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Two-year B Ed Curriculum Framework of National Council for Teacher Education: Some Persisting Confusions

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National Council for Teacher Education (NCTE) recently came out with Two-year B Ed Curriculum. The curriculum document opens making a few tall claims:

- Outlines the nature of experiences to be offered to student-teachers to make them 'reflective practitioners';
- Offers a comprehensive coverage of themes and vigorous field engagement with the child, school and community;
- All the courses include inbuilt field-based units of study and projects alongwith theoretical inputs from an inter-disciplinary perspective;
- Engagement with the field is the curricular component meant to holistically link all the courses across the programme;
- Includes special courses for enhancing professional capacities of the student-teachers; and lastly; and
- Transaction of the courses using a variety of approaches, such as case studies, group presentations, projects, discussion on reflective journals, observation of children, and interactions with the community in multiple socio-cultural environments.

Most of these claims, and many more, have been afloat, stock and barrel, over the last forty-five years or so, since the 1964-66 Education Commission's observations, deserving Nation's constructive and creative response, notwithstanding the shoddy and lopsided implementation of its principal premises and half-hearted acceptance of its major recommendations, leaving the crucial matter of comprehensive improvement in education halfway and in doldrums, despite the creation of a whole lot of institutions like Academic Staff Colleges and DIETs and conversion of other existing institutions into Colleges of Teacher Education and IASEs which seem to have made a futile effort to prove their worth and accountability towards education *per se* and towards teachers, in particular. To add fuel to the simmering flame of teacher burn-out, the creation of Apex level regulatory institutions like NCTE (since 1973-74 non-statutory and 1993 statutory) seems to have proven to be a kind of nefarious ploy to disrupt the sinews of the system to such an extent that lakhs of teachers duly trained and qualified as per university norms and standards are seen to be hopelessly standing on the roadside in search of a job, wholly shocked and shaken for no fault of theirs, except that of the system itself as such on the pretext of obtaining quality

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