTE and DEC decided that the distance education courses be only meant for in-service teachers and while duration of face to face mode B.Ed. shall be one year, duration of distance mode B.Ed. shall be Two years. The plan to increase duration of face to face mode B.Ed. to two years does not mention that duration of distance mode B.Ed. shall be FOUR years. Can it be construed that such an omission is unintentional?

Conclusion

Since, develop nation as mentioned above do not go for two year B.Ed. course and in India, many Indian education commission and committee like a Radhakrishnan commission 1948-49, Mudaliar commission 1952-53, Kothari commission 1964-66, Chattopadhyaya commission 1985, Yash Pal Committee 1993 and NPE-1986 have not accepted the idea to increase the duration of B. Ed. Course from one year to two years, the Government of India may not increase the duration of B.Ed. course from one year to two years, so that a large number of poor students trying to become school teachers can be helped and poor states can be saved from spending more money in funding their government managed teacher education colleges than in utilizing the money for improving access and quality in school education.

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