

## Advantages and Limitations of current 2 years curriculum of B.Ed Course.

Arvinder Kaur<sup>[1]</sup>Dr. Manju Sharma<sup>[2]</sup>

### **Abstract:**

*Teacher-education is a significant part of school education programme. To revise the teacher-education curriculum in accordance with existing needs, to judge the suitability of some innovative curriculum for teacher education, to judge the suitability and effectiveness of some new teacher-training strategies NCTE extends the duration of BEd course from 1 year to 2 years from 2015 onwards.*

*The changes in the duration of B.Ed & M.Ed courses will lead Teacher Education more sensitive to the emerging demands of the school system by developing the competency of student teachers for doing different roles. On the other hand; it has some constraints. Present paper focuses on the visions, advantages and limitations of the course.*

**Keywords:** Two Years B.Ed Course, NCTE

### I. INTRODUCTION

A Bachelor of Education (B.Ed) is an undergraduate professional degree which prepares students for work as a teacher in schools, though in some countries additional work must be done in order for the student to be fully qualified to teach.

In India, Bachelor of Education (B.Ed.) is a course offered for those interested in pursuing a career in teaching. The B.Ed. degree is mandatory for teaching at the secondary (classes 9 and 10) and higher secondary (10+2 or classes 11 and 12). The minimum qualification required for entry into B.Ed. course is graduation. The duration of the course is two years. After B.Ed students can pursue Master of Education (M.Ed.) in any Indian university or teacher-training institutes offering the course. The National Council for Teacher Education (NCTE) is the statutory body which regulating teacher training courses in India.

The Bachelor of Elementary Education (B.El.Ed.) programme is a four-year integrated professional degree programme offered after the higher secondary stage of school. B.El.Ed. is designed to integrate the study of subject knowledge, human development, pedagogical knowledge, and communication skills. Both professional and academic options are available to students who graduate with a B.El.Ed. Degree.

National council for Teacher Education (NCTE) has resolved to modify one-year courses of B.Ed and M.Ed Teacher Education programmes into two-year courses from 2015 onwards throughout the country. The course structure of the two year-B.Ed programme offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. This programme is comprised of three broad inter-related curricular areas as (i) Perspectives in Education (ii) Curriculum and pedagogic studies and

(iii) Engagement with the field. Perspectives in Education includes courses in the study of childhood, child development and adolescence, contemporary India and Education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society and inclusive education. Curriculum and pedagogic studies offers a study of the nature of disciplines, critical understanding of the school curriculum, pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning and research relating to different aspects of young children learning. This programme enables the students to specialize in one subject area. Engagement with the Field enables the student teachers to engage with the self, the child, community and school. This curricular area has three components, as (i) Tasks and Assignments, that run through all the courses as indicated in the syllabus (ii) school Internship and (iii) courses on Enhancing professional capacities (EPC). Transaction of the courses may be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observation of children and interactions with the community.

### II. OBJECTIVE

1. To understand the advantages of 2 years B.Ed programme.
2. To know the limitation of 2 years B.Ed Programme.
3. To know how this course is catering the need of Pupil-Teacher.
4. To know its sustainability.

<sup>[1]</sup>Research Scholar, Jayoti Vidyapeeth Women University, Jaipur

<sup>[2]</sup>Dean of Education, Jayoti Vidyapeeth Women University, Jaipur

### III. METHODOLOGY

The study would be conducted through direct personal interview of Dean of Education, Lecturers, & HODs of Education Department of different universities in Delhi & Jharkhand.

Direct interview of Dr. A P Saha (Dean of Education), Ranchi B.Ed College, Ranchi (Jharkhand).

Direct interview of P Shekhar (Dean of Education), VBU, Hazaribag, (Jharkhand).

Direct interview of Dr. Neeraj Priya, Principal of Guru Ram Das College of Education, (IPU), Delhi and interviews from lecturers of different B.Ed colleges of Jharkhand & Delhi.

Studies will facilitate the comparison between the opinions of people from metro & semi-urban areas.

#### Arguments for change in the curriculum of B.Ed Course from 1 year to 2 years

The two-year B.Ed. programme introduced by NCTE has certain special features/characteristics. It provides greater scope for development of sound knowledge on different areas i.e. content knowledge, knowledge on teaching-learning methodologies and knowledge on pedagogy of teaching learning among the trainee-teachers. It develops a sound knowledge base for trainee-teachers in content areas, develops skills of trainee-teachers to be competent enough regarding how to transact the content materials to the students of the schools meaningfully. Some of the value related objectives that two-year B.Ed. intends to develop among the trainee teachers are commitment, competence, accountability, dutifulness etc. of the trainee-teachers towards the profession. It intends to bring integrated development of the trainee-teachers touching cognitive and non- cognitive aspects of their behaviours. It is primarily practical oriented. It gives stress on practical activities like internal assessment, project works, sessional works, internship in teaching, practice of micro-teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, fieldwork with community etc.

**Dr. A P Saha** (Dean of Education), Ranchi B.Ed College, Ranchi (Jharkhand) reported that both teachers and students are confused by the complexities of the rapid changes in educational programmes and planning. There is little understanding or appreciation of the course content. Teacher-pupil relationship aims at the full development of the pupil's personality, with emphasis on self-reliance; from this point of view the authority vested in teachers is always paradoxical, since it is not based on the assertion of their power but on the free recognition of the legitimacy of knowledge.

The new system envisages a triad - the response of the pupil, the student teacher and the teacher educator. This is the major challenge inherent in the so-called Enhancing Professional Capacities (EPC). It does call for a radical approach towards enhancing quality and excellence in teacher-education. A mere change of curricula to reconstruct the content of education can turn out to be eyewash. In the name of economic growth, education ought not to be obsessed with technology and science.

**Dr. Neeraj Priya**, Principal of Guru Ram Das College of Education, (IPU), Delhi addressed What are the arrangements for training and orientation of teacher-educators? Will a bridge-course be introduced for those teacher-students who have been successful in the one-year B.Ed. course? What are the guidelines for the appointment of new teachers? Is the infrastructure suitable for the two-year B Ed programme? Is the new curriculum a significant departure from the previous one-year programme or simply a sort of course-extension? Above all, is it a miscalculated prescription for advanced studies in teacher-education?

Certain segments have not been covered, notably childhood and the growing-up stage, contemporary India and education, learning and teaching, gender, school and society, knowledge and curriculum, creative and inclusive schooling, language, and assessment. There could well be a patchwork arrangement due to "unavoidable circumstances", specifically lack of time, planning and administration, organisation and application with due emphasis on relevance, revaluation and foresight. As a matter of fact, a careful and well spelt-out curriculum necessitates a very positive outlook. It is undeniable that the curricula area under Engagement with the Field - the Self, the Child, Community and School with its three components particularly the last one viz, courses on EPC including reading and reflecting on texts, drama and art in education, critical understanding of ICT, and understanding the Self - suffers from ambiguity and appears to be a little too ambitious.

Finally **P Shekhar** (Dean of Education), VBU, Hazaribag, (Jharkhand) concluded to revisit one's childhood experiences, as the new curriculum suggests, is a highly sensitive and difficult task, one that may not be comprehensive and effective. Even though the student teachers have been thought by educators in the systematic way by following the rules and regulation formulated by NCTE (regulation, 2014). This would not help the students teacher to get government job unless they are not clear their eligibility test like TET conducted by the state Government. Therefore more importance to be given to enhance their knowledge and skills not only towards quality of education but also make them to get the Government job to fulfill their life needs. Students who are doing B.Ed. will have studied their respective subjects for 3 years in Bachelor degree and 5 years in Master degree. So it seems that there is no need to teach them content of the subjects which they are supposed to teach in the school. In B.Ed. by only taking one more year we just have to mould them to become effective teachers. Only giving education about different methods and approaches of teaching is enough. Other things they learn by practice.

### IV. FINDINGS

- This two year program helps to shape the excellent teachers to India by their teaching methodology, psychological techniques and philosophical and social concepts apart from these, the students and teachers are facilitated by extracurricular activities like various awareness programme and co-curricular activities.
- Engagement with the Field enables the student teachers to engage with the self, the child, community and school. Transaction of the courses may be done using a variety of

approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observation of children and interactions with the community. This will help pupil teacher for developing their overall personality as a teacher.

- Both the pre- internship and internship programme are supplemented by many other innovative activities like practice of micro teaching skills in simulated classroom situation, orientation of teachers of co-operative schools, multi-cultural placement, substantial field experiences, field observation, team teaching, substitute teaching, demonstration of the lessons, observation of the lessons, taught by subject teachers, preparation, use and exhibition of teaching aids, conducting action research/ case study, participation in both curricular and co-curricular activities of the school, application of skills, getting opportunities for reflection and application of their own experiences in the school situation, development of teaching learning materials, observation of school processes, taking the arrangement classes, peer group observation of teaching, analysis of school experiences etc. along with the practice teaching.

#### Limitations of 2 years B.Ed Course

- Present scenario there is no provision for subjects like mechanical, electrical, electronic, and civil and its interdisciplinary subjects to the school level. If the B.E. and B.Tech., students complete their B.Ed. course, how and where they will be appointed as teachers in high and higher secondary level. Only they can go for teaching in junior technical school or polytechnic colleges.
- Availability of schools for internship, appropriate infrastructure for co-curricular activities in private and government colleges, separate set-up for psychological labs and other labs for practicing, teacher educator for every subject are still burning questions after its implication in both metro and semi-urban areas.
- Lack of appropriate training to lecturer, professors and teacher-educator leading so many misconceptions about the curriculum which required an urgent and appropriate training to every B.Ed lecturer of private and government universities to make them ready to teach 2 years B.Ed course.

#### V. SUGGESTIONS

Here are some suggestions to make it more effective in present scenario

- Technical education should be imparted along with updated curriculum.
- Cost of the course should be considered to make it more effective in India.
- Value education should be given to teachers, so that they could educate young minds in the right direction.
- Arrangement of appropriate training programme is very essential for its proper implementation.
- To ensure the availability of proper infrastructure is highly recommendable along with the proper recruitment of respective teachers.

#### VI. REFERENCES

1. <http://www.thestatesman.com/news/opinion/teaching-the-teacher/83785>.
2. NCTE (n.d.). Curriculum Framework: Two Year B.Ed. Programme Retrieved July 7 2015 from <http://ncteindia.org/Curriculum%20Framework/B.Ed%20Curriculum.pdf>
3. The Times of India (2014). BEd to become 2 years long; curriculum to be changed. Retrieved July 9 2015 from <http://timesofindia.indiatimes.com/home/education/news/BEd-to-become-2-years-longcurriculum-to-be-changed/articleshow/45568736.cms>
4. NCTE, (2014) B.Ed. New regulation, The Gazette Of India: Extrordinary[Part IIISec. 4]
5. [https://en.wikipedia.org/wiki/Bachelor\\_of\\_Education](https://en.wikipedia.org/wiki/Bachelor_of_Education)