

# CONTENTS

## INDEX

| TITLE   | Page(s) |
|---|---------|
| EMPOWERMENT OF WOMEN TEACHERS IN RELATION TO THEIR FAMILY ADJUSTMENT - <b>Prof. Dr. T. VIMALA</b>   | 02      |
| ANALYSING THE COMPLICATEDNESS OF CHARACTERS IN GOTHIC LITERATURE - <b>Rishika Singh</b>   | 11      |
| A STUDY ON AWARENESS OF LIFE SKILLS EDUCATION AMONG ADOLESCENT STUDENTS IN TELANGANA STATE - <b>Anuradha Seelamu, Dr. Shilpi Srivastava</b> | 16      |
| IMPORTANCE OF NEP 2020 & OPPORTUNITIES OF B.Ed STUDENT TEACHERS FROM COLLEGES OF EDUCATION - <b>Dr. A. SURESH JOHN KENNEDY</b>              | 21      |
| वर्तमान परिप्रेक्ष्य में शिक्षक शिक्षा में नवाचार की भूमिका - धर्मवीर सिंह, याशी उपाध्याय   | 27      |

## IMPORTANCE OF NEP 2020 & OPPORTUNITIES OF B.Ed STUDENT TEACHERS FROM COLLEGES OF EDUCATION

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### ABSTRACT

Importance of NEP 2020 & opportunities of B.Ed., student teachers are very helpful for semester pattern of studies from colleges of education. The main purpose of Skills of B.Ed., student teachers are very helpful for holistic development of school children from two years of B.Ed., course. In semester pattern 3rd semester is fully scheduled for 16 weeks of training programme. Our Education University develops Skills of B.Ed., student teachers through first, second and fourth semesters have 5 papers and third semester for teaching practice with completion of 16 records, 4 enhancing professional capacities and online course from Swayam. Records of third semester are around 16 out of which 2 records for Observation records level I & II, Demonstration records level I & II, Lesson plan records level I & II, Instructional materials records level I & II, Test and Measurement records level I & II, Micro Teaching skills records I & II, Case study record, Psychology practical record, Student portfolios and Reflective journals, Environmental education record. For that our present study was chosen to find out the importance of NEP 2020 & opportunities of B.Ed., student teachers from our colleges of education.

**Key words:** Semester, Colleges of Education.

### 1. INTRODUCTION

Last academic year new syllabus had been introduced for the two years of B.Ed course from Tamil Nadu Teachers Education University. Most of the student teachers felt difficult to learn and remember the one ward question with answers for competitive exams. To make the student teachers familiar of learning and writing of multiple choice questions our Tamil Nadu Teachers Education University introduced semester pattern of multiple choice questions in B.Ed syllabus. After learning multiple choice questions in B.Ed subjects, we could observe student teachers able to score good marks in their psychology and competitive exams. This will give the motivation to all the B.Ed student teachers to write Teacher Eligibility Test, Central Teacher Eligibility Test and Teacher Recruitment Board for scoring good marks as well as give an opportunity to train school students for talent exams like NMMS, YASASVI, TRUST, NTSE, TAMIL TALENT and INSPIRE exams.

## 2. DEFINITION OF THE TERMS

The investigator wants to give explanations for the terms used in the title of the study.

**Semester:** One of the two periods that the college year is divided into. A semester is a calendar that divides the academic year into 15 - 17 week terms. There are generally two semesters per academic year:

**Colleges of Education:** Education (or college of education; ed school) is a division within a university that is devoted to scholarship in the field of education, which is an interdisciplinary branch of the social sciences encompassing sociology, psychology, linguistics, economics, political.

## 3. SEMESTER PATTERN

The B.Ed. programme shall be for duration of two academic years consisting of four semesters. Each semester is spread over for a period of 100 working days and 36 hours in a week spreading over for 5 or 6 working days in a week, excluding the period of examination and admission. The curriculum of the B.Ed. programme consists of fourteen Compulsory Theory Courses, one Elective Course out of six elective courses and Engagement with the Field School Internship, Courses on EPC, and an Online Course. The major objective of the Pedagogic course is to make the student- teachers to get an overview of the content of the chosen subject also to get practiced in classroom teaching at Level –I & Level – II. Level – I is pertaining to standard VI to VIII and is compulsory for all the student- teachers to get many-fold experiences in classroom teaching of their pedagogic subject during the School Internship. The students of Economics, Commerce, Psychology, Philosophy, Sociology, Political Science, Logic, and Indian Culture should study and teach the subject Social Sciences, students of Computer Science should study and teach the subject Mathematics; and students of Home Science should study and teach the subject Science prescribed in the school curriculum at Level -I. Level –II is pertaining to standard IX and X for undergraduate qualified student- teachers and standard XI and XII for post graduate qualified student-teachers. The student-teachers need to get an overview of their pedagogy subject prescribed in the school curriculum and also to teach their concerned pedagogic subject at Level –II during the School Internship. The EPC records are to be prepared and submitted at the time of practical examination. The EPC records are to be prepared based on the theoretical inputs and practical experiences gained from reading and reflecting on text, performance in drama and art related to teaching and learning process, critical understanding and usage of ICT for effective teaching and learning process, and understanding of the strengths and weaknesses of one's own self.

## **4. IMPORTANCE OF UPGRADING KNOWLEDGE FROM NON-SEMESTER TO SEMESTER PATTERN**

### **4.1 Cognitive**

By having great cognitive skills, we are able to learn how to solve complex tasks in our life – no matter if they are related to situations at school, work, or in our private life. Examples of cognitive skills are: Concentration, problem solving, working memory and flexible thinking. Learning to tackle complex tasks and building effective strategies to identify solutions.

### **4.2 Creative**

By having strong creative skills, we can come up with new solutions to problems that the world of tomorrow will face. Creative skills support our openness to new experiences and help us transform ideas in meaningful ways. Examples of creative skills are: Coming up with ideas, expressing them and transforming them into reality, being ok with ambiguity, exploring possibilities, evaluating ideas, identifying the best solution.

### **4.3 Physical**

By having strong physical skills, we exercise our minds and bodies to maintain wellbeing towards a successful life. Examples of physical skills are: Being physically active, understanding movement and space through practicing sensory-motor skills, developing spatial understanding and nurturing an active and healthy body

### **4.4 Social**

By having great social skills, we are empowered to be strong collaborators and communicators. Social skills also allow us to have healthy relationships with family and friends. Examples of social skills are: Collaboration, communication and perspective-taking, sharing ideas, negotiating rules and building empathy.

### **4.5 Emotional**

By having strong emotional skills, we are better able to tackle challenges in everyday life and relate in important ways to our family and friends. Examples of emotional skills are: Understand, manage and express emotions by building self-awareness and handling impulses, Staying motivated and confident in the face of difficulties.

## **5. CREATIVITY MATTERS!**

It matters for countries, economies, employers, parents and learners and creativity is now seen and appreciated as one of the most important skills for the learners of today and tomorrow by Organizations such as the World Economic Forum and Ministries of Education around the world. There is, however, a big gap between the desire for creativity

and education systems' ability to develop and nurture this pivotal skill. The aim is to stimulate discussion about this by engaging key people who exert influence and mould results in the field of education. The series also aims to highlight why creativity matters, as well as how education systems can best adapt and reimagine learning to equip the learners of today and tomorrow with the creative skills, mindsets and confidence they need. We hope it will also help convince education policy-makers and decision-takers of the urgent need to foster creativity skills in classrooms. We believe that all student teachers have the potential to be creative, a potential that can be nurtured over time.

“Education is the process of living and is not meant to be the preparation of future living”

\_ (Dewey, 1897)

The above statement is the reflection of what education must be. When its focus is on process of living that indicates learning begins at birth where the student teachers gains knowledge unconsciously and primarily through touch and feel and then gradually acquiring knowledge through exploring and experiencing. Hence, it is necessary that education has two layers which are psychological at the base and the sociological. College of education ought to help student teachers be more aware of their abilities and teach life skills that are often foundational to true learning and helping them form self-identities and create self- awareness. When we say holistic education, it must prepare student teachers for their future and help them tackle any of life's uncertainties. The college of education is the only place where this type of holistic education can be inculcated. The lack of holistic education is the major reason why students are not able to face failures or rejections which may lead to engaging in antisocial activities, choosing destructive behaviors out of guilt and anger, or taking the ultimate step of ending their life, etc. Education fails, if it doesn't prepare the child for community living.

Training student teacher to use their kinesthetic (body) tools like ears, eyes, legs and hands and learning to use their discretion to make decisions in adverse conditions is the primary objective of the education system. Student Teachers and colleges of education are instrumental in making this happen. As we all know, knowledge is a social condition and imparting knowledge in student teachers via right pedagogical structure is the core responsibility of any education system. Education must focus the student teacher as a whole -which means, the pedagogy caters to the physical, emotional, social and cognitive development of student teachers. This in turn creates progressive thinkers. Change is inevitable. Progressive thinkers are those who can handle change using positive ways and means using the traits such as flexibility and adaptability. Holistic education must help the child to develop and nurture 21st century skills like active learning, out of box thinking, critical thinking, effective communication, collaboration, technological skills, knowledge on life skills and career personality, etc. These are some of the core attributes of progressive thinkers.

We cannot deny the fact that each student must be good at the content of the core academic subjects, but teaching essential skills that are required for personal growth and

successful living is what makes students confident and progressive thinkers. Each student teacher learns best by using predominant learning style by constructing his/her own understanding based on natural instincts, knowledge gained and life experiences and not mere testing or consuming knowledge through normative standardized practices. Hence, adopting an integrated curriculum using experiential and expeditionary learning that has elements of problem solving, critical thinking, scope to develop leadership skills emphasizing team spirit and collaborative work is the need of the hour. Student teachers must be given a chance to achieve individual goals through highly personalized learning and at the same time contribute towards the up liftment of the community and commit to social responsibility. This ought to be the essence of education, which, in turn, will create progressive thinkers and eventually fulfill the goal of semester education.

## 6. CONCLUSION

The National Council of Teachers Education (NCTE) recommends that student teachers may give opportunities to learn and practice in large and small groups on significant problems that arise out of their experiences and frames of reference. Semester system helps the learners to combine new knowledge with prior knowledge, leading to the construction of new ideas within the group to develop skills of B.Ed., student teachers. Student teachers should question, discuss, make mistakes, listen to the ideas of others, provide constructive criticism and summarize discoveries the problem. Changes are needed to semester pattern of B.Ed., student teachers are very helpful for holistic development of school children. In semester pattern more emphasis should be given on students understanding of a particular concept, guiding students in active learning, providing opportunities for discussion and elaboration and encouraging them to work with peers and teachers. So semester pattern is the backbone for B.Ed student teachers for getting ready to clear competitive exams and train school students for talent exams like NMMS, YASASVI, TRUST, NTSE, TAMIL TALENT and INSPIRE exams.

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