

Impact of Self-Financing B.T.C. Programme on Future of B.Ed. Programme in Field of Elementary Education

Abstract

This study aimed to find out the impact of self-financing BTC programme on future of B. Ed. Programme in field of Elementary Education. The investigator discussed expansion and growth of elementary education in India after independence, gave some suggestions regarding restructuring of teacher training to improve quality of elementary education and also discussed the Impact of Self-Financing B TC on Future of B. Ed. The findings of the study revealed no danger on future of B. Ed. due to self financing BTC.

Keywords: Self-Financing, B.T.C. Programme, B.Ed. Programme & Elementary Education

Introduction

Education is the basic means for human development. At present, education is divided into primary, secondary, higher and specialized categories. At all level of education, primary education is most important because it is the foundation stone of education. It is basis of personality development, mass education and complete education for most people in India. But this level of education is facing various problems regarding administration, finance, control, uniformity of curriculum, poor conditions of school, wastage and stagnation, lack of honesty and of devotion to duty, lack of staff etc. In order to remove the lack of trained staff to achieve the goal of compulsory elementary education, B.Ed. degree holders were given a chance to teach in primary schools by giving them a training of six months. Due to increasing demand of B.Ed. degree holders in field of primary education a number of teacher training institutes were opened in the field of self finance. These institutes provide B.Ed. degree to a large number of candidates. But now government of U.P. has decided to run B.T.C. in self-financing field. Due to this decision a problem is creating among B.Ed. training institutes.

Objective of the Study

To find out the impact of self-financing BTC on future of B.Ed.

Review of Literature

Teacher education has remained a subject of intense discussion for more than two decades. Therefore it becomes necessary to go deep into the intricacies of the field. The investigator has found some studies which are directly or indirectly related to her topic. The studies are given below:-

Srivastava (2014) conducted a study on Effectiveness of the Teacher Education Program. The main objectives of study were: (1) To study the actual position of resources, (2) Existing conditions, (3) Working condition of teacher education program, (4) To study the qualitative and quantitative characteristics of the program's end-product, (5) To study opinions regarding quality and sufficiency of existing conditions, (6) Working of the program from the point of view of organization of professional education of secondary teachers and (7) To ascertain the most desirable changes needed for making the program effective. The study was a normative survey. All Teacher Education Departments of 10 affiliated colleges of Avadh University were included in the study. Data was collected with the help of questionnaire. The major findings were: The ten colleges, having a teacher education department were unequal in size and facilities and none was initially opened with the intentions of providing facilities of Teacher Education. The colleges were on the government grant



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list; hence there was no problem of staff salary payment. Except SC & ST student trainees, all other were required to pay fees. The Teacher-Educator, Student-Teacher ratio was 1:14. Facilities for non-teaching staff were inadequate. Admission rules, as prescribed by the state government were followed, which had many drawbacks. The whole program comprised theory, teaching practice and sessional work. Average working days were only 118. Immediately desired changes in the program were in its curriculum, organization of practice teaching, admission and evaluation procedures, establishment of independent colleges of education, teacher-educators' orientation and research facilities.

Kakkad (2015) studied the Secondary Teacher Education Curriculum as An Analytical Study and Developing Teacher Education Program. The objectives of the study were: (1) to analyze existing B. Ed. curriculum of various representative universities of four different regions of the nation, (2) to study the common and uncommon aspects of secondary teacher education program analytically, (3) to know the changes that were expected in STEP, and (4) to develop a Secondary Teacher Education Program (STEP). The tools used were an interview schedule and a comprehensive questionnaire prepared by the researcher. Main findings were: The duration of the STEP should be two academic sessions. The aspects of STEP should be (a) Educational Theory, (b) Practice Teaching, (c) Community Work, (d) Work Experience, (e) Sessional Work. (f) Co-curricular Activities. There should be two subjects for methodology of teaching and number of lessons should be 15 in each subject. Internship in teaching should be introduced for a period of three months. There should be a provision for urban and rural STEP. There should be examination in theory and practical. Separate results in theory and practical should be declared. Assessment for theory papers should be in marks. Evaluation of practical, sessional work and other aspects may be in grades.

Analysis of Elementary Education

Universalisation of elementary education has been accepted as a national goal in India since independence. The Directive Principles of State Policy envisage that the state shall endeavor to provide free and compulsory education for children upto 14 years of age within a period of 10 years. The National Policy on Education 1986 resolves to provide free and compulsory education to all children upto 14 years of age before the commencement of the twenty first century.

Expansion and Growth of Elementary Education in India after Independence

After independence the thrust of the Central and State Governments in universalising elementary education so far has been on three aspects namely, universal access, universal retention and universal achievement. The number of primary schools has increased from 2.10 lakh in 1950-51 to 5.90 lakh and number of upper primary school from 13000 to 1.71 lakh respectively in 1995-96. The quality of elementary education has been one of the major concerns right from 1950s. Greater efforts have been

made to impart competency based learning, particularly from 1990, when the Minimum Levels of Learning (MLLs) were introduced. Integrated Textbooks which include workbooks are replacing traditional books. A large number of teaching, learning and reading materials have been developed, with active participation of teachers and NGOs to improve quality of elementary education. The Central Government recognized the need to take a holistic view of education and appointed the Education Commission in 1964. The Commission was entrusted with the task of evolving a national system of education. The first National Policy on Education, 1968 recommended free and compulsory elementary education and equalization of educational opportunities especially for girls and children belonging to SCs and STs. The National Policy on Education 1986 and its Programme of Action, was enunciated on the basis of a detailed review of the Country's educational performance. The District Primary Education programme adopts a holistic approach to promote primary education through decentralized planning and Integrated programming at district level. The Lok Jurnbish and Shiksha Karmi Projects are two other successful internationally assisted projects.

Internationally assisted projects for basic education have focused attention on decentralization, people's participation, construction of school buildings, development of innovative teaching learning materials, participative teacher training, enhancement of institutional capacities and improvement in learning levels. NGOs are emerging as important partners in efforts of the Central and State Governments towards UEE. They have been instrumental in mobilizing social support for UEE, development of socially relevant curriculum, contextual teaching learning materials, innovative teacher training, pedagogic renewal, review and evaluation of educational experiments, action research for UEE, and designing of alternative education programmes. The scheme of Operation Blackboard was started in 1987-88 to bring about substantial improvement in facilities in primary schools with the aim of improving retention. The scheme envisaged coverage of primary schools in all the blocks/municipal areas in the country in a phased manner.

Scheme of Operationalising Micro Planning for Use

Micro-Planning, a process of designing a family-wise and child-wise plan of action for education has been conceived as a major strategy for achieving the Universalisation of Elementary education (UEE). Non-formal education is designed to overcome the shortcomings of the formal school and make education a joyful activity. Under the NFE programme, efforts were being made to further improve quality, allow greater flexibility to implementing agencies and relocate NFE centres on the basis of microplanning/area survey. The need to lay down minimum levels of learning (MLL) emerged from the basis concern that irrespective of caste, creed, location or sex, all children must be given access to education of a comparable standard. The focus of the

MLL strategy is development of competency-based teaching and learning.

The role of non-formal part-time education in providing education to working children, and children in habitations without schools has been recognized since the Education Commission of 1964-66. During 1979-80, the scheme of Non-formal Education (NFE) was introduced as an alternative strategy to impart education to children, who for various reasons cannot attend formal schools. NCERT has been involved in the development of teaching-learning material of a standard quality in conformity with MLL designed to suit learners needs. NCERT has trained key persons in each State nominated by the State Government, who in turn are responsible for training the NFE supervisors and instructors.

Cultural Dimension of Elementary Education

In the National Policy on Education (NPE) 1986, with revised modifications in 1992, we resolved to achieve the goal of UEE by the turn of the century, emphasizing three aspects: universal access and enrolment, universal retention up to 14 years of age, and a substantial improvement in the quality of education. In the context of an integrated approach of basic education for all people, literacy and adult education programmes were improved and extended, eliminating disparities of access and improving the quality and relevance of basic education. Early childhood care and education (ECCE) is viewed as a crucial input in the strategy of human resource development, as a feeder and support programme for primary education, and as a support service for working women of the disadvantaged sections of society. The aim of ECCE is that every child should be assured access to the fulfillment of all basic needs. It involves the total development of the child in every aspect including the physical, psychomotor, cognitive, language, emotional, social and moral.

Concerted efforts are now on to reach out to the girl child in rural and remote areas and urban slums by designing special NFE programmes with a view to getting them back into the formal stream. An important constraining factor for female education is the lack of women teachers in rural areas. Therefore, special efforts are being made to recruit women teachers and to augment teacher training facilities for women so that adequate numbers of qualified women teachers are available.

Adequate incentives are given to the children of SC, ST and other backward sections in the form of scholarships, uniforms, textbooks, stationery and midday meals.

Restructuring of Teacher Training to Improve Quality of Elementary Education

The National Policies on Education have to be interpreted and implemented by teachers as much through their personal example as through teaching-learning processes. With a view to improving the quality and competence of teachers, a centrally sponsored scheme of Restructuring and Reorganisation of Teacher Education (RRTE) was launched in 1987.

Among the other main components of the RRTE, as-

far as elementary education is concerned, are:

1. To set up of District Institutes of Education and Training (DIETs) in all districts to provide good quality training to elementary school teachers.
2. To organize Special Orientation Programmes for Primary Teachers (SOPT) with a view to providing training to teachers in the use of OB materials and orienting them towards MLL strategy with a focus on teaching of language, mathematics and environmental studies.

National Council for Teacher Education (NCTE) was set up for the effective implementation of all teacher education and training programmes and to achieve planned and co-ordinated development of the entire teacher education system throughout the country. The regulation and proper maintenance of norms and standards in the teacher education system is the responsibility of the NCTE. Today a number of agencies including the World Bank, UNESCO, UNICEF, Swedish International Development Agency (SIDA), International Development Association (IDA), and the British Overseas Development Agency (ODA) are sharing our concerns in this area. Our Government took several incentive schemes such as:

1. Nutritious Meal Scheme.
2. Free Uniform for pupils of I to VIII Std.
3. Free Chappals.
4. Free Bus Passes.
5. Free supply of slates.

With the objective of improving the quality of rural schools, model schools have been established in each, assembly constituency. These schools are to be provided with all essential infrastructural facilities. Special care is being taken by us to encourage schooling of girl students and students from backward sections of the society and scheduled caste and scheduled tribes.

Impact of Self-Financing BTC on Future of B.Ed

The criteria of primary education are different from secondary and higher education. To teach students of primary level the training of BTC is compulsory. At government level, DIET has given the training of BTC for a period of two years. But this number of BTC trained teachers is insufficient to complete the need of elementary education of our country. If BTC starts in the field of self financing than it will be helpful to remove the problem of primary education. Surely, it is a good step. But this decision of government has filled a feeling of uncertainty in the mind of B.Ed. degree holders and teacher training institutes.⁸⁻¹⁰ The selection procedure of primary teachers by specialized BTC can be stopped. Many B.Ed. degree holders can be disappointed. But the reality is different from it. There is no danger on future of B.Ed. due to self-financing BTC.

An analysis of importance of both training courses reveals that on one hand a BTC trained teacher can be eligible to teach only at primary level but on other hand a B.Ed. trained teacher can teach at secondary and higher secondary level. In this way, one can see that due to wide scope of B.Ed. its utility will remain in future. If a person having good teaching aptitude, than he can not satisfy at primary level, he

will surely be move up to secondary and higher level and for this B.Ed. will be necessary in that condition. Another fact related to primary education is that most of primary schools are situated in interior part of rural areas and these schools have not appropriate infrastructure, therefore, the environment of these schools is not very attractive. In this condition he will surely be done B.Ed. course to move upward. Another thing which was very important that a B.Ed. degree holder can teach in B.T.C. training institutes also but BTC trained teacher can teach only at primary level. A candidate can do M.Ed.NET and Ph.D. after B.Ed. and can teach at higher level also. But a BTC candidate cannot move there in absence of B.Ed. degree.

Another fact related to it that a BTC trained person can be eligible to teach only in his own state but a B.Ed. trained teacher can teach in his own State as well as in other State and in Central Institutes also. Out of above facts, one thing is surely related with BTC that at present it is a guarantee of job in government schools and a person has no feeling of insecurity after it. But, the condition will not remain same after entry of BTC in self financing field, because due to increased number of BTC institutes in the field of self finance it will surely be not possible. Another fact is that at present only 10,000 students can do BTC by self financing mode but demand of primary teachers in lakhs, therefore specialized BTC will be needed in future surely. Therefore, there is no danger on future of B.Ed. due to self financing BTC.

Conclusion

The analysis of elementary education reveals that basic education is the backbone for development of a nation. A lot of efforts have been made in this direction. To improve quality of elementary education trained teachers will required 'and this demand can be completed by both teacher training courses viz. BTC as well as B.Ed. Therefore, both are complementary to each other and one cannot stop the future of other. In light of above discussion it can be said although self-financing BTC exerts a temporary effect on future of B.Ed. but this effect is not permanent and long term effect. Due to large scope of B.Ed. course its utility will remain forever at every level of education.

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