

Review of Research

International Online Multidisciplinary Journal

ISSN : 2249-894X

Impact Factor 3.1402 (UIF)

Volume -5 | Issue - 6 | March - 2016



NEW SUBJECTS AND ACTIVITIES INCLUDED IN TEACHER EDUCATION ESPECIALLY B.Ed. PROGRAM (SECONDARY) AFTER NCTE REGULATIONS 2014



Dr. Bhapkar Dattatraya Sambhaji
Asst. Prof., SVCS B.Ed. College, MIDC, Akkalkot Road, Solapur.

ABSTRACT

Change is the Law of universe. As an Apex Statutory body in the field of Teacher Education, NCTE, on the recommendations of Justice Verma Commission & Prof. Poonam Batra committee replaced one year B Ed Program by Two Year B Ed Program throughout India, by its regulations 2014. The NCTE has framed the Curriculum framework for Two years B.Ed program and has added new subjects & activities. The present Researcher has attempted to study the new subjects & activities included in B.Ed program after NCTE Regulations 2014 & their probable impacts on student teachers

KEYWORDS : NCTE, Curriculum, Subjects & Activities, Impact, Student Teachers.

INTRODUCTION

Teachers occupy a prime position in any society for every times. The teachers are considered as nation builders and social engineers. The teachers are the agents of social change. Such teachers work at different levels like Pre-Primary, Primary, Secondary & Higher Secondary, Graduate & Post Graduate and Research. The teachers working at different levels are trained , educated through Pre Service and in Service Training Programs. The teachers working at Primary, Secondary & Higher Secondary levels are educated through DTEd, B.Ed, & BP.Ed Courses, Whereas the teachers working at D.T.Ed., B.Ed, M.Ed. B.P.Ed., & M.P.Ed, level are educated through M.Ed. and M.P.Ed, courses & they are called as Teachers Educators

Teacher Education Programs. (TEPs)

DTE, B. Ed, B.P Ed, M.Ed & M.P.Ed are the major Teacher Education Programs which educate the Teachers at Primary, Secondary & Higher Scary levels and DT.Ed. B.Ed. B.P. Ed. M Ed & M.P.Ed level.

These Teacher Education Programs (TEPs) are transacted through Teacher Education Institutes (TEIs) like DEd. B.Ed. B.P.Ed. M.Ed & MP.Ed. Colleges and University Departments.

NCTE and Teacher Education curricula

To improve the quality of Teacher Education in India, the Ministry of Human Resource Development (MHRD) of Central Govt has established the National Council of Teacher Education (NCTE) at New Dells by NCTE Act 1993. The NCTE works as the Apex Statutory Body in the field of Teacher Education and discharges different duties/responsibilities including framing the curricula of Teacher Education Programs, formulation of Norms and Standards of working of TEIs and advising the Central Govt of India & State Governments on Policy related matters on Teacher Education.

NCTE Regulations 2014

The NCTE Regulations 2014 regarding the Revised Norms and Standards of different 15 TEPs were published in the The Gazette of India. Extraordinary, Part 111, Sec 4, New Delhi, Monday, December 1, 2014, from appendix No. 1 to 15. Appendix No. 4 extending from Page No. 24 to 11 (Hindi Translation) and 114 to 124 (English Version) relate to B.Ed Course & informs the readers regarding the Norms & Standards for Revised B.Ed, course (Two Years B.Ed course) with different aspects, throughout India.

Two Years B.Ed. course

Along with 8.P.Ed, M.Ed and MPed, course the B.Ed, course has been shifted from one year to two years duration. This is the outcome of recommendations of Justice Verma Commission & Prof. Poonam Batra committee.

NCTE Curriculum of Two years B.Ed.

As an Apex Statutory Body in Teacher NCTE has framed the Curricular framework of one year and Two year B Ed Course.

One year B.Ed course contains following subject

Area A : Foundations of Education

- A1-Education & Develop
- A2-Education : An Evolutionary perspective
- A3-Contemporary issues & Concerns in Secondary Education

Area B -- Pedagogical Knowledge

- B1) Learner & Learning
- B2) Teaching: Approaches & Teaching
- B3) Assessment for Learning
- B4) Learning Resource
- B5) Class organization & Management.

Area C -- Pedagogical content Knowledge

- C1) School Subject 1
- C2) School Subject 2

Area D : School Based Experience

- D1) Initiary School Experience
- D2) Internship in Teaching

Area E Add on Course

- E1) Language proficiency workshop
- E2) ICT-Skill Development,

Two Year B.Ed. course contains following subjects and activities.

Area 1-Perspectives in Education-consists of following course

- C1) Childhood & Growing Up
- C2) Contemporary India & Education
- C3) Learning & Teaching
- C6) Gender, School & Society.
- C8) Knowledge & Curriculum
- C10) Creating an Inclusive School

Area 2-Curriculum & Pedagogical Studies -- Commits of

- C4) Language Across the Curriculum(LAC)
- C5) Understanding the Discipline & the Subjects
- C7) Pedagogy of School Subjects
- C9) Assessment of Learning
- C 11) Optional Paper

Area 3- Engagement with the field-Understanding the Self/Child Community & School

- 1) Tasks &Assignments that run though all the courses an indicated in theyear wise distribution
- 2) School Internship
- 3) Courses on Enhancing Professional Capacities (EPCs)
EPC1) : Reading & Reflecting an Tests.
EPC 2) Drama & Art in Education
EPC 3) Critical Understanding of ICT
EPC 4) Understanding the Self

New Subjects & Activities included in Two Year B.Ed. Program After NCTE Regulations 2014

New Subjects/courses:

- 1) Language Acts the Curriculum (LAC
- 2) Understanding the Discipline & Subjects
- 3) Knowledge & Curriculos
- 4) Gender School & Society
- 5) Creating an Inclusive School.

New Activities

- 1) Understanding the Self
- 2) Seminar
- 3)Visit to an Innovative School
- 4) Action Research Project 51 Workshop on Constructivism
- 6) Workshop on Teaching Aids
- 7) Drama & Art in Education
- 8) Physical & Health Education

(Probable) Impact of New Subjects and Activities Included in TwoYears B.Ed. Curriculum.

A) Impact of New Subjects

- 1) The Student Teachers will get thorough knowledge regarding the different Linguistic Aspects of Curriculum through the course LAC
- 2) The Student Teachers will acquire the kalatge of Education as a Discipline&its inter disciplinary nature.
- 3) The Student Teacher will understand the Epistemological concept of Knowledge, Structure, Sources of Knowledge, Scientific Methods & different aspects of knowledge though the course Knowledge& Curriculum
- 4) Student Teachers will develop basic understanding about the concepts such as gender, sex, sexuality,

gender bias, gender equality & empowerment. They will understand about gender education & India. They will develop an attitude about woman empowerment & changing status of women in the society through the course on Gender, School & Society.

5) The Student Teachers will develop an understanding about the concept of Inclusive Education, Characteristics of Disabled Students, Policies related to Inclusive Education, Positive behaviour for inclusion of students.

B) Impact of New Activities

1) Different activities under EPCs will enable the student teachers to identify self concept, to develop Positive Mental Attitude (PMA), to develop internal strengths, to adjust with external environment more effectively, to accomplish/achieve self modification through introspection, to develop own mind set, habits and develop abilities of self expression.

2) To develop own professional personality through activities like SWOT Analysis.

3) Student teachers will get practical knowledge of day to day working of Govt run, Aided, Non Aided And Private schools through school internship program of 20 weeks duration.

4) The Student Teachers will acquire the skill of preparation, Presentation & defence in seminar.

5) The Student teachers will acquaint themselves with the functioning of innovative schools & their contributions to the society.

6) The student teacher will know & practice the Yoga, Meditation, & enjoy their Physiological, Psychological & Intellectual impacts.

7) The practices in Action Research Project will make the student teacher to resolve their classroom problems through Action research.

8) The student Teachers will know about the process of construction of knowledge & allied aspects through workshop on knowledge constructivism.

9) The student Teachers will know & practice the importance of Teaching Aids in TLP and making of Teaching Aids

10) The Student Teachers will be able to articulate the head, hand and heart through the practicum on Drama & Art in Education. Their creative Talents & aesthetic sensibilities will be nurtured.

Conclusion & Discussion:

Finally, it may be concluded that,

1) The NCTE Regulations 2014 has changed the process/ field of Teacher Education drastically with respect to Admission, Curriculum Program Implementation & Assessment, Staffing Pattern, Infrastructure etc. It has made the B.Ed program more effective, more society Oriented, more Professional so as to fulfil the demands / expectations of 21st century.

2) It has added different subjects and activities in B.Ed program, which will lead to widen the outlook of student Teachers.

3) More professional development of student Teachers will be attained through Two Year B.Ed. Program, if implemented sincerely & professionally.

4) The Two years B.Ed Program may create certain problems for Non Aided Colleges, only competent colleges will survive.

REFERENCES

www.ncle.org.in

www.sudigitaluniversity.ac.in