

COMPARATIVE ANALYSIS OF ONE YEAR AND TWO YEARS B.Ed. CURRICULA OF ODISHA

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ABSTRACT: Teachers are the backbone of a society. The development of a nation depends on the performance of the teachers in and outside the classroom. The teacher education institutions are established throughout different states in India with the objective of producing good teachers. But, it has been seen that the syllabus prescribed by NCTE and the affiliating universities has been changed from one year to two years duration. This comprehensive syllabus put a burden in the mind of the trainee teachers as they have to complete the B.Ed. course. The author has selected a teacher education institute from the state of Odisha and analysed the syllabus prescribed earlier with the syllabus followed at present. After analysis, it has been concluded that the one year syllabus is more logical than two years syllabus.

KEY WORDS: Teacher education, B.Ed. syllabus, NCTE, internal, external, paper, term-end examination.

INTRODUCTION

The Bachelor of Education (B.Ed.) course is undertaken by the students to become a teacher at the secondary and Higher senior secondary school level. The syllabus of it consists of theory and practical papers. The practical papers include sessional work, school internship, work experience activities, and community activities. All these activities are prescribed to gain knowledge and experience in all aspects of education which helps them for all round development. Apart from this, there are also many activities like sports, competitions of various types like literary, performing art (Painting/music) field trips, social service camps, skill development activities like tailoring, wood work, fruit and vegetable preservation have been prescribed for the B.Ed. trainee teachers.

ONE YEAR B.Ed. SYLLABUS

If we compare the one year B.Ed. syllabus with two years B.Ed. syllabus, we will find out a marked difference in it. The one year B.Ed. syllabus consists of eight theory papers and three add on courses. Thus, the eight theory papers are termed as FC-1 to FC-8 under different titles as given below.

Group-A: Foundation Courses (FC)

Course	Title	Internal	External	Total Mark
FC-1	Basics of Education	20	80	100
FC-2	Understanding learner learning process	20	80	100
FC-3	Curriculum and curriculum transaction	20	80	100
FC-4	Contemporary concerns and Issues in school education	20	80	100
FC-5	Assessing the learner	20	80	100
FC-6	Planning and management of a School	20	80	100
FC-7&8 :	Method of Teaching (Phy.Sc/Math/Bio.Sc/Geog/Eng/Odia/History.) (Any two subjects)	100+100		100

Group B Practical Courses

Course	Title	Internal	External	Total Mark
Pr C1	Internship	80	120	200
	School based activities	60	40	100
Pr C2	Worship activities	60	40	100

Group – C Add on Courses

AC – 1: Language Proficiency

AC – 2: ICT – Skill Development

AC – 3: Creative and Productive works (anyone)

- a) Commercial Art
- b) Performing Art (Indian Music)
- c) Fruit and vegetable Preservation
- d) Physical, Health and Hygiene Education
- e) Spinning and weaving
- f) Tailoring
- g) Woodwork
- h) Total- Internal – 370 + External – 480 = 850

TWO YEARS B.Ed. SYELLABUS

The two years B.Ed. syllabus consists of 16 papers, i.e,8 papers for 1st year and 8 papers for 2nd year, Each of these papers carry internal and external marks of 20 marks and 80 marks respectively. The table below gives a total outline over 1st year and 2nd year B.Ed. syllabus.

First year B.Ed. Syllabus

Course	Title	Internal	External	Total Marks
PE-1	Education, School and Society	20	80	100
PE-2	Childhood and Growing Up	20	80	100
PE-3	Learning and Teaching	20	80	100
PE-4	Contemporary Concerns in Education	20	80	100
Curriculum and Pedagogic Studies (CPS)		20	80	100
CPS-2	Learning assessment	20	80	100
CPS-3 (a & b)	Pedagogy of a school subject (Method - 1) – Phy.Sc/Eng./Odia.)	20	80	100
Enhancing Professional Capacities (EPC)				
EPC – 3	Fine Art/Performing Art (Drama/Indian music)	50		50
EPC – 4	Physical education and yoga	50		50
School Internship (Part - I)		100		100
Optional Courses for Skill Development (OCSD) (Any one)				
OCSD -1	Fruit and vegetable preservation	50		50

OCS D -2	Spinning and weaving	50		
OCS D -3	Tailoring	50		
OCS D -4	Wood Work	50		50
Total Marks-	First Year	370	480	850
Second year B.Ed. Syllabus				
Course	Title	Internal	External	Total
Perspectives in Education (PE)				
PE -5	Knowledge and Curriculum	20	80	100
PE -6	Educational Management	20	80	100
PE -7(a)	Creating an Inclusive School	10	40	50
PE -7(b)	Gender, School and Society	10	40	50
PE -8 (a)	Action Research	10	40	50
PE -8 (b)	Guidance and Counseling	20	80	100
Curriculum and Pedagogic Studies (CPS)				
CPS – 1	Language across the curriculum	10	40	50
CPS – 3 (a & b)	Pedagogy of a School Subject (Bio.Sc./Math/Geog/Hist & Pol.Sc.)	20	80	100
Enhancing Professional Capacities (EPC)				
EPC – 1	Critical Understanding of ICT	50		50
EPC – 2	Understanding the self	50		50
School Internship (Part-II)				
Community Activites		50		50
Total Marks		410	440	850
	Internal	External	Total	
Fist Year	370	480	850	
Second Year	410	440	850	
Grand Total	780	920	1700	

METHODOLOGY

The one year and two years B.Ed.syllabus have been collected and the contents have been analyzed taking each point of the syllabus.All the papers –Theory and practical are compared and contrasted along with the school-based activities and school internship activities.

ANALYSIS OF THE SYLLABUS

The analysis of the syllabus has been done in the following manner by focusing on the Papers-Theory and Practical,School Internship and other courses.

ANALYSIS OF THE ONE YEAR B.Ed. SYLLABUS

As we have seen, apart from foundation courses (FC), there are practical courses (Pr C) and Add on Courses (AC). The practical courses include school internship, school – based activities and workshop activities. These activities are having marks which is given by both internal and external examiner. In the Add on courses, the performance of a trainee teacher is to be examined by the internal examiner and grades are given to the student. The foundation courses also consists of 100 marks each of which includes sessional work of 20 marks examined internally and term–end examination of 80 marks to be examined by an external examiner.

As a whole the one year B.Ed. syllabus has been framed systematically allowing the students ease and comfort for study.

ANALYSIS OF TWO YEARS B.Ed. SYLLABUS

As we have seen, the two years B.Ed. syllabus is a comprehensive one which includes more number of papers than the old syllabus. Each of the papers under PE and CPS group carry internal marks of 20 and external marks of 80 (theory exam) Apart from this, there are also papers like EPC-1, EPC-2, EPC-3, EPC-4 which have to be examined internally. And, the school internship activity (Part-I and II) carries 250 marks in two method subjects (100 + 150 = 250) which is also examined internally. The Optional courses for Skill Development (OCSD) of the first year syllabus EPC – I and EPC – 2 and community activities of the second year syllabus have to be examined by an internal examiner. The total mark of both first and second year internal is 370 + 410 = 780 external is 480 + 400 = 920. The grand total marks of first year and second year is 1700.

After having a glance over the courses or papers of the new two years B.Ed. syllabus, we can say that the new syllabus will give more knowledge and experience to the trainee teachers than the old year syllabus. It also introduces new courses like EPC – 1 Critical Understanding of ICT and EPC- 2 Understanding the self in the second year and Skill Development course in the first year.

SCHOOL INTERNSHIP

In the school internship, the duration for first year is 8 weeks, and for second year 12 weeks. There are some pre-internship, during internship and post- internship activities prescribed in the school internship programme. The assessment of the internship programme is evaluated on the basis of the activities during internship, plan record, peer assessment, faculty assessment and the innovative practices and TLMs for first year. In second year three more are added to the above like observation record, reports on school activities and school based project. All these activities put more pressure in the mind of students and hence it has been seen that while preparing the activities most of them produce identical records for which the examiner is in trouble of assigning the mark to the student. Moreover, the duration of internship for first year is 8 weeks and second year is 12 weeks which is too enough as they have to complete only 20 no of lessons in each year. For this it has been seen that the students are remain absent in the school after completing their 20 lessons. So, more number of second year students and some of the first year students also do this type of habit during school internship. Due to heavy workload, students feel tired after completing the internship activities and hence remain absent in the college for about 15 days to one month. Some of them also continue the absent in the college till the form fill-up date for the Annual University Examination. This absenteeism arises only due to the pressure given in the mind of the students. This was not seen in the old syllabus where the duration of internship activities is four to six weeks duration and each student has to complete 40 no. of lessons, i.e., 20 in first method and 20 in second method of teaching. The pre-internship activities for both new and old syllabus are mostly same.

ANALYSIS OF OTHER COURSES

The courses in the second year like CPS – 1 Language across the curriculum EPC- Understanding the self are of little use by students. Again, instead of keeping a paper like PE – 5 Knowledge and curriculum, it may be added to a paper as in some papers, the same content is repeatedly given. For example, in PE-3 two units – Unit- 3 and 4 cover the concept of meaningful learning. And few topics of PE-2 and PE-3 are the same repeatedly given. The courses like PE-7 (a) Creating an inclusive school, PE-7 (b) Gender, school and society, PE-8 (a) Action Research, PE-8 (b) Guidance and counseling each of them carry 50 marks. The idea of inclusive education, gender, action research guidance may be added to a paper so that it will be easy on the part of the students. As our goal is to feed the minimum basic idea regarding all the above concepts, some of the papers are to be viewed seriously so that it will cater to the needs of the students.

If we analyze the contents in the papers, then irrelevant portions may be deleted so that the no. of papers will become less. Depending on the need of the hour, we must place the papers which are of immediate use by the trainee teachers. The framers of two years B.Ed. course have high expectations which cannot be realized with the limited resources. There is only waste of time, money and energy. If we save time, and then our upcoming young teachers will serve more than before.

CONCLUSION

As a whole, the two years B.Ed. syllabus suffered from many shortcomings whereas the one year B.Ed. syllabus is not facing this kind of difficulty. If we want to produce quality teachers, then the courses and papers in the syllabus is to be made scientifically with basic reasons behind introducing a topic. But if it will be high sounding and over expected, then we may not achieve our objective. As a result, it has a negative impact on the young minds and the society. Thus proper care should be taken while choosing the courses or papers in the B.Ed. syllabus so that it can realize the goal of the nation. The one year B.Ed. syllabus is effective from the students point of view and two years B.Ed. syllabus is effective from the curriculum framers point of view.

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