

Jan 2019

National Conference  
on  
**POLICIES AND PROSPECTS OF  
TEACHER EDUCATION - 2019**  
NCPTE - 2019

**5<sup>th</sup> and 6<sup>th</sup> January 2019**

31/1/2019



**Organized by**

Post Graduate Department of Education and IQAC  
Sant Gadge Baba Amravati University, Amravati  
in Collaboration with

Maharashtra State Secondary Teacher Educator's Association (MSSTEA)

**Venue**  
**A.V. Theater**  
**Sant Gadge Baba Amravati University, Amravati**



# REVIEW OF RESEARCH

ISSN: 2249-894X

IMPACT FACTOR : 5. 7631 (UIF)

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## PROFESSIONAL CAPACITY BUILDING THROUGH LEARNING FROM SPECIALIZED COURSE FOR BACHELOR OF EDUCATION PROGRAM

Dr. Sanjivani Rajesh Mahale<sup>1</sup>, Mr. Rahul Dalitrao Dhere<sup>2</sup> and Vidyadevi Bhila Bagul<sup>3</sup>

<sup>1</sup>Associate Professor, School of Education, YCM Open University, Nashik, India.

<sup>2</sup>Research Scholar, School of Education, YCM Open University, Nashik, India.

<sup>3</sup>Research Scholar, School of Education, YCM Open University, Nashik, India.

### ABSTRACT :-

National Council for Teacher Education (NCTE) published Teacher Education Curriculum in the year 1978, 1988, 1998 and 2014. All these Curriculum included Theoretical Courses, Pedagogical Courses, Practice Teaching, Internship and working with community. The weightage of each activity is differ for time to time.

NCTE (2014) Published Curriculum framework for two years B.Ed program. This program comprises three border Curricular area. i.e. Perspectives in Education, Curriculum and Pedagogic Studies and Engagement (EPC) with the field - the Self, the Child, Community and School. This EPC area include Reading and Reflecting on texts, Drama and Art in Education, Critical Understanding of ICT and Understanding the Self. These Courses are useful for development of Professional Capability of Student teacher.

The Presenter analyses the curriculum given by NCTE in 1978, 1988, 1998, 2014 to find the area and weightage of the component. In the State of Maharashtra, eleven Universities having Teacher Education program (B.Ed) The presenter analysis syllabus of EPC Courses of each university. All the Universities are included all the EPC Course in their Curriculum. Some University define Objectives, Content, Student activity, Transactional mode Evaluation System and Reference, but there is a variation. Few of the University link this Courses to Theoretical and Pedagogical Courses. All EPC Courses are useful for Professional development of the student teacher. There is need of Collaborative efforts to Come together and rethink of the EPC Courses for Professional development of students teachers.



**KEYWORDS:** National Council for Teacher Education, Professional development.

### INTRODUCTION

The success of any Educational reform depends on the quality of teacher. Quality of teacher depends on Teacher Education Program. Teacher Education Program was developed in India before independence. After Independence Various Commission gave guidelines about the Teacher Education

programme. Education Commission(1964-66) remarked about lacking in the curricula, program of continue to be largely traditional, not more detailed guideline about teaching methods, set patter of lesson planning and practise teaching. These Teacher Education Institution are stand alone.

**Government of India Constituted the National Council for Teacher Education**

(NCTE) to advice the Government on the matter related to Teacher Education. University Grant Commission (UGC) and Council jointly conducted various efforts to developed the Teacher Education Curriculum. The output of the efforts was National Council of Educational Research and training (NCERT) published a Teacher Education Curriculum A framework in 1978. This Framework gave five types of Teacher Education programme having stage wise specific objectives and courses. It is shown in the table no.1

**Table. No.1  
NCTE 1978 framework Levels and Types of Teacher Education Program**

| Level ⇔<br>Types of Program | Pre-School  | Primary   | Secondary  | Higher Secondary & Collegiate          | Post Graduate Studies |
|-----------------------------|---|---|--|--|-----------------------|
|                             | Four- Semester Professional Education courses after class X(10+2; 72 Credit hours | Four- Semester Professional Education courses after class X(10+2; 72 Credit hours                                   | Two semester course after graduation of 36 credit hours              | For the+2 stage Academic Stream        | M.Ed. Program         |
|                             | Six Semester Professional Education courses after class X(10+2+1; 108Credit hours | Six Semester Professional Education courses after class X(10+2+1; 108Credit hours                                   | Four year integrated teacher Education Course after higher secondary | For the+2 stage Vocational Stream      | M.Phil Program        |
|                             | Four- Semester vocational education courses after class X(10+2; 72 Credit hours   | Four- Semester vocational education courses after class X(10+2; 72 Credit hours                                     |  | For skilled artisans vocational Stream |                       |
|                             | Four- Semester courses in Education as a discipline (10+2; 72 Credit hours        | Four- Semester courses in Education as a discipline (10+2; 72 Credit hours  |  | For Collegiate education               |                       |
|                             |   | Two- Semester Professional Program after graduation (graduation in Science or Humanities +1 36 credits Credit hours |  |  |                       |

**Observation** - NCTE Gazette 2014 included 15 types of different Teacher Education Programme. This thinking was also done in the year 1978.

NCTE published Framework In 1978,1988,1998 and 2014 gave the curriculum For Bachelor of Teacher Education Programme. This comparative study Curriculum included Area and weightage given in the table no.2

**Table No.2**

**Comparative Study of B.Ed. Programme in various framework for Secondary level given by NCTE.**

| Year 1978<br>Duration 1 year   | Year 1988<br>Duration 1 year   | Year 1998<br>Duration 1 year  | Year 2014<br>Duration 2 year  |
|--|--|---|---|
| Pedagogical Theory (3 courses)20%  | Foundation Courses 2 courses)20%   | Theory courses 9  | Perspectives in Education 6 courses four having 1 credit two having ½ credit  |
| Working with Community (5 work situation)20%                                       | 1)Practical work including working with community and social services 20%<br>2) Internship in teaching including field assignments 20% | Practical work 8 component<br>1)Internship & school education,<br>2) Creativity and personality development program,<br>3)Aesthetic development program & activities<br>4)Action Research studies | Engagement with the field - the Self, the Child, Community and School<br>School internship,<br>Courses on Enhancing Professional Capacities (EPC)<br>1 : Reading and Reflecting on texts<br>2 : Drama and Art in Education<br>3 : Critical Understanding of ICT<br>4 : Understanding the Self |
| Content cum methodology and practise teaching including related practical work 60% | Stage relevant Specialization Secondary education and teacher function<br>A secondary education and teacher function 30%               | Practice Teaching Pedagogical analysis of two school teaching subjects, Practise teaching in schools, Observation of Model Lesson   | Curriculum and Pedagogical studies 5 courses in 2 course having one credit and 3 courses having ½ credit.   |
|  | Additional Specialization 10%  | Optional Courses 13 courses selection any two of them   |   |

**Observation** - The curriculum of all these years included

1. Pedagogical study, working with the community, Methodology and Practise Teaching, including related Practical work.
2. NCTE 1998 frame include the practical work related to Creativity and personality development program, Aesthetic development program & activities Action Research studies.
3. NCTE 2014 Syllabus included one additional area Enhancing Professional Capacities (EPC). This area included four courses named as Reading and Reflecting on texts , Drama and Art in Education, Critical Understanding of ICT and Understanding the Self .This is the new addition.
4. NCTE gives guideline for development of these courses. All these courses having ½ credit. The assessment of the course is totally internally.

**Conclusion –**

- 1) NCTE 2014 framework gave totally new thinking about development of Enhancing Professional Capacities.
- 2) Course wise theoretical base was also explained,
- 3) Implementation Guideline are given in the framework.

In Maharashtra there are 11 University having B.Ed. Program. All the University included these EPC courses in their B.Ed. program. The presenter analyze the syllabus of EPC of all Universities. The gist of the syllabus given in the table no.3

**Table No.3**

**Comparative study of EPC Courses of B.Ed. Program among the Universities in Maharashtra**

| Content                             | Enhancing Professional Capacities (EPC) Courses |                            |                               |                        |
|-------------------------------------|---|----------------------------|-------------------------------|------------------------|
|                                     | Reading and Reflecting on texts                 | Drama and Art in Education | Critical Understanding of ICT | Understanding the Self |
| Objectives                          | 07  | 07                         | 07                            | 07                     |
| Course Outline                      | 07  | 07                         | 07                            | 07                     |
| Student activity/Transaction mode   | 11  | 11                         | 11                            | 11                     |
| Evaluation                          | Internal 2 credit                               | Internal 2 credit          | Internal 2 credit             | Internal 2 credit      |
| References                          | 04  | 04                         | 04                            | 04                     |
| Relationship to theoretical courses | Language across the Curriculum                  |                            |                               |                        |

**Course wise unique observation**

**1. Reading and Reflecting on texts**

- 1.1) The structure is vary by university to university.
- 1.2) Amaravati and Pune University included Performing the task in difference reflection forms.
- 1.3) Aurangabad University included Steps for critical Analysis of books.
- 1.4) Kolhapur university included Journalistic writing.
- 1.5) Mumbai University included Davi's nine potential component skills of comprehension and reading community club.
- 1.6) Sanskrit University included Micro teaching and bridge lesson and review of autobiography.
- 1.7) SNDT Mumbai University included watching media/ observation of website and preparation of Summary.
- 1.8) Student teacher activity of this course is internally in the form of workshop, group work representation in various forms.
- 1.9) Evaluation is internally assignments individual reflection, group work activity and report writing, reflection on the text.

**Conclusion –** All universities Board of studies in Maharashtra took guideline given by NCTE 2014 for Reading and Reflecting on texts course. School subject having unique language according to the discipline. This course is also related to language across the curriculum. Few of the university link it. But deliberately linking is required.

**2) Drama and Art in Education**

- 2.1) The structure is vary by university to university. Most of the Universities included the fine art and performing arts.
- 2.2) Most of the university Included Orientation, Demonstration, Practise in workshop mode and attending the various Program.

2.3) Kolhapur University include awareness of rich cultural heritage artists and artisans. Relationship of Arts with significance of Secondary Education. Prepare lesson plan with respective subject integrating different art forms.

2.4) Bombay university gives to learn the various dimensions of drama and art in education. They also integrated art and drama in school curriculum, use of art and drama for special learners, medium for communication and social change.

**Conclusion** – All universities Board of studies in Maharashtra took guideline given by NCTE 2014. Drama and art in education course. This course is useful for teaching various school subjects. Few of the university link it with childhood and growing up . This course is also useful for emotional development of every student teacher.

### 3) Critical Understanding of ICT

3.1 The structure is vary by university to university

3.2) Amaravati university practise in laboratory on Microsoft office , creating blogs and web pages creating computer assisted instruction lesson.

3.3) Aurangabad University included integration of ICT in Education. Agencies promoting ICT and ICT supported advance teaching learning strategies workshop on Intel Teach Program

3.4) Kolhapur University included practical approach for the course. The work is done in the group. The report of each practical is expected.

3.5) Mumbai University include four units. Use of ICT in various areas. Specially attention for ICT Integration for learning disabilities and physically handicapped learners, Flipped learning, online discussion forum.

**Conclusion** – All universities Board of studies in Maharashtra took guideline given by NCTE 2014. Critical Understanding of ICT this course is useful for development of various offline and online teaching activities. This course is useful for teaching of all school subjects.

### 4 : Understanding the Self

4.1) Amaravati University Individual and group activity. This course is totally practical based.

4.2) Aurangabad University included workshop mode by more than one resource person. Case studies of different children's who are raised in different circumstances.

4.3) Kolhapur University developed this course in tabular form. It include Theme/ Activity, methodology, Assessment Duration and Marks.

4.4) Mumbai University included self identity and teacher as a reflective Practitioner resources are film review. Four unit included content, concept note, objectives, The activities are presented in tabular for which include Title of the activity, learning outcomes, kind of activity suggested resources needed.

**Conclusion** – All universities Board of studies in Maharashtra took guideline given by NCTE 2014. Understanding the Self this course is useful for self development of student teacher. The student teacher anlysize himself. SWOT analysis, Activities are conducted to overcome own weaknesses.

### SUMMARY –

NCTE 2014 gave the guideline for development of syllabus of each courses. Board of Studies of each university developed the syllabus. But there is variation in the syllabus. It require joint effort for all universities to together and rethink of EPC Courses jointly for Professional development of student teacher.

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