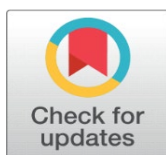


A COMPARATIVE STUDY OF THE THREE B.ED. CURRICULA: EMPHASIZING ON THE TEACHER EDUCATION IN POST-INDEPENDENCE ERA

Rini Mandal ¹✉, Jayanta Mete ²

¹ Research Scholar, Department of Education, University of Kalyani, Nadia, West Bengal, India

² Professor, Department of Education, University of Kalyani, Nadia, West Bengal, India



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Corresponding Author

Rini Mandal, rini.abc.29@gmail.com

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ABSTRACT

Introduction: Teacher education or teacher training denotes the formal programs, actions, guidelines, and requirements, planned to prepare teachers by inculcating information, beliefs, manners, methodologies, and abilities in a way that is needed by them for performing their responsibilities proficiently in the classroom, institution and in a larger area.

Objectives: To understand and find out the differences between the three B.Ed. curricula.
Methodology: The study is based on Documentary Analysis. For data collection, the syllabus of B.Ed. 1-year, 2-year & 4-year Integrated B. A. B. Ed. and B.Sc. B. Ed. Courses have been followed here. Besides journals, articles, educational policies, and recommendations of various commissions regarding the preparation of teachers are reviewed.

Findings: In the 4-Year Integrated B. A. B. Ed. and B. Sc. B. Ed. programme student-teachers have to prepare two school subjects, the duration of the school internship will be of 20 weeks, 120 Lesson plans need to be prepared, Final teaching will be assessed only by internal evaluators, too much importance is given to the subject of Education, which can hamper mastery of other subjects.

Conclusion: The model will certainly provide the necessary professional touch to the skills of teachers in the upcoming time and will benefit the students by providing them with the opportunity to acquire a dual degree and mastery of multiple skills if the policy is implemented properly.

Keywords: One-Year B.Ed., Two-Year B.Ed., Four-Year Integrated B.Ed., NEP 2020, Teacher Training, Teacher Education

1. INTRODUCTION

Training teachers professionally is considered a vital element for the qualitative development of education. Since gaining its independence, the Indian government has launched several programmes to strengthen the quality of Teacher education and training. University Education Commission (1948-49) expressed that “Persons of this nation are sluggish to understand that teaching is a job that which like any other profession, requires extensive training” [Ministry of Education Government of India. \(1962\)](#). The Education Commission (1964-66) acknowledged, that “classrooms are where India's future is being shaped” [Ministry of Education](#)

[Government of India. \(1964-1966\)](#), [NCERT \(1964-66\)](#). Also, the National Policy on Education 1986 highlighted: “socio-cultural attitude of any society is reflected by the status of its teachers. It is observed that no one is able to surpass their teachers in status or ability” [National Council for Teacher Education \(2009\)](#). UNESCO stated, ‘to ensure quality education to all and meet the education targets of the 2030 Agenda, teachers who are aptly trained, supported and valued are essential’ [UNESCO. \(n.d.\)](#).

Teacher education or teacher training denotes the formal programs, actions, guidelines, and requirements, planned to prepare teachers by inculcating information, beliefs, manners, methodologies, and abilities in a way that is needed by them for performing their responsibilities proficiently in the classroom, institution and in the larger area [Wikipedia Contributors. \(2022\)](#). It refers to the formal programs that are planned for the skilling of teachers at primary and secondary levels [Taylor \(2022\)](#). A teacher has to perform three roles in the educational background i.e., contributing psychologically, participating academically and research and advancement [Report of the Committee for Review of National Policy on Education 1986. \(1990\)](#). So, for the foundation of high character, values and development of practices, teacher preparation should have multidisciplinary perceptions and knowledge under the best guides [MHRD \(n.d.\)](#).

2. SIGNIFICANCE OF THE STUDY

Till now many studies have discussed the role of various commissions, committees and education policies in shaping teacher education and its curriculum from pre-independence to post-independence periods. Studies related to teachers’ and students’ attitudes towards one-year B.Ed. and the relevancy of the curriculum were done. Frequent studies for justification of the extended duration of B.Ed., studies related to the attitude and perceptions of students and teachers towards school internship, practicum work and other aspects of the two-year B. Ed. program were undertaken. Since the inception of NEP 2020, numerous studies have been done to highlight the reforms and restructuring of the teacher education curriculum. Literature related to NEP 2020 also highlighted the attitude and perception of teacher-educators and student-teachers towards the policy, issues, barriers, and problems in the implementation of the policy, and future possibilities of NEP-2020. However, studies highlighting the difference between the three-teacher education curriculums (1-year, 2-year & 4-year Integrated B.A. B. Ed. and B.Sc. B. Ed.) are very few or rare. So, with this study, the researchers have attempted to fill the gap.

3. OBJECTIVES

- To know the recommendations put forward by the committees/commissions since Indian independence for teacher education.
- To perceive the role of different educational policies in teacher education.
- To study the recommendations put forward and targets adopted by NEP 2020 for teacher education.
- To analyse the three-teacher education curriculums.
- To observe the changing pattern of teacher education curriculum.
- To comprehend the differences in the three-teacher education programme.
- To distinguish the pros and cons of the Integrated teacher education course.

4. METHODOLOGY

The study follows the method of Documentary Analysis. For the collection of primary data, the syllabus of B.Ed. 1-year, 2-year & 4-year Integrated B.A. B. Ed. and B.Sc. B. Ed. Courses from different universities have been adopted here. Besides, Government reports, various journals, articles, e-books, educational policies, and suggestions made by committees and commissions related to teacher education were reviewed to attain the secondary data and fulfil the objectives of this study.

5. LITERATURE REVIEWS

5.1. REVIEWS RELATED TO DIFFERENT COMMISSIONS, COMMITTEES AND EDUCATION POLICIES OF TEACHER EDUCATION

[Bhattacharjee \(2015\)](#) in her paper elaborated on the advancement of Indian teacher training from the traditional system to independence, covering pre-independence and post-independence education till present.

[Kumar & Azad \(2016\)](#) discussed some policies and problems in teacher education. They have presented a few suggestions and also explained the growth of teacher education in post-independent India.

[Khatun & Ahmed \(2018\)](#) also highlighted the characteristics of teacher education historically, from the time of the Buddha to the present.

[Chand & Das \(2022\)](#) in their study focused on the concept of 'Professionalism' and the features of teachers' professions. They also outlined the tasks of scholars and activists in restructuring the role of educators between globalization and educational policy.

5.2. REVIEWS CONCERNING ONE-YEAR B.ED. PROGRAMME

[Kauts & Kaur \(2015\)](#) examined the teaching competency of student-teachers in a one-year B.Ed. program and found significant gains in teaching competency among self-financed institutions compared to government-aided institutions. Teacher interns at Panjab University in Chandigarh showed better teaching competency than those at Guru Nanak Dev University in Amritsar. However, no significant difference was found between teacher interns from different academic streams. The study highlights the importance of evaluating institutes, academic streams, and university organizations in enhancing student-teachers teaching abilities.

[Rajput \(2016\)](#) in his paper discussed his observations related to one- year and two- year B. Ed. Programmes and relevancy of the length of the B.Ed. programme by reviewing recommendations and suggestions of various commissions.

5.3. REVIEWS OF TWO- YEAR B. ED. PROGRAMME

[Sao & Behera \(2016\)](#) surveyed pre-service teachers at Sidho-Kanho-Birsha University, examining their attitudes towards two-year B.Ed. programmes. Results showed no significant differences between males and females, pre-service and in-service, general and SC, ST, general and OBC, but observed a noticeable difference between rural and urban, government and private colleges.

[Adhikary \(2017\)](#) studied the insight of pre-service teachers regarding the two-year B. Ed. course. The survey revealed mixed reactions from 100 sample trainees.

Most of them have a negative perception towards the economic compatibility, workload, and emphasis on theoretical papers of two-year B. Ed.

Gayen (2017) investigated the relevance of the two-year B. Ed programme in generating a value-based positive, socially adjusted, ideal citizen for the future. She further discussed the arguments favouring one-year and two-year B.Ed. curriculum. She also discussed the merits and demerits of a two-year B.Ed. course and suggested that instead of increasing the length of the B. Ed. programme; value education, ICT, and scientific temper should be inculcated in the curriculum.

Mahato & Behera (2018) surveyed 250 students-teachers attitudes towards practicum at Sidho-Kanho-Birsha University. Results showed favourable opinions among males and females, urban and rural, government-sponsored, and private B.Ed. college students. However, no discernible differences were found in the perspectives of SC, ST, OBC, and pre-service and in-service students of the second and fourth semesters.

Patel (2019) examined 100 student-teachers' opinions and difficulties faced by during their internship and practicum. The findings showed that internship programs helped them improve their instructional techniques and better understand classroom instruction. The difficulties encountered by them are also discussed, which are mostly related to classroom management, the distance between their practice school and their homes, the sheer volume of lesson plans that needed to be made, the administration, scoring and interpretation of psychological tests, the preparation of presentations for sessional work, etc.

Mondal (2020) undertook a review-based content analysis method which demonstrated that the programme is effective and more promising for developing competent and accountable teachers from the perspective of the teacher-educators and Student-Teachers, who expressed a positive attitude towards it.

5.4. REVIEWS REGARDING THE FOUR- YEAR TEACHER EDUCATION PROGRAMME AS PER NEP 2020

Panda (2021) reviewed university-based teacher education which shall be incorporated into higher education and multidisciplinary institutions and analysed the position of stand-alone/composite teacher education institutions. The researcher further outlined the role of teacher educators in this evolving environment and new teacher education curricula.

Vijayalakshmi (2021) conducted a descriptive study on 342 teachers and found low levels of dissent and high levels of agreement about the NEP 2020. A significant correlation was found between teachers' teaching experience and their agreement or disagreement on gender and discipline. The findings suggest a new educational policy will significantly transform India's education system, ensuring the highest quality education for all.

Alam & Debnath (2022) discussed the guidelines of NEP 2020 for Teacher Education, focusing on restructuring courses and integrating them with bachelor's degrees. It emphasizes the importance of Teacher Education for rural and geographically isolated individuals and emphasizes the need for proper training for other specializations.

Bhadawkar & Banerjee (2022) studied the views of Pre-Service teachers of the Somaiya Vidyavihar University on the NPE 2020. They found that pre-service teachers believe that the policy would bring major educational alteration if carefully implemented considering the nation's variety in socioeconomics and politics.

Results show the need to raise awareness among the teachers about the reforms the policy would bring.

[Hooda & Malik \(2022\)](#) reviewed the various challenges, problems, and barriers towards the execution of Teacher Education and also provided tentative solutions and suggestions for removing such barriers.

[Kathi et al. \(2020\)](#) analysed the holistic, transformative vision of the National Education Policy with a focus on reforms in schooling and postsecondary education. They further emphasised consequences regarding technology interventions for innovative teaching-learning.

[Mohanty \(2022\)](#) analysed the reasons for the non-acceptance of the Four-Year Integrated Courses of Regional Colleges (Institutes of Education) of NCERT by State Governments and the potential of the Four-Year Integrated Teacher Education Programme (ITEP). The author concluded that there is no need for an experiment on ITEP in 50 multidisciplinary institutions, and suggested if the central government has funds, it could establish autonomous teacher training institutions, a Central University for Teacher Education, and a National Mission on Teachers and Teaching.

6. RECOMMENDATION OF VARIOUS COMMITTEES/ COMMISSIONS ON TEACHER EDUCATION

The Indian government has launched several measures since independence to improve the country's overall educational system. The various committees and commissions formed to date provided recommendations for the modification and improvement of Teacher Education, some of which are mentioned below:

6.1. UNIVERSITY EDUCATION COMMISSION (1948 –1949)

Radhakrishnan Commission stated that “the success of the educational process is based on the character and capability of the teacher”. It recognised that “A school’s responsibility includes providing good education as well as preparing those students for university, who are unwilling to proceed for university. A school should emphasise physical training and communal activities for pupils alongside providing suitable classroom intellectual discipline. They must also test the intellectual discipline and ability of their pupils”. The Commission recommended organizing refresher training for educators in high schools and community colleges. The commission also dealt with the existing problems of primary and secondary education and suggested remodelling of training courses emphasizing school practice under the supervision of well-trained teachers (CHAPTER III) [Ministry of Education Government of India. \(1962\)](#), [Ministry of Education and Culture, Government of India. \(1983\)](#).

6.2. SECONDARY EDUCATION COMMISSION (1952-1953)

The commission identified that for the educational reconstruction, “The most crucial aspects of a teacher are their character traits, credentials, professional training, and position in the school and community” (CHAPTER – XII) [Ministry of Education Government of India. \(OCTOBER 1952 - JUNE 1953\)](#). To bring reforms, the commission provided various recommendations-

- The duration of training should be two years for those who have completed the Higher Secondary School Leaving Certificate, and one academic year for graduates, though this can be increased to two academic years as part of a long-term programme.

- In a two-year course of secondary-grade training, the first year will provide general education and the second year should include subjects on pedagogy and the application of teaching strategies.
- Graduate training is restricted to one year, where they should be trained in teaching strategies for at least two subjects.
- Students should be trained in academic assessment administration, library sessions and record-keeping. As well as in practising teaching, observing, demonstrating, and criticizing classes.
- Teachers-in-training ought to receive training in at least one extracurricular activity.
- The syllabus will emphasize inclusive education and physical education.
- Refresher courses, brief intense courses, workshops, and professional conferences should be offered by training institutions.

6.3. FORD FOUNDATION TERM (1954)

In 1954, the Ford Foundation and the Government of India collaborated to appoint a group of eight specialists from around the world, to look closely at the key recommendations made by the Secondary School Commission. It has been recommended to train students to conduct experiments, training institutions should recognize and operate laboratory schools. In addition, the students are also equipped with the knowledge of curriculum construction and progressive teaching methods [Chand & Das \(2022\)](#), [Kumar & Azad \(2016\)](#).

6.4. PIRES COMMITTEE (1956)

This committee recommended [Chand & Das \(2022\)](#), [Kumar & Azad \(2016\)](#)

- To consider both theory and practice. Making practical work an important part of training, would develop a deep understanding and make the students capable of carrying out the tasks after the training is over.
- Four subject areas will be covered in the examination papers: i) The foundations of education and how schools are run; ii) pedagogical psychology; iii) methods of teaching two subjects in school; and iv) current issues in Indian education.

6.5. KOTHARI EDUCATION COMMISSION (1964-1966)

Kothari Education Commission stated that 'For the quality of education to be improved, a strong programme of teacher professional development is necessary' (Chapter IV) [Ministry of Education Government of India. \(1964-1966\)](#), [NCERT. \(1964-66\)](#). The commission recommended-

- Building closer relations between schools and training institutions (4.02).
- There should be a two-year training programme at the elementary school level.
- The commission also suggested a two-year programme for the secondary stage, but keeping in view the financial and practical feasibility the commission proposed extending the working days from 180/190 to 230 (4.15).

- Besides external evaluation, internal assessment should be given importance during the final examination (4.24).
- Student (practice) teaching should be divided into two phases. In the first phase, pupils should be introduced to the overall school environment. In the second stage, students should be sent to schools for at least eight weeks (4.25).
- The curriculum for teacher preparation should be designed to fulfil the needs of the national system of education (4.34).

6.6. FIRST ASIAN CONFERENCE ON TEACHER EDUCATION (1971)

The Indian Association of Teacher Educators teamed up with the International Council on Education for Teaching and arranged the First Asian Conference on Teacher Education in Bangalore. The Conference reflected upon the relationship and interaction between teacher education and social change. It recognised that “methods and systems of education should be amended in a way that the teachers have the power to shape pupils' personalities to fit the needs of a changing society. The essence of the teacher education programme is quality, and without it, teacher education is not only a financial waste but also a contributor to the general decline in educational standards” [Chand & Das \(2022\)](#), [Kumar & Azad \(2016\)](#), [Mehrotra & Katiyar \(1971\)](#).

6.7. THE NATIONAL COUNCIL FOR TEACHER EDUCATION (1973)

The National Council for Teacher Education (NCTE) works as the national advisory body for teacher education. It drafted a curriculum which envisioned the teacher in a lead role, both inside and outside the classroom, for that it advised- [Chand & Das \(2022\)](#), [Kumar & Azad \(2016\)](#)

- Improvement of teacher education administration.
- Making the curriculum related to the requirements of children, society and of the nation.
- Improving the process of evaluation and introduction of grading and semester system.
- Enriching methodology through self-learning, problem-solving and practical work.
- Preparing stage-wise objectives and emphasizing community-based work.

6.8. NATIONAL COMMISSION ON TEACHERS (1983-85)

The Chattopadhyay Committee stated that ‘The educational system must generate young people who are committed to serving their country and advancing it. Education should foster national advancement, a sense of community and common culture and reinforce national integration’. The commission suggested (CHAPTER VII) [National Commission on Teachers \(1983-85\)](#)-

- A five-year integrated course for secondary teachers, which allows the students to pursue general and professional education simultaneously after class 12 (7.04).

- According to the model of professional courses in medical, engineering, and law, the four-year integrated courses offered at the NCERT Regional Colleges can be converted into a five-year programme (7.05).
- Increasing the number of working hours per day or adding two summer months to the existing One-year B.Ed. Course (7.09).
- Minimum 6 weeks internship followed by a week-long introduction to school life for a one-year B.Ed. program (7.40).
- The two components that make up the curriculum of integrated course are as follows: education in general and professional training (7.18)
- Through the curriculum, students should be exposed to the variegated streams of Indian culture and concern toward nature.
- An internship at a school should last 4 weeks in the third year and 8 weeks in the fourth, including observation and demonstration of lessons in the first two years (7.36).

6.9. ACHARYA RAMAMURTI COMMITTEE (1990)

In 1990, a committee was established to review the 1986 National Policy on Education and make suggestions for modifications. The committee identified the need for remodelling teacher education programs and provided recommendations, which are [Report of the Committee for Review of National Policy on Education 1986. \(1990\)](#)-

- Theory and practice should be combined in the training programme, emphasising competence for situational applications.
- Identifying the situation of women and advancing a gender-inclusive culture in both education and society.
- The Committee examined the integrated model of teacher education implemented by four Regional Colleges of Education (RCE). This model integrates courses on subject and methodology, culminating in a 4-year B.Sc.-B.Ed. degree.

6.10. NATIONAL COUNCIL FOR TEACHER EDUCATION (1993)

Since 1973, the National Council for Teacher Education (NCTE) has been an advisory body for Central and State Governments, aiming to develop a coordinated teacher education system and maintain standards. NCTE covers various teacher education programs as well as research, training, non-formal education, part-time, adult education, and distance courses [Chand & Das \(2022\)](#), [Kumar & Azad \(2016\)](#).

6.11. YASHPAL COMMITTEE (1993)

The committee stated that an “improper teacher training programme may lead to substandard educational standards in schools” [Ministry of Human Resource Development Department of Education. \(2013\)](#). It recommended-

- The B.Ed. programme should allow either secondary or primary education specialisation.
- One year after graduation or three to four years following higher secondary school should be the program's duration.

- The curriculum should be changed to better suit the needs of classroom instruction and to place a stronger emphasis on practical application.
- Derecognition of B. Ed. through correspondence.

6.12. NATIONAL CURRICULUM FRAMEWORK FOR SCHOOL EDUCATION (2000)

NCF- 2000 stated that the ‘The creation and implementation of the curriculum rely heavily on the teachers. Therefore, all the changes and developments taking place in the school curriculum, have to be percolated in the teacher education programme’ [NCERT. National Curriculum Framework for School Education \(2000\)](#). The following would ensure this:

- Emphasis is placed on subject matter expertise in pre-service teacher preparation programmes, as well as the integration of instructional strategies with subject matter knowledge and a significant emphasis on “Evaluation”.
- Teachers have to be sensitised about the new curricular concerns, issues and transactional approaches.
- The in-service training shall not be just a one-time affair but shall have to be run on a sustained and regular basis.

6.13. NATIONAL CURRICULUM FRAMEWORK (2005)

The needs of modern educational system must be better reflected in teacher preparation [NCERT. National Curriculum Framework \(2005\)](#). For this, it must prepare the teacher in a way that can-

- Recognize the social, cultural, and political circumstances of children.
- Consider knowledge beyond textbooks, including the environment of teaching and learning and personal experience.
- Own social responsibility and strive for the advancement of the country.
- Recognize the value of productive work and practical experience as teaching tools, both within and outside of the classroom.
- Analyse the texts, policy ramifications, and curricular framework.

6.14. NATIONAL CURRICULUM FRAMEWORK FOR TEACHER EDUCATION (2009)

The NCFTE highlights the need for quality improvement in both the teaching profession and school education, highlighting the mutually beneficial relationship between the two fields [National Council for Teacher Education \(2009\)](#). It focuses on-

- Subjects of Gender perspectives, equitable education, views on fair and sustainable development, community knowledge in schools, and the use of ICT and e-learning.
- Foundations of education, curriculum and pedagogy, and school internships are three new subject areas included in the teacher education programme.
- Connecting teacher education institutions with university life, schools and so on.

- Focus on a continuous and comprehensive evaluation.
- Transforming teacher education institutions into a dynamic hub of research and real-world experimentation for the enhancement of instructional strategies and curriculum.

6.15. JUSTICE VERMA COMMISSION (2012)

The Supreme Court of India issued a report on Teacher Education, known as the Justice Verma Commission, which focuses on quality and regulatory perspectives [National Council of Educational Research and Training. \(2016\)](#). The commission suggested-

- Introduction of integrated teacher education programmes.
- Increasing the length of current teacher-training programmes.
- Improvement of teacher education through integration of the entire system with higher education.
- Creating inter-university centres for continued professional development of teacher educators.
- Improving the quality of teacher preparation by reorienting the curriculum.

6.16. NCTE REGULATIONS, 2014

Following JVC's vision, the National Council for Teacher Education (NCTE) modified its rules on December 1, 2014. The new regulations removed the M.Ed. through Open & Distant Learning. They also increased the duration of B.Ed. and M.Ed. programmes from one to two years and introduced a three-year integrated B.Ed.-M.Ed. programme [National Council of Educational Research and Training. \(2016\)](#).

7. RECOMMENDATION OF NATIONAL EDUCATION POLICIES FOR TEACHER EDUCATION

The National Policy on Education (NPE) is a strategy of the Government of India for the promotion and regulation of education in India. These policies cover the overall stages of education. Since independence, the Indian Government has promulgated three educational policies that worked for the improvement of overall education, as well as teacher preparation-

7.1. NATIONAL POLICY ON EDUCATION (1968)

According to NPE-1968, "Teachers are one of the most important factors among all factors which govern the value of education and its contribution towards national development. Therefore, an honourable place in society must be given to teachers". In-service teacher education was given increased priority under this programme [NCF. \(1968\)](#).

7.2. NATIONAL POLICY ON EDUCATION (1986)

NPE- 1986 stated that "the sociocultural ethos of society is reflected by the status of its teachers" [Government of India. \(1986\)](#). The policy emphasised that-

- To organise pre-service and in-service courses, District Institutes of Education and Training (DIET) will be formed.

- The NCTE will offer tools required for accrediting institutes of teacher education as well as advice on techniques and curricula.

7.3. PROGRAMME OF ACTION (1992)

POA opined that “Educator’s work is the most important input in the field of instruction” [Ministry of Human Resource Development Department of Education. \(1992\)](#). It recommended-

- Strengthening Colleges of Teacher Education (CTEs) and advancing Secondary Teacher Education Institutions (STEs).
- Conferring statutory autonomy on the National Council of Teacher Education (NCTE).
- Training programs emphasize Operation Blackboard materials and Minimum Levels of Learning strategy (MLLs) for Language, Mathematics, and Environmental Studies teaching.
- Focus will be placed on creating teaching-learning materials for the preparation of teachers in various languages.

7.4. NATIONAL EDUCATION POLICY (2020)

The policy draws attention to the poor quality of teacher preparation, hiring, placement, working conditions, and empowerment, which deters teachers from striving to meet desired standards. It focuses on how teachers influence children’s and the nation’s future, and how important it is to inspire and empower them for the best outcomes [Department of School Education and Literacy \(n.d.\)](#), [MHRD \(n.d.\)](#), [NCF. \(2022\)](#), [NCF. \(2022\)](#). The policy recommended-

- By 2030, only integrated, multidisciplinary, and educationally sound teacher preparation programmes will be in use (15.3).
- By 2030, a 4-year integrated B. Ed. degree that includes a variety of content knowledge, pedagogy, and rigorous training in the form of student teaching will be the minimum requirement for teachers (15.5).
- The 2-year B.Ed. programmes will only be available for applicants who have already received bachelor’s degrees in other specialised fields. However, students with a four-year undergraduate degree with specialisation are qualified for a one-year B.Ed. (15.5).
- B.Ed. programs provide training in pedagogy techniques, including foundational literacy, multi-level teaching, evaluation, special education, technology use, and learner-centred collaborative learning for children with disabilities (5.24).
- The practice of the Fundamental Duties (Article 51A) of the Indian Constitution will also be stressed during the course (5.24).
- Post-B.Ed. Certification courses will be made accessible at multidisciplinary colleges and universities for teachers seeking specialized teaching roles, such as teaching disabled students, leadership, or transitioning between foundational, middle, and secondary stages (5.26).

8. COMPARISON OF 1-YEAR B.ED., 2-YEAR B.ED. & 4-YEAR INTEGRATED B.A. B.ED. AND B.SC. B.ED. CURRICULA

Over the past few decades, teacher education programs and curricula have undergone reforms based on recommendations from committees, commissions and policies. To understand the changing scenario of teacher education curriculum and recognise the differences between these curriculums, the syllabus of 1-year, 2-year and Integrated Teacher Education courses has been compared and analysed here-

Table 1

Basis Of Comparison	1- YEAR B.ED.	2- YEAR B.ED.	4-YEAR INTEGRATED COURSE
Course Structure	One academic year/ 12 months	Two academic years consisting of four semesters	Four academic years consisting of eight semesters
Total Marks	1400	2000	4700
Admission Criteria	50% marks in Bachelor's Degree/Master's Degree in Science/Social Science /Humanities	50% marks in Bachelor's Degree/Master's Degree in Science/Social Science /Humanities	Combined scores in the qualifying examination and Common Entrance Examination (CEE)
School subjects	Any two school subjects	Any one school subject	Any two school subjects
Pedagogical knowledge (selected chapters from school textbooks)	One unit of each Pedagogy subject contains chapters from school textbooks	No school-based chapters/ topics are included in the Pedagogy of school subjects	No school-based chapters/ topics are included in the Pedagogy of school subjects
Practicum	Only pedagogical practicum (for two school subjects)	Compulsory with every course in all semesters	Only with Education subject in each semester
EPC	No EPC, but ICT/ Educational Technology/ Language Proficiency	Included in three semesters (I, II & IV)	Included in Education subject in- I, V, VII & VIII semesters
Lab Practical activities	100 marks (for the first method only)	Not included	Only with Core courses or general papers (not with Education papers)
School Internship	4 weeks	20 weeks Internship I: 4 weeks Internship II: 16 weeks	20 weeks Internship I: 4 weeks Internship II: 14* /16 weeks (*Two weeks allotted for pre- internship and post-internship)
Learning design/ lesson plan	Not mentioned precisely	60 learning designs	120 lesson plans in two school subjects
Simulated micro-teaching with peer observation	50 marks (internal subject teacher)	No separate marks allotted	No separate marks allotted
TLM preparation	During the exam for the first method (30 marks)	During the school internship phase (no extra marks allotted)	During the school internship phase (no extra marks allotted)
Internship at school	50 marks (During practice teaching)	No separate marks	No separate marks
Final Teaching	200 marks (Joint assessment by external and internal evaluators)	350 marks (Joint assessment by external and internal evaluators)	350 marks (Internal assessment)
Community-based activity	Not included	100 marks (During school internship)	50 marks (For one week only in the VIII semester)

Sources (1) Syllabus of B.Ed. Course of The University of Burdwan (1-year) With effect from 2013-14; (2) B.Ed. New Syllabus 2013-14 of Kalyani University; (3) Curriculum for Two-Year B.Ed. Programme of The University of Burdwan with effect from 2015-2016; (4) Two-year B.Ed. Programme in West Bengal of WBUTTEPA; (5) CURRICULUM FOR B.A./ B.Sc. B.Ed. Four-year-Integrated Programme of BURDWAN UNIVERSITY; (6) FOUR-YEAR INTEGRATED B.A./ B.Sc.B.Ed. PROGRAMME of REGIONAL INSTITUTE OF EDUCATION, NCERT, BHUBANESWAR

Table 1. compared the curriculums of the B.Ed. 1-year, 2-year and 4-year Integrated B.A. B.Ed. and B.Sc. B.Ed. based on the course structure. It also shows the difference in the total marks of these three B.Ed. programmes and the criteria of admission procedure. Besides, it depicts the difference in the parts of the syllabus, of the three curriculums, like- the number of school subjects provided, practicum works, EPC, etc. and the activities done during the school internship phase, like- duration of the internship, TLM preparation, number of learning design/ lesson plans need to make, marks allotment, and so on.

9. ANALYSIS OF THE DIFFERENCES FOUND IN THE B.ED. 1-YEAR, 2-YEAR, AND 4-YEAR INTEGRATED B.A. B.ED. AND B.SC. B.ED. CURRICULUMS

The government emphasizes the importance of teacher education in education and society. Since independence, various committees and National Policies have modified the curriculum and structure to meet society's needs. The National Education Policy 2020 recommends integrating teacher education with a bachelor's degree, contrasting previous one-year and two-year B.Ed. courses. The difference found after analysing the three B.Ed. curricula in the above [Table 1](#), are discussed below:

- The 1-year B.Ed. being of one year was followed for 12 months only. The 2-year course is followed for two academic years with four semesters. Whereas, the 4-year Integrated B.A. B.Ed. and B.Sc. B.Ed. will be integrated with the bachelor's degree and will be followed for four academic years or eight semesters.
- Total marks of the 1-year B.Ed. (for session 2013-2014) was 1400, the 2-year B.Ed. was 2000 and the 4-year Integrated B.A. B.Ed. and B.Sc. B.Ed. will be of 4700.
- The 1-year B.Ed. and 2-year B.Ed. followed the same criteria for the admission process, which is- 50% marks in Bachelor's Degree/ Master's Degree in Science/Social Science /Humanities. But students seeking admission in 4-year Integrated B.A. B.Ed. and B.Sc. B.Ed. will need both the Combined scores of qualifying examinations and the Common Entrance Examination (CEE).
- The 1-year B.Ed. offered practice teaching in two school subjects. Whereas, the 2-year B.Ed. offers one school subject and students of the 4-year Integrated B.A. B.Ed. and B.Sc. B.Ed. will have to master any two school subjects.
- In the 1-year B.Ed., a unit of each Pedagogy course contained a few selected chapters from school textbooks. But in the 2-year B.Ed. and 4-year Integrated B.A. B.Ed. and B.Sc. B.Ed. curriculum no such chapters are there.
- In the 1-year B.Ed., Practicum work was offered only for the pedagogical school subjects; there was no practicum for other courses. Whereas in the 2-year B.Ed., Practicum/ Engagement with Field is a compulsory part of each course in all semesters. Again, in the 4-year Integrated B.A. B.Ed. and B.Sc. B.Ed. course Practicum work is mandatory in each semester only for the Education subject. There is no practicum for the other Core course or General papers.
- There was no Enhancing Professional Capacities (EPC) course in the 1-year B.Ed. programme. But in the 2-year B.Ed., EPC is included in three semesters

(semesters- I, II & IV) and the 4-year Integrated programme will offer EPC through Education papers in four semesters, i.e.- I, V, VII & VIII.

- The 1-year B.Ed. offered practical work in Lab-based subjects (like- Physical science, Geography, etc.). There were 100 marks allotted for the first method subject, evaluated by both external and internal teachers; where students needed to prepare Notebook (20 marks), Perform two experiments (30+30=60 marks) and give Viva (20 marks). But the 2-year B.Ed. has no such Lab-based practical works. Again, the 4-year Integrated B.A. B.Ed. and B.Sc. B.Ed. will offer lab-based practicals only with the Core course and General papers. There will be no Lab-based practical with Education papers.
- The duration of the School internship in the 1-year B.Ed. was of 4 weeks/one month. Whereas, this duration has increased in the 2-year B.Ed. programme for 20 weeks. This consists of 4 weeks in the Internship-I/ third semester and 16 weeks in the Internship-II/ fourth semester. The duration of the school internship in 4-year Integrated B.A. B.Ed. and B.Sc. B.Ed. course is almost similar to the 2-year B.Ed. with 20 weeks. Though it differs in the duration of Internship-II, offered by different universities, i.e.- the *BURDWAN UNIVERSITY* will offer 14 weeks for the actual internship phase and two weeks for the pre-internship and post-internship phases. Whereas, the *REGIONAL INSTITUTE OF EDUCATION, NCERT, BHUBANESWAR* allotted 16 weeks for Internship II.
- In the 1-year B.Ed. there was no mention of the number of Lesson plans/ Learning designs to be made by the trainee-teachers. But in the 2-year B.Ed. student-teachers have to prepare at least 60 Learning designs for one school subject. Whereas, in the 4-year Integrated B.A. B.Ed. and B.Sc. B.Ed., 120 lesson plans covering two academic subjects must be created by student instructors.
- The 1-year B.Ed. had Simulated micro-teaching with peer observation for two school subjects of 50 marks which were assessed by the Internal teachers during the internship phase. Whereas, in the 2-year B.Ed. and 4-year Integrated B.A. B.Ed. and B.Sc. B.Ed. there are no separate marks allotted for Simulated micro-teaching or peer observation.
- In the 1-year B.Ed., student-teachers had to prepare Teaching Learning Material (TLM) on the first method subject during the final examination, for 30 marks which were assessed jointly by both internal and external teachers. But in the 2-year B.Ed. and 4-year Integrated B.A. B.Ed. and B.Sc. B.Ed. no separate time or marks are allotted for TLM preparation during an examination. However, they have to use TLM during final teaching and there are some marks allotted for that.
- During the Internship phase at the school of 1-year B.Ed. programme, student-teacher performance was assessed by internal teachers and 50 marks were allotted for two school subjects. But in the 2-year B.Ed. and 4-year Integrated B.A. B.Ed. and B.Sc. B.Ed. there are no separate marks allotted for the Internship phase at school.
- In the 1-year B.Ed. programme there were 200 marks given for Final teaching which was assessed by both external and internal evaluators. Whereas, in the 2-year B.Ed. 350 marks are given by both external and internal evaluators for Final teaching. The 4-year Integrated B.A. B.Ed. and

B.Sc. B.Ed. programme also contains 350 marks for Final teaching but it will be assessed only by internal evaluators.

- In the 1-year B.Ed. there was no provision for Community-based Activity. But in the 2-years B.Ed., students have to perform any three Community-based Activities (like- gardening, SUPW, first aid, cultural programmes, etc.) during the School Internship phase and prepare the file for 100 marks. While in the four-year Integrated B.A. B.Ed. and B.Sc. B.Ed. programme, students must spend one week with community members and take part in activities like creating a school development plan, sharing cultural customs, hosting cultural events, and learning about the community's perceptions and aspirations regarding the formal educational system during the VIII semesters. This component of the course is worth 50 marks.

10. EARLIER ATTEMPTS FOR IMPLEMENTING INTEGRATED TEACHER TRAINING PROGRAMME AND ITS DRAWBACKS

The recommendations laid down for the 4-year Integrated B.A. B.Ed. and B.Sc. B.Ed. programme by NEP 2020 is nothing revolutionary in the field of Teacher Education. The recommendations related to the Integrated courses which were projected by the previous committees and commissions are discussed below-

The Kothari Commission already stated that 'the experiments done by the Kurukshetra University, Punjab on Integrated Teacher Education Programme was highly criticised based on its effectiveness and feasibility. It was also unsuccessful because young minds, who have just cleared their higher secondary exams are not mature enough to decide their future profession. The panel also emphasised that there was no proof that the educators of integrated courses are any better than those teachers who first earned a degree and subsequently finished a professional degree' (4.19) [Ministry of Education Government of India. \(1964-1966\), NCERT. \(1964-66\).](#)

The Chattopadhyay Committee (1983-85) also recommended four-year integrated courses, which they intended to increase to five years. The committee also identified that 'Universities are reluctant to recognise the four-year integrated course as equivalent to continue post-graduate study in the field, which creates a bottleneck. Planning four-year integrated course content in consultation with university faculties is recommended to maintain equivalence and upward mobility without sacrificing standards' (7.06) [National Commission on Teachers \(1983-85\).](#)

The Ramamurti Committee also observed that the four Regional Colleges of Education (RCE) practice an integrated model of teacher education, where trainees complete a 4-year B.Sc.-B.Ed. degree course integrating subject and methodology. This model provides a professional touch to training and should be encouraged (13.7.2) [Report of the Committee for Review of National Policy on Education 1986. \(1990\).](#) The Yashpal Committee also stated that 'the programme should be either one year following graduation or three to four years following higher secondary' (IV, Recommendations, 10. a) [Ministry of Human Resource Development Department of Education. \(2013\).](#)

The above recommendations revealed that before NEP-2020, many unsuccessful attempts have been made in the direction of Integrated Teacher Education courses by various committees and commissions. They have also highlighted the shortcomings of this programme, i.e.- The Kothari Commission stated that young minds of this age are not mature enough to decide their future profession and Integrated Courses students have no differences from those who

obtained degrees before completing their professional degrees. On the other hand, The Chattopadhyay Committee emphasised that Universities deny equivalence for four-year integrated courses for post-graduate studies.

So, it could be assumed that the Integrated Teacher Education course which would be mandatory as per the NEP 2020 recommendations, will face the same constraints in future.

11. PROS AND CONS OF 4-YEAR INTEGRATED B.A. B.ED. AND B.SC. B.ED. PROGRAMME

NEP-2020 recommended an overall transformation of the education structure, including Teacher Education. After going through the differences between the three B.Ed. curriculums, the study highlights certain pros and cons of the 4-year Integrated B.A. B.Ed. and B.Sc. B.Ed. Programme:

11.1. PROS

- The 4-year Integrated B.A. B.Ed. and B.Sc. B.Ed. Programme will save one year of the students in comparison to the 2-year B.Ed. programme, as students will fulfil the training along with the Bachelor's degree.
- It has recommended practising two school subjects, which will enhance student-teacher knowledge and skills in a better way.
- The inclusion of an Education paper in every semester alongside other courses will enhance their teaching skills and proficiencies.

11.2. CONS

- In Semester VII, there are no honours or general papers included. The whole semester is dedicated only to School Internships and EPC papers. This gap can hamper the continuity of subject knowledge and might affect students negatively.
- There is too much emphasis on the subject of Education.
- By making the subject of Education compulsory each semester, honours and general papers of other subjects are getting less importance.
- Lack of research opportunities for school teachers.
- The policy has only emphasized the bachelor's degree courses and less attention is paid to post-graduation or other higher education courses.

12. SUGGESTIONS

Based on the above findings, a few suggestions are made-

- The 4-year Integrated B.A. B.Ed. and B.Sc. B.Ed. Programme should not be made compulsory, instead of compulsory integration of teacher education with bachelor's degree throughout the country separate teacher education institutes for integrated courses can be established [as also suggested in the study of [Mohanty \(2022\)](#)]
- In Semester-VII of 4-year Integrated B.A. B.Ed. and B.Sc. B.Ed. Programme, the honours paper should be included besides Schools Internship.
- Instead of making Teacher Education an integrated part of Graduation, attempts should be made to divert students to other vocational courses.

- Students should be provided opportunities to choose among 1-year, 2-year and 4-year integrated courses.
- Placement and job opportunities should be offered to trainee teachers, like the other professional courses.
- Research opportunities should be provided to students and teachers.
- Continuous guidance and counselling should be provided to trainees to choose their future paths.

13. CONCLUSION

Teacher education is always a matter of concern among educationists, and they have tried to reform it from time to time, according to the changing needs of society. The NEP-2020 identified the importance of teachers in society. By calling them the 'Guru', it stated that 'The future of our country is shaped by teachers'. So, the policies tried to reform the overall quality of teacher education. The policy emphasized that 'To ensure the best future for our students and our country, teachers need to be inspired and empowered'. It introduced the Integrated B.Ed. programme, as also highlighted by the Kothari Commission, Chattopadhyay Committee, Acharya Ramamurti Committee and Yashpal Committee. According to the recommendation of NEP 2020, this course will become mandatory in future for teacher training, where a trainee is offered a 4-year study integrating subject and methodology, with a B.Sc.-B.Ed. degree being conferred at the end of the course. Though, students will get the opportunity to acquire a dual degree and learn teaching skills and subject knowledge together; it can also hamper their mastering of subject knowledge as too much emphasis is given to Education subject and training skills. Certainly, this model will provide the requisite professional touch to teachers' education and preparation in the near future, if implemented properly.

CONFLICT OF INTERESTS

None.

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