

# Objectives, Advantages and Limitations of Current 2 Years Curriculum of B.Ed Course

Amit Kumar Das

State Aided College Teacher of Pritilata Waddeder Mahavidyalaya, Panikhali, Ranaghat, India

Submitted: 25-01-2021

Revised: 05-02-2021

Accepted: 08-02-2021

**ABSTRACT:-** Bachelor of Education (B.Ed.) programme from one year to two years with major change in the curriculum. Teacher education is in the transition phase because of the rapid change in technology and students changing values. Current 2 years B.Ed. course provides greater scope for development of sound knowledge on different areas. 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 B.Ed. course from 1 year to 2 years from 2015 onwards. Present paper focuses on the objectives, advantages and limitations of current 2 years curriculum of B.Ed. course.

**KEYWORDS:-** Two years curriculum, B.Ed. course, NCTE.

## I. INTRODUCTION

In India, Bachelor of Education (B.ED) is a course offered for those interested in pursuing a carrier in teaching the B.Ed. degree is mandatory for teaching at the secondary (classes ix and x) and higher secondary (10+2 or classes xi and xii). The minimum qualification required for entry into B.Ed. courses 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 of teacher training institutes offering the course the national council for teacher education (NCTE) is the statutory body which regulating teacher training courses in India.

National council for teacher education (NCTE) has resolved to modify 1 year courses of B.Ed. and M.Ed. Teacher education Programmes into 2years courses from 2015 onwards throughout the country.

At present 2 years curriculum of B.Ed. course is comprised of three broad inter- related curricular areas as- 1. Perspectives in Education 2. Curriculum and pedagogic studies and 3. Engagement with the field perspectives in education includes courses in the study of Children,

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 disciplines and the society 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- 1. Tasks and Assignments, that run through all the courses as indicated in the syllabus 2. School internship and 3. Courses on enhancing professional capacities (EPC). Transaction of the courses may be done using a variety of approaches, such as, case studies, group presentation projects, discussions on reflective journals, observation of children and interactions with the community.

## II. OBJECTIVES

1. To understand the objectives of current 2 years curriculum of B.Ed. course.
2. To know the advantages current 2 years curriculum of B.Ed. course.
3. To know the limitations of current 2 years curriculum of B.Ed. course.

## III. OBJECTIVES OF CURRENT 2YEARS CURRICULUM OF B.ED. COURSE

- ❖ Understand nature of education and pedagogic processes through enriched experiences.
- ❖ Contribute to fill up the gap between theory and practice by dovetailing both appropriately.
- ❖ Interactive process wherein group reflection, critical thinking and meaning making will be encouraged.

- ❖ Understand various educational issues in the context of diverse socio-culture & multilingual Indian society.
- ❖ Describe teaching learning process in the classroom and various factors that influence it.
- ❖ Understand various level learners, their needs and interest and peculiar problems and motivate them for learning.
- ❖ Effective use and utilization of information communication Technology resources, on-line as well as off line for day to day classroom teaching, remedial instruction and for providing challenging learning of the precious.
- ❖ Develop and select test, evaluate and keep records of student's progress cognitive as well as non-cognitive.
- ❖ To make them comfort with content and pedagogical effective use and utilization of ICT.
- ❖ To enable to critical analyse the various evaluation tools to serve CCE.
- ❖ Reflective teacher practice and interface with societal resources.
- ❖ Become aware about human values and gender, school and society.

#### **IV. ADVANTAGES OF CURRENT 2 YEARS CURRICULUM OF B.ED. COURSE**

- ❖ 2 years curriculum of B.Ed. course provides greater scope for development of sound knowledge on different areas i.e. content knowledge, on teaching-learning methodologies and knowledge on pedagogy of teaching learning among the trainee- teachers.
- ❖ 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.
- ❖ Internship in schools is a minimum duration of 15 weeks. This includes an initial phase of one week for observing a regular teacher and also includes peer observations, teacher observations and observations of interns lesson faculty. It is important that the student – teachers consolidate and reflect on their teaching experience during and after the school internship.
- ❖ 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, multicultural placement, substitute field experience, field observation, team teaching, substitute teaching demonstration of the lessons, taught by subject teachers, conducting action research/case study, participation in both curricular and co-curricular activities of the school, analysis of school experiences etc. along with the practice teaching.

#### **V. LIMITATIONS OF CURRENT 2 YEARS CURRICULUM OF B.ED. COURSE**

- ❖ 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 current 2 years B.Ed. course.
- ❖ Current 2 year B.Ed. course there is no provision for subjects like mechanical, electrical, electronic and civil and its interdisciplinary subjects to the school level. If the B.Ed. 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 of polytechnic colleges.
- ❖ There are no availability of schools for internship. No appropriate infrastructure for co-curricular activities in private and government colleges, no separate set-up for psychological labs and other labs for practicing.

#### **VI. CONCLUSION**

The course structure of the 2 years B.Ed. programme offers a comprehensive coverage of themes and rigorous field engagement with the child school and Community. Bachelor of Education (B.Ed.) programme from one year to two years major change in the curriculum. Technical education should be imparted along with updated curriculum of current B.Ed. course value education should be given to teachers, so that they could educate young minds in the right direction. Cost of the current B.Ed. course is considered to make it more effective in India. Current 2 years B.Ed. programme helps to share the excellent teachers to India by their teaching methodology, psychological techniques and philosophical and social concepts a part from these, the students and teachers are

facilitated by extra curriculum activities like various awareness programme and co-curriculum activities.

#### REFERENCES

- [1]. NCTE (n.d.). Curriculum Framework: Two Year B.Ed. Programme Retrieved July 7 2015 from <http://ncteindia.org/curriculum%20Framework/B.Ed%20curriculum.pdf>
- [2]. NCTE, (2014) B.Ed. New regulation , The Gazette of India:Extraordinary[partIIIsec.4]
- [3]. <http://www.Thestatesman.Com/news/opinion/teaching-the-teacher/83785>
- [4]. [https://en.wikipedia.org/wiki/Bachelor\\_of\\_Education](https://en.wikipedia.org/wiki/Bachelor_of_Education)



**International Journal of Advances in  
Engineering and Management**  
**ISSN: 2395-5252**



# IJAEM

**Volume: 03**

**Issue: 01**

**DOI: 10.35629/5252**

**[www.ijaem.net](http://www.ijaem.net)**

**Email id: [ijaem.paper@gmail.com](mailto:ijaem.paper@gmail.com)**