

## A Reflection of Gap between Theory and Practice in B.Ed. Program with Reference To NEP 2020

**Dr. Shikha Tiwari<sup>1</sup>, Dr. Nida Khan<sup>2</sup>**

<sup>1</sup>Asst. Prof, BBAU, Lucknow (U.P.) India.

<sup>2</sup>Asst. Prof., Vardhaman College, Bijnor (U.P.) India.

### ABSTRACT

*Teacher Education is one of the important components of the Indian Education system. Thus the significant place held by a teacher in the whole process of education can never be overlooked. At present, B.Ed. is generally taken as a fall-back option for a career. Therefore, there seems to be a dire need to explore the various issues related to the curriculum of a two-year B.Ed. program. The descriptive survey method was used for collecting data. A sample of 50 B.Ed. teachers, 36 females, and 14 males were taken from 08 colleges of Bijnor (Uttar Pradesh) and 02 colleges of Pauri Garhwal district (Uttarakhand). Self-constructed questionnaire was used for collecting data. The analysis of the data revealed that curriculum should be redesign and restructured, the availability of infrastructure in teacher training colleges does not speak of something different to that of satisfaction related to curriculum, faculty in ten colleges was not according to the norms and regarding the Internship program, the majority of the teachers believed that the present system is vague, there are no specified points as to what activities are to be done.*

**Keywords:** Reflection, Gap, Theory, Practice and NEP-2020

### I INTRODUCTION

The role of teacher and teacher education are just indispensable when it comes to developing, tailoring, and moulding tender minds towards the right direction, nation-building, or enriching our culture. The substantial and the significant place held by a teacher in the whole process of education can never be overlooked. At present, B.Ed. is generally taken as a fall-back option for a career and a certificate to marriage for female candidates. However during last few years, teacher education has undergone many transformations in our country.

Despite many reforms the present system of making and training teachers in our country seems to suffer from inadequacies, corrupt traction and problems. The existing model allows various universities to have a variety of admission procedures. According to the Justice J. S. Verma Commission (2012) constituted by the Supreme Court, a majority of stand-alone TEIs - over 10,000 in number are not even attempting serious teacher education but are essentially selling degrees for a price( NEP 2020). There is a dearth of infrastructure, efficient teaching staff, and many more such issues, thus violating the norms given by NCTE. Therefore, it is not surprising that such training colleges are producing more than 80-85 % non-employable trained teachers every year. Dr. Paliwal studied the various issues related to two years integrated B.Ed. syllabus and suggested for the review and restructuring of the syllabus (Paliwal, 2016). Many researchers conducted in this area suggested that to ensure quality NCTE should be more strict (Himmat, 2017). Sangha 2017 found content and activities were overlapping which can be reduced by correlating them in proper sequence and ICT should have a more practical aspect. Nalawade et al.(2015) in their study found that the teacher training institutions are facing constraints in admission procedure, infrastructure, teacher recruitment, and conducting internship. As the impact of two-year

B.Ed., the teacher educators have become more stressed (Ravinder 2015). After reviewing these studies, there seems to be a dire need to redesign and restructure our teacher education program and eradicate the maladies of the present model which has become like an Augean stable.

Since 1960, the climacteric importance of professionally preparing the teachers has been recognized, but the reality remains a matter of grave concern to all of us. Even various commissions and committees have been drawing attention to this issue from time to time. Just to mention a few, the Kothari commission in 1964-66 focused on the need to bring teacher education to mainstream academic life. In the year 1983-85, Chattopadhyay Committee advocated for five years of secondary school teacher training after completion of the twelfth standard. In the same regard, the Yashpal Committee (1993) in its report 'learning Without Burden' focused on providing such training to the trainees who enables them in acquiring self-learning ability and independent thinking (National Council of Educational Research and Training (India), 2005). NCF 2005 emphasizes enabling the teacher to think independently. While meticulously analyzing the teacher education, it brings forth the actual status of teacher education where the knowledge is a repository of information that is 'given' and not form on individual experience and reflection (Bhar et al., 2021).

To achieve these recommendations to their fullest, and also to bring it in consonance with other professional programs National Education Policy 2020 envisions to transform present two-year B.Ed. program to Four-year integrated teacher training program along with other important recommendations like-

- (a) All stand-alone TEIs will be required to change into multidisciplinary institutions by 2030.
- (b) The ITEP will offer a degree in dual mode: in Education and as well as a specialized subject.

- (c) Setting up a national testing agency for maintaining uniformity in the entrance process of Teacher Education.
- (d) The HEIs offering the four-year integrated B.Ed. program also runs two year and one-year B.Ed. program for those having graduation and post-graduation degrees respectively.
- (e) All fresh Ph.D. entrants will be required to take credit-based courses in teaching irrespective of their discipline.

To achieve these, the policy envisions a “Life Cycle Approach” towards teacher education, from entry-level of the teacher to the pre-service training to recruitment, service conditions, deployment, professional development, and career management. The teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more (NEP 2020).

The above-mentioned reviews indicate that prime importance should be given to teacher education programs. More thorough researches need to be conducted in this regard. There seems to be a need for more homework and contemplation to be done to achieve the objectives intended by our present education policy.

## II OBJECTIVES AND METHODOLOGY

- (a) **Research Question-** With the above background, the present study was conducted with the following research questions:

- (i) What are the various issues related to the curriculum?
- (ii) Are the TEIs having infrastructure according to NCTE norms?
- (iii) Are the TEIs having Faculty according to NCTE norms?
- (iv) Is the intent behind the internship achieved successfully?
- (v) Is faculty ICT efficient?

### (b) Objectives

- (i) To explore the various issues related to the curriculum of a two-year B.Ed.
- (ii) To explore the status of infrastructure as per NCTE norms in TEIs.
- (iii) To explore the status of Faculty as per NCTE norms in TEIs.
- (iv) To find out the success of the internship program in B.Ed.
- (v) To find out the ICT awareness and efficiency of B.Ed. Teachers.

- (c) **Research Methodology -** The descriptive survey method was used for collecting data on five parameters- 1) Curriculum, 2) Infrastructure, 3) faculty, 4) Internship program and 5) ICT efficiency through interview. A sample of 50 B.Ed. teachers, 36 females, and 14 males were taken from 08 colleges of Bijnor (Uttar Pradesh) and 02 colleges of Pauri Garhwal district (Uttarakhand). The tool was self-constructed questionnaire comprising 25 questions. The tool was sent to three teacher educators for content validity.

## III FINDINGS AND INTERPRETATION

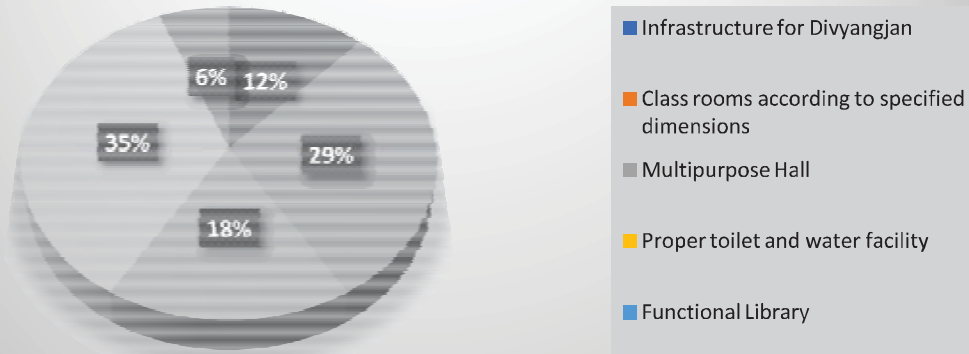
Table 1  
Satisfaction Related to Curriculum

Questions related to Curriculum	Percentage of the teacher's
Curriculum should be revised	88%
Repetition of Content	76%
Lack of practical approach	82%
Not related to societal needs	90%
Not leading to higher order thinking	94%

When interviewed about the satisfaction related to the curriculum which the teachers are dealing with, 88% opined that it should be revised thoroughly, 76% found that the content is being repeated in one or the other way either in the first year or in the second

year. When asked about the practical approach in the curriculum, 82% denied for the same in two-year B.Ed. curriculum. 90% and 94% of the teachers said that it is not related to society and not leading to higher-order thinking respectively.

**Fig.1: Infrastructure availability in various training colleges**



The availability of infrastructure in teacher training colleges does not speak of something different to that of satisfaction related to curriculum. Of the 10 colleges considered for the study, there were hardly any reaching the norms given by NCTE. Some had the physical structure of the classes but not meeting the dimensions specified (only 29% have classrooms according to specific dimensions), multipurpose hall for namesake (only 18% have multipurpose hall), no proper toilet facility for girls and boys. The

infrastructure required for Divyangjan (only 12% have infrastructure for Divyangjan) was also not found in many colleges. The conditions were the same in the case of laboratories and activity rooms. Water points were there in all colleges, but not up to the mark. Libraries had insufficient books, therefore, students were issued the books for lesser time and there was no proper arrangement for the reading room in most of the training colleges (Only 6% have functional Library).

**Table 2  
Percentage related to Status of Faculty in Training Colleges**

Status of Faculty	Percentage
Number of faculty according to norms	20%
Salary to the faculties as per UGC norms	24%
Appropriate Teacher taught ratio	30%
Professional satisfaction	12%

Faculty in ten colleges was not according to the norms. Firstly, the criterion for the number of faculty in per unit of B.Ed. was seen violating in many colleges (only 20% have faculty according to norms). Secondly, the faculty was not paid a salary according

to University Grants Commission (24% given salary as per UGC norms). A low teacher-taught ratio (only 30 %) was observed. Most of the faculty seemed to be professionally dissatisfied (only 12% are professionally satisfied).

**Table 3  
Satisfaction related to Internship Program**

Satisfaction related to Internship Program	Percentage of teacher's
Activities are not clearly specified in Internship program	93%
Permanent school teachers don't allow for their teaching observation	80%
School staff needs to be well oriented before orientation program	72%
No. attendance monitoring	78%
Lack of proper liaisoning between training college and school	85%
Confusion regarding Lesson Plan	90%
Dearth of classes for commerce and home science	70%

Regarding the Internship program, the majority of the teachers believed that the present system is vague; there are no specified points as to what activities are to be done (93%). The permanent teachers of the schools where the intern is completing his internship don't allow the teacher trainees to observe their classes (80%). School principals and staff need to be oriented before the internship (72%). There is no attendance monitoring (78%). Lack of proper

liaisoning between school and teacher training college as to what activities are to be practiced is observed (85%). So far the practice teaching in various pedagogies are concerned, there is a dearth of classes for commerce and home science (70%). A symbiotic relationship needs to be understood both by school and college. Teachers also seemed to be confused regarding lesson planning (90%).

**Table 4**  
**ICT Efficiency**

ICT Efficiency	Percentage of teacher's
Comfortably using smart phones	94%
Familiarity with virtual platforms like Zoom, Google meet etc	30%
Efficiently using virtual platforms for teaching learning	10%
Using what's app for teaching learning purpose	96%

Teachers although were comfortable using smartphones for their basic requirements (94%), but there were very few who were comfortable with using ICT in the teaching-learning process. Since times are changing, there has been a turning point in education because of the pandemic. Teachers were not very conversant with various learning management systems (LMS). The majority have been taking classes using WhatsApp during the past year. Only around 30% were familiar with platforms like google meet, zoom, google classroom, etc. 10% were efficiently using these platforms for the teaching-learning process.

New knowledge and learning experiences need to be incorporated into the present curriculum. The two-year B.Ed. program offers EPC papers, the trainee should be given the freedom to choose among them based on her/his interest domain. Practical activities should be more specific and clearer in the syllabus. Proper provisions should be made regarding the recruitment of faculty should be strictly monitored regularly to curb the exploitation of the teachers. Teachers should be given ample opportunity and facility from their organization for their professional growth. Libraries should be well maintained with a sufficient number of books catering to the needs of all the students enrolled in the institute. Blended learning seems to be the need of the hour. Therefore, teachers need to be made more aware and develop a positive approach towards the use of technology in the teaching-learning process. The Digital learning ability of the learner seems superior to teachers. So, continuous and updated digital training, the latest knowledge of digital learning tools, and their management are important for the teachers.

## IV CONCLUSION

Teacher Education is one of the important components of the Indian Education system. To address the 21st-century generation alpha, the digital natives; the teachers, content, methodology, and structure of teacher training programs need to be restructured. The focus of education should be changed from delivering recycled knowledge bundles to learner-centred education.

Science has proved that the right brain of the child develops in the early years of childhood from 3 to 4 years and the left brain develops a bit later in the age group 6 to seven years. NEP 2020 also advocates for whole-brain stimulation. It talks about developing foundational skills like numeracy and language literacy along with cognitive functions like developing imagination, creativity, critical thinking, etc. For this, the curriculum should incorporate methods like technology-enabled design learning collaborative learning, inquiry-based and discovery learning, experiential learning, and observation. But for this, the teacher must be well-tailored. If the teacher is positive about such activities then only he will put these into practice. These are not new things, they were always there in theory but what is important at this juncture is, all this needs to be put into practice seriously. The following points may be pondered over-

- (a) A uniform pattern should be followed; four-year ITEP should replace two-year programs. A one-year program should not be brought into practice. The one-year program may dilute the motive of Integrated B.Ed. program.
- (b) The curriculum should be related to the real world of the student. It should have a practical component along with theory. It should be meant to involve various community programs and extension activities and also leading to a healthy collaborative and symbiotic relationship between school and teacher training college. The content

- should be culture soiled, full of values and nationalism.
- (c) The various activities to be performed in the course should have uniformity throughout the country, irrespective of states and centres.
- (d) The teacher educator should be professionally skilled. It includes skills like- soft skills, technology efficiency, information retrieving and management skill, collaboration, creativity, and critical and empathetic. The teacher's aim should be to develop automated learners.
- (e) A different model of teacher can be thought over. Right now, we have good around fourteen-fifteen pre-service training courses for teacher education. Why can we not have a single model in a four-year integrated B.Ed. with well-thought provisions regarding multiple entries and exit points catering to the certificate needs of the students and their utility in the society for earning their livelihood.

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