INTRODUCTORY

CHAPTER - I
1.00 INTRODUCTION

Whereas B.Ed, M.Ed, D.Ed Courses prepare human power capital that takes part as the produced means productions to prepare and or to build up a potential of further human power capital that will further take part in the long cherished process of “Nation - Building” and as the “Right to Education” to all Citizens of Indian federalistic State is guaranteed by the Chapter - III of the Constitution of India and as the Constitution of India has directed India in to a socialistic, Secular and Federal democracy, the Curriculum of the Teachers-Training programme shall have to be reconsidered to satisfy the constitutional needs which, at present, is not found fully in the Teachers Training Curriculum. Constitutionally the syllabus which followed during 1950s is still going on simply with a very “Eye-washing Change” creating the disturbances to the “Right to Education” and “Right to Culture”, the main theme of the Indian Constitution, and present Teacher Training Curriculum allows Tremendous Social and Educational harassments to the nation and nationals, the present study shall focus all the Teachers’ Training Curriculum specially on B.Ed because B.Ed Curriculum is specially meant for Secondary and Higher Secondary Education where target group - belongs to 10 years to 16 years period. This is the period of Psycho-Physical growth and development.

The Union Regulatory Authority on Teachers’ Training Curriculum specially B.Ed shall have to bring a thorough change in the teachers’ training curriculum, specially B.Ed curriculum, to the direction to achieve national end of Socialism, Secularism, Federalism, Communal Harmony, Constitutional knowledge, Man-Making education, Moral education and National Integration blended in a Single Compulsory Paper failing which our Secular pattern of federalism may face disturbances in the years to come. Hence is the need and
emergence of the study. As because D.Ed is specially meant for preparing teachers for very minor aged students and M.Ed Training does not form the basis of secondary teachers to be recruited, here the coveted target is mainly on B.Ed curriculum. Curriculum, as per V. K. Rao, is the sum total of all of the experiences provided or used by the School to educate future generations as per need of the Country.

1.01  THE NEED AND EMERGENCE OF THE TOPIC FROM NATIONAL POINT OF VIEW

While we are proud of our constitution of India worked out by the Draft Committee under the able monitoring of Dr. B. R. Ambedkar, Presided over by Dr. Rajendra Prasad a brilliant Scholar from the University of Calcutta and the Chairman of the Constituent Assembly of India formed in August 1946, Teachers’ Training Curriculum of the Country does not follow our Constitution fully so far Teacher Education is concerned. Teachers’ Training Curriculum means M.Ed, B.Ed and D.Ed Training curriculum. Teachers’ Training Curriculum’s main aim is to bring out proper human power capital in the shape of Teachers as the main-Think-Tank-Force with professionalism, humanism, and love to nation and nationals with love for the international communities.

The Constitution of India declares through it’s Preamble in the way .........., “We the people of India solemnly resolve to constitute India in to a secular democratic republic.”

The Constitution of India, the magnificent Magnacarta also strives to maintain Communal Harmony, National Integration, Friendship and International fraternity.
Chapter -III of the Constitution of India deals with Fundamental Rights where there is Right to Education and Culture, which even can not be violated by the Government. The Honorable Supreme Court Guarantees the same. The existing Teachers’ Training Curriculum is not in accordance with the constitutional directions on education and culture.

After going through the syllabus for teachers’ training program me that is Bachelor of Education Degree, MA in Education Degree and Diploma in Education of all the state Universities regulated by the Concerned Authority, it is evident very clearly that the Teachers Training Curriculum of the Universities of the country does not provide “would be teachers” to be well equipped with the process of maintenance of Communal Harmony, National Integration and Secularism and therefore our education system does not and can not produce proper human power capital in the shape of teachers to re-produce further human power capital in the shape of students who will be the good and able citizens of the nation, which is the crying need at present scenario. Due to this imbalances in B.Ed syllabus, M.Ed and D.Ed Syllabus Indian Universities only produce paper made degree and not the proper human power capital. Professor Ramsay Says, “Education is an Investment and therefore is an Industry”. While government, either state or Central, invests National Fund for bringing out Human Power Capital in the shape of teachers to take part in the process of producing further properly empowered human power capital in the country, the Teachers’ Training Curriculum of the Universities does not provide the would be teachers to be naturally expert and resourceful in preaching National Integration, Communal Harmony, Secularism, friendship, fellow feelings and International Fraternity along with moral education which the constitution of India aims at and therefore this present study is nationally needed for the nation, of the nation and by the
of the nation and by the nation to make national investment meaningful with cost benefit and cost affectivity and for maintenance of Constitution - Declared aims fully, otherwise the federal state of India’s fate, in near future may be alike the ill-fate of the then USSR. After 68 years of Independence, now-a-days our degradation in Socio-Educational, Socio Political status with existence of Mal-adjustments are in top gear creating in humanistic scenario because of questionable absence of education on Social and Moral values, Humanity and Man-Making education of Swami Vivekananda without which the Teachers’ Training curriculum is meaningless and as such, does not fulfill national need and emergence. Here the policy of economics of education of the Country has become victimized.

Present Teachers’ Training Curriculum of all categories becomes nearly meaningless to teachers, students and nation. Learning to live in the wide house of the worlds developing values to live by developing attitudes to worlds institutions, traditions, Social groups comprising of the Society - these are to be achieved through Curriculum but in our teachers’ training curriculum these three matters are found to be absent forcing the present curriculum to be nearly meaningless.

**Hence** our present syllabus of teachers’ training cannot fulfill fully the national, social, civic, economic moral and man-making desire of the country and thus the curriculum is to be modified as per the present need of the nation in the on going current Century. The present study is only limited to B.Ed Curriculum in the light of M.Ed and D.Ed too. Therefore, the need-based curriculum of B.Ed, D.Ed and M.Ed is a burning question nationally and this problem is to be modified and solved for the interest of the nation as a whole with top-most priority and urgency.
India achieved Political freedom from the hands of the UK, but from that time India is going on with The English Pattern Teachers’ Training. Though in between 1947 to 2015 U.K has modified and changed its Teachers’ Training curriculum for thrice for maintenance of current need of the Social approach of the UK, Constitutionally, although UK constitution is mainly unwritten.

But up to this time, India changed only one paper of computer basic in Teachers’ Training Curriculum though the main matter that is value education, Man-making education, Constitutional essence and need of the Society - are till to be modified and be re-adjusted with the curriculum. Due to lack in man making education as well as value education, our curriculum has already produced some supporters of terrorists while we see some citizens hoist other country’s flags and terrorist- flag in Indian Soil.

I) While after Independence the UK has modified its Teachers’ Training Curriculum for thrice, India did not follow.

ii) India is under Commonwealth of Nations-which modified their Teachers’ Training Curriculum Several times for the Interest of their society, India could not do this– which is amazingly astonishing.

iii) Automatically Indian Society can demand the change in the Teachers’ Training Curriculum with changing needs of the changed society. The Present
curriculum for Teachers’ Training possesses less relevance with Curriculum and nation and national needs.

1.03 STATEMENT OF PROBLEM

As “Education” is a continuous process for a nation, it is to be nourished with proper care in accordance with the need and emergency of the national need followed by the Constitutional Directions, which can not and shall not be denied. Education - Curriculum of one age differs from other, because of changing needs of a nation year to year. Specially Teachers’ Training Curriculum needs not to be rigid. While computer Science education has been included in Teachers’ Training, the Man-Making Education is the need of the hour. Computer Basics is need based while Man-Making Education with value and humanity is the main theme for life and meaningful existence of Indians.

In the process of education the teachers and their training plays a vital role in preparing “Human Power Capital” in accordance with the need of the nation which also is a direction given by The National Policy On Education-1986. The Curriculum that does not provide the teacher trainees to be with the true humanly appearance with the sensitive ideas of humanity, love to nation and nationals, can only produce teachers without humanity.

Though Constitutionally India is a Socialistic, Secular, Democratic Republic our curriculum for Teachers’ Training is back- dated and not in according with the Constitutional Commitments. The present Scenario of imbalance adjustments on sexes and ages, employments, Social Safety and national Security - all these are the result of 68 years’ back dated imbalance curriculum of Teachers’ Training that needs to be adjusted with the fresh introduction of Man-Making Education
in Teachers’ Training Curriculum of the day because present curriculum without man-making Education does not suit to country’s need and national’s need.

**Hence** this is a problem and attempt is being made through the present study for bringing out the panacea, that too, to keep India tension less, free from all sorts of harassments specially to women category, children category and senior citizen category with a view to achieving national peace without which culture Lag can not be minimized.

### 1.04 NEED AND EMERGENCE OF THE PRESENT STUDY IN THE SOCIO - POLITICAL VIEW

**Education** is the only way through which “Culture Lag” Can be minimized. Culture Lag is the problem for a Society. Culture Lag brings imbalance development between Material Culture and Non material Culture. If education can not bring out proper and required human power capital with humanistic and man-making views as per the need of a country then Social as well as political imbalance comes in, which becomes a threatening to the country and it is known to all that Swami Vivekananda the great Indian monk, as Socio - educational thinker, says, “Education is the manifestation of perfection already in men”. The great Swamiji advocates for man-making education. Education without perfection, humanism, love, brotherhood, friendship, adjustment and understandings nationally and international, shall only produce “Paper-Degrees” and some brains with terrorism where a chartered accountant becomes the strongest terrorist inspite of normally being a good citizen of a nation and ultimately faces capital punishment on his birthday. Due to lack in Teachers Training Curriculum we can not motivate our youths towards the goal of peace, amity, progress and love to mankind, resulting to give birth of some citizens who help terrorists and terrorism.
India is having tremendous problems about non-material culture forcing the country to face socio-political hazards, national hazards, sexual hazards for the reason that our society gets teachers through the present system of teachers’ training curriculum that can not equip the teachers to fight out socio-political demons like anti-secular, anti-democratic, anti-humanistic, anti-development, anti-federalistic forces. Therefore, the present study is relevant one in the present socio-political and socio-educational context. The teachers’ training curriculum for B.Ed of all most all the universities does not possess any compulsory paper with full or half length on secularism, socialism, communal harmony, national integration, humanism, federalism, moral values, man-making education and international fraternity which is clearly evident from the existing B.Ed syllabus followed by the universities of Kolkata, Burdwan, Madras, Karnataka, Andhra, Kurukshetra, Maharshi Dayanand, Chowdhury Devi Lal University, Kalyani University, Madurai Kamraj University, Vidyasagar University, Gauhati University, SVN University, SKB University, Purulia and so many other universities of the country. In the country, existing teachers’ training curriculum has not been considered, philosophically, psychologically, educationally, morally as well as constitutionally because it is prepared in the A.C. Room “Thanda Ghar” without taking consent of concerned people.

Therefore, for the interest of the nation, at the first, the present curriculum for B.Ed, D.Ed and M.Ed needs to be re-nourished with the introduction of a fresh paper of one hundred marks as a compulsory paper, with all human values and man-making education. Present study, thus, is highly required for the national reality and for the interest of producing proper human power capital in the shape of teachers to bring all-round development of India, diminishing culture-lag and placing people at the highest of glory of mount in which socio-national peace shall survive and country’s all-round development is possible then only.
1.05 NEED AND EMERGENCE OF THE PRESENT STUDY IN VIEW OF THE RESEARCHER

It is clearly evident, after studying and verifying the existing Teachers’ Training Curriculum specially B.Ed of a good number of Universities and colleges of the Country the curriculum of B.Ed, M.Ed, D.Ed neither follows the Preamble of the constitution of India nor follows the principles of Federalism, Secularism, Humanism, Moral values, Value education and Man Making Education, Communal Harmony and National Integration.

The Teachers Training Curriculum also is not in accordance with the Fundamental rights incorporated in Chapter III of the Indian Constitution.

Rabindranath Tagore the world famous poet and great Indian Educator tells of Nation loving education while Swami Vivekananda tells of Man Making Education. Maharishi Aurobinda tells of spiritual education unitedly while John Dewey, the originator of Pragmatism in education, tells of National and International level development of man and matter with wide developmental approach. J. J. Rousseau the father of education of the world tells of natural education. Our Teachers Training Curriculum only knows how to follow the Hard and fast rules.

The Present Curriculum for B.Ed, D.Ed, M.Ed neither follows R. N. Tagore, Aurobinda, Dayanand Saraswati, Swami Vivekananda nor John Dewey, Robert Owen and M. K. Gandhi the father of the nation. It does not follow Pragmatism, Realism, Vedantism, Neo-Vedantism. Curriculum preparators of India might have forgotten main theme of Indian educational Philosophy and also good sides of the Western, Philosophical approaches.
Therefore in the name of right to equality, in the name of Social Justice and Security, in the name of bringing proper human power capital, in the name of national unity and integrity, in the name of socio-political, socio-educational and socio-philosophical justice to all Sexes and ages, the present study is relevant and related to development of the nation for progressive material culture and non-material culture with equality and therefore the present curriculum of B.Ed, M.Ed and D.Ed needs re-nourishment for the national interest.

Due to present curriculum for B.Ed Course the Culture Lag is continuing like the figure given below. Moreover in the present Socio-economic Scenario, mal-adjustments, Sexual harassments, assassinations, Social disturbances are in the top gear. Crime Chart is going tremendously upward to touch upper limit.

FIGURE - 1

Showing the Present Status of National Development and Progress through the Indicator - Culture Lag - due to in equal distribution of material culture and non-material culture which is the present status of India due to partly failure of B.Ed Syllabus that can not satisfy present National need constitutionally, Socially as well as morally.
There is a great difference between “A” and “B” creating “C” as maximum culture lag area due to present Teachers’ Training Curriculum without proper Man-Making Education and Human Values. This figure is undesirable.

A developed nation possess as not so gulf of difference between A(MC) and B(NMC). Out of Figure - 01 it is clear that India is running on with non-diminishing area “C”. Actually a Country like India must posses diminishing tendency of “C”. This is the indicator of showing the failure of our Teachers’ Training Curriculum. Should Curriculum be man-making as desired by Swami Vivekananda there would have no such gulf of difference between “A” and “B”
FIGURE - 02

Figure - 02 showing the expected Status of National Development and Progress through the Indicator - Culture Lag - due to equal distribution of material culture and non material culture which will be the future status of India due to introduction of man-making value-oriented education of Swami Vivekanand and clauses and principles of Indian Constitution in the Issue of Equality, Right to Education and Culture, Humanism, Federalism, Communal Harmony and National Integration in the Teachers’ Training Curriculum that will satisfy National need constitutionally.

FIGURE 02 is Desirable in practice for the Interest of the Nation and therefore the Teachers Training Curriculum is to be modified according to Constitution and the option and choice of the citizens related to education and development. This status is possible also.
FIGURE - 03

Diminished Culture Lag - the indicator of National, Social and Individual growth and development as required at present Scenario in India.

Figure 03 is desirable in India. 50% MC + 50% NMC = 100 % Total National Growth and Development of Man and Material. But this is not possible at any time in any country
So Figure 02 is coveted for the development of Man and Material.
Our Culture Lag Status is detrimental to the Society which is to be assessed with great care.

1.06 RESEARCHER’S COMMENT

India nationally at first needs change in the Teachers’ Training Curriculum for the people, by the people and of the people for the National Interest. If Figure 02 is not attained within 10 years, there may be National disturbances forcing high capacity disturbances with humanism forcibly allowing rapes, gangrapes, murders, family problems, Social problems and later political problems.
India, a Federal Secular, Democratic Republic declares Socialism, Secularism, Humanism, Communal Harmony and National Integration along with International Friendship and Fraternity through its constitution but our Teachers’ Training Curriculum from the year 1947 has produced Indian status as shown in Figure 01. For the last 67 years India could not prepare a balanced Teachers’ Training Curriculum and hence there exists such negative indication of Culture Lag.

India must attain Figure 02 shown above for the interest of The Nation and Nationality, failing which India’s position, politically socially internationally will be disturbed immensely.

To achieve Figure 02, Modification of Teachers’ Training Curriculum is seen to be a must.

1.07 THE AIMS AND OBJECTIVES OF THE PRESENT STUDY

The following aims and objectives are to be achieved.

(1) To study all the Teachers’ Training Curriculum specially B.Ed of various Indian Universities and to find out whether these are at par with the present national needs or not,

(2) To find out whether existing Teachers’ Training Curriculum is able to meet the present demands of the Society or not,

(3) To find out a panacea to cope up with nation and nationals’ needs as per the Constitution of India along with national all round adjustment as well as International friendship or not.

Here in these three objectives, each are having at least two other objectives in silent. Therefore, there is no need of more objectives and these three objectives mentioned are more then sufficient.
1.08 SUMMARY OF THE CHAPTER

India at present, has been passing through hurdles due to anti human activities from 1974 and day by day these anti human activities are growing up by leaps and bounds due to old fashion Teachers’ Training Curriculum for the reasons:

I) Old fashion Teachers’ Training Curriculum did not minimize the Culture Lag of the Country.

ii) It does not follow realism, progressivism, pragmatism as the Educational Philosophy.

iii) It does not follow Jean Jaques Rousseau, Pearson, Robert Owen - the Westen Educational Philosophers who thought on positivity.

iv) It further de-evaluates Indian Philosophical thinkers like Rabindra nath Tagore, Maharshi Dayanand, Swami Vivekanand, M. K. Gandhi, Maharishi Aurobinda Ghosh, Maulana Abul Kalam Ajad, Dr. S. Radhakrishnan.

v) At present Indian Social status, family status, Schools status, college Status, University status, Industrial status can not minimize culture Lag forcing the country to be Gheraoed by these anti humanistic activities by some of the youngsters of our country who are the productions by the education - Sector and for which teachers can not be held responsible. But the Teachers’ Training Curriculum, without value education and Man-Making Education can not deny its responsibility.

Our present Teachers’ Training Curriculum even does not fulfill the Right to Education and various clauses and articles of the Preamble of the Indian constitution, the Magna Carta of our excellent nature of Secularism.

Hence the topic of study deserves to be studied for the interest of the nation and nationals and UNESCO’s educational commitment to people of the world. While India, a Federal Secular, Democratic Republic, declares socialism,
Secularism, Humanism, Communal Harmony, National Integration and International fraternity and brotherhood through its constitution but our Teachers’ Training Curriculum from the year 1947 and till date, has produced Indian status as shown in Figure 01 which is a National problem, showing the Culture Lag status. In the name of Justice, Security, peace and world peace. India must attain Figure 02 shown above for the interest of Nation and Nationality, failing which India’s Position, Politically and Socially shall be like the fate of the then USSR.

Therefore Present Teachers’ Training Curriculum is a national disease and needs to achieve a “Panacea”. The Teachers’ Training Curriculum needs to be modified with at least one paper of humanism, Social Welfare, Man-making education, Social duties and responsibilities of a would be citizen to honour the constitution of the country and UNESCO’s principles. The present Teachers’ Training Curriculum neither follows pragmatism, realism, Socialism, Secularism, humanity, Vedantism Neo-Vedantism Philosophically. India achieved freedom in 1947 August. Now, it is 2016 that is. a long way off from 1947. The national, Social, International and Individual needs have been changing with the ever changing needs. Further the Socio-economic status of Indian Society at present differs from 1947 rapidly. So, there is need of the present study for the common interest of Nation, Nationals and International community with a view to finding out afresh status only on the relevance of - Teachers’ Training Curriculum in the present Scinario.-