



A COMPARATIVE STUDY ON NEWLY INTRODUCED NCTE CURRICULUM BETWEEN B.ED AND B.P.ED PROGRAMME IN WEST BENGAL

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ABSTRACT

The study was conducted from a comparative stand point on newly introduced NCTE uniform curriculum between 2 years B.Ed and B.P.Ed course all over the country. This revised curriculum is as per the NCTE new regulations 2014 for two year B.P.Ed and B.Ed programme as collaboration with the West Bengal University of teachers training, education planning and administration (WBUTTEPA) and the department of higher education Govt. of West Bengal. This education programme is related to the development of teacher proficiency and competency that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. Both the programmes were designed to integrate the study of childhood, social context of physical education, subject knowledge, pedagogical knowledge and aim of physical education and communication skills. The programme comprises of compulsory and optional theory as well as practical courses and compulsory school internship. The results of the comparisons between the programmes reveal that the B.P.Ed course is higher in terms of total number, theory part, practical part, total programme hours, theory part programme hours, practical part programme hours, total programme credit, teaching practices/school internship, total programme theory credit, total programme practical credit, elective and optional courses assigned and in terms of external assessment of the practical course than the B.Ed course. On the other hand only in terms of internal assessment of the practical course the B.Ed. Course holds 30% greater value than the B.P.Ed course.

KEYWORDS : NCTE, Curriculum B.P.Ed & B.Ed.

Introduction

Swami Vivekananda said: *“My idea of education is personal contact with the teacher-gurugrihavaśa”*. Without the personal life of a teacher there would be no education. However, in modern day teaching a responsible and trained teacher became the sole necessity to achieve the educational goals. Now to meet this demand the teacher education institutions were formed to nurture the future teacher’s to be accustomed with Indian philosophy, culture and heritage in educational environment. People in this country have been slow to recognize that education and physical education is a profession for which intensive preparation is necessary like other professional preparation. The role of a teacher and of an educational institution in this context is vital and cannot be ignored. The Indian education commission (Kothari commission 1964-1966) has rightly said: “of all the different factors which affect the quality of education and its contribution to national development; the quality, competence and character of a teachers are undoubtedly the most significant”. At the same time, various studies can be found in this context. The educational system of today has stagnated and schools and colleges have turned in to teaching shops. Above all in this state of confusion the system of teacher education is one of the most neglected areas. Furthermore, the very nature of the system of teacher education has a number of problems. Thus qualitative teachers training are so essential for the betterment of the students and to develop their efficiency to be a responsible future citizen.

In 2015 bachelor of physical education (B.P.Ed) programme and bachelor of education (B.Ed) programme have been newly reconstructed by NCTE all over India. The course duration has been enhanced from one year to two year. A uniform curriculum for newly introduced two year B.P.Ed and B.Ed programme have also been framed by the national body. Following was the introduction of the programme.

Bachelor of physical education(B.P.Ed)two years (four semesters choice based credit system)programme is a professional programme meant for preparing teachers of physical education in classes VI to X and for conducting physical education and sports activities in classes XI and XII. A bachelor of education (B.Ed) is an under graduate professional degree which prepares students for work as a teacher in school, through in some countries additional

work must be done in order for the students to be fully qualified to teach.

With the implementation of new regulation 2014, NCTE prepared and circulated its curriculum frame work for various teachers' education programmes. The detail curriculum of B.Ed and B.P.Ed has three component theory, practicum and internship.

Statement of the problem

The two year teacher education programme designed and lunched throughout the nation. Government in the higher education department constitutes a uniform curriculum for B.Ed and B.P.Ed institutions in west Bengal. Keeping this in view it is relevant enough to have a **comparative study on newly introduced NCTE curriculum between B.Ed and B.P.Ed programme.**

Purpose of the study

The above mentioned problem has been investigated keeping the following objective in view –

1. To compare between the two programmes that includes total full marks, theory, practicum/engagement with field, credit (theory and practical), Hours (theory and practical), elective/optional courses, school internship, internal and external assessment of practical activities.
2. To enhance knowledge among the teachers.
3. Understand the way learning occurs, possible ways of creating conducive conditions for learning, difference among students in respect of the kind, pace and styles of learning.
4. Analyse the curriculum framework, policy implications and texts.
5. To review the present scenario of teacher education programme in India.
6. To review the curriculum aspects of teacher education as per NCTE regulation, 2014.

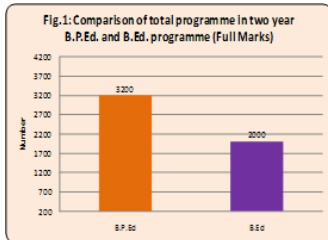
Table 1 : Comparison Of Total Programme in Two Year B.P.Ed and B.Ed Programme as Prepared By Higher Education Department Govt. Of West Bengal

Sl. No.	Name of the Variable	B.P.Ed	B.Ed	Difference	% Diff
1.	Total full marks	3200	2000	1200	60.00

2.	Total Theory	1600	1000	600	60.00
3.	Total practical/Engagement with field	1600	1000	600	60.00
4.	Total programme Hours	3200	1920	1280	66.67
5.	Total programme theory Hours	1280	640	640	100.00
6.	Total programme practical Hours	1920	1280	640	50.00
7.	Total programme credit	128	80	48	60.00
8.	Total programme theory credit	64	40	24	60.00
9.	Total programme practical credit	64	40	24	60.00
10.	Total Elective/optional courses	8	6	2	33.33
11.	Teaching practices / school-internship	400	350	50	14.29
12.	Practical activities internal-Assessment	30%	60%	-30%	-50.00
13.	Practical activities-External Assessment	70%	40%	30%	75.00

Table 2: Comparison of Total full marks between two Year B.P.Ed and B.Ed Programme

Name of the Variable	B.P.Ed	B.Ed	Difference
Total full marks	3200	2000	1200

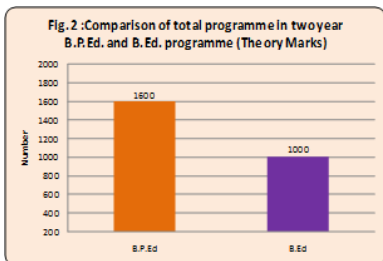


Total full marks of teacher education program as recommended by revised curriculum as per the NCTE new regulations of 2014 for two years B.P.Ed and B.Ed programme is 3200 for B.P.Ed course 2000 for B.Ed. This program is followed by the (WBUTTEPA) West Bengal University of Teachers Education Planning And Administration and the Department of Higher Education Govt. of West Bengal has been presented from a comparative stand point. The results as reflected from the tables and the graph shown.

The two years B.P.Ed course is much higher in terms of total number than the B.Ed teacher education course.

Table 3 Comparison of Total Theory marks between two Year B.P.Ed and B.Ed Programme

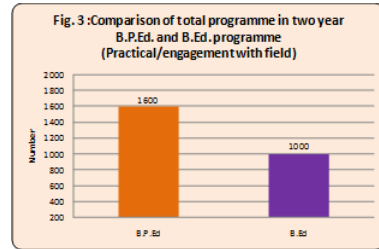
Name of the Variable	B.P.Ed	B.Ed	Difference
Total Theory	1600	1000	600



Total theory marks assigned for the two year B.P.Ed course is 1600 and B.Ed course is 1000. So in theory part B.P.Ed course is 60% higher than the B.Ed. course.

Table 4: Comparison of marks of total practical/Engagement with field between two Year B.P.Ed and B.Ed Programme

Name of the Variable	B.P.Ed	B.Ed	Difference
Total practical/Engagement with field	1600	1000	600

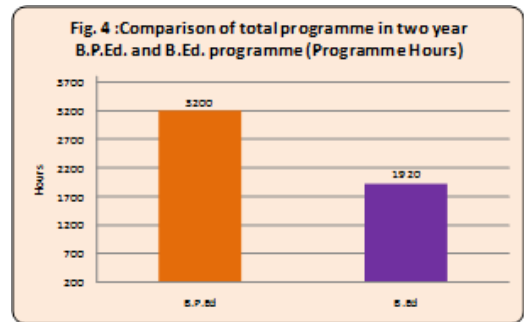


Total marks assigned for practical/engagement with field for the two year B.P.Ed course is 1600 which is lower than the marks assigned in B.Ed course is 1000. West Bengal government thus truly restructured and assigned 3200 marks for the 3 two year B.P.Ed curriculum and assigned 2000 marks for the two year B.P.Ed curriculum.

So in practical part B.P.Ed course is 60% higher than the B.Ed. course. Table 5: Comparison of Total Programme Hours in Two Year B.P.Ed and B.Ed Programme

Table 5: Comparison of Total Programme Hours in Two Year B.P.Ed and B.Ed Programme

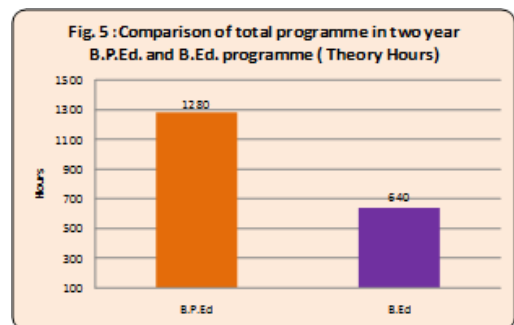
Name of the Variable	B.P.Ed	B.Ed	Difference
Total programme Hours	3200	1920	1280



Total programme hours assigned for the two year B.P.Ed course is 3200 hours and two year B.Ed course is 1920 hours. So in terms of total programme hours the B.P.Ed course higher than the B.Ed teacher education course.

Table 6 Comparison of Total programme theory Hours between two Year B.P.Ed and B.Ed Programme

Name of the Variable	B.P.Ed	B.Ed	Difference
Total programme theory Hours	1280	640	640

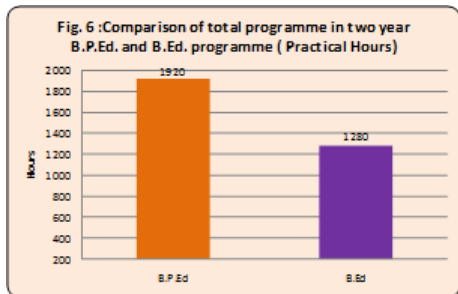


The total programme theory hours are 1280 hours and 640 hours for B.P.Ed and B.Ed course respectively.

So in terms of total programme theory hours B.P.Ed course is higher than the B.Ed. course.

Table 7: Comparison of Total Programme practical hours between two Year B.P.Ed and B.Ed Programme

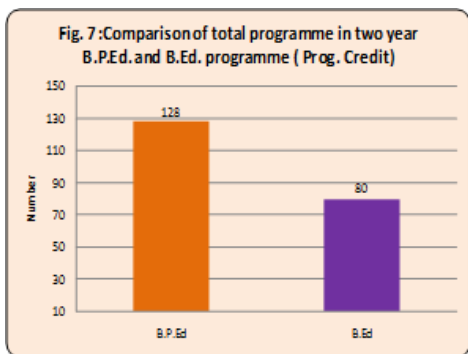
Name of the Variable	B.P.Ed	B.Ed	Difference
Total programme practical Hours	1920	1280	640



Total programme practical hours for the two year B.P.Ed course is 1920 hours and B.Ed course is 1280 hours. As the B.P.Ed. Programme is a sports oriented practical phenomena it is natural that the practical hours of the B.P.Ed. Programme is higher than the B.Ed. programme.

Table: 8: Comparison of Total programme credit between two Year B.P.Ed and B.Ed Programme

Name of the Variable	B.P.Ed	B.Ed	Difference
Total programme credit	128	80	48

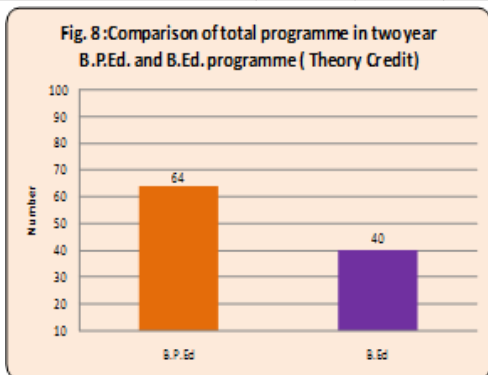


Total programme credit for the two year B.P.Ed course is 128 and two year B.Ed course is 80. If it is calculated on the same ratio of total marks then it should be at least 3200 marks is B.P.Ed and 2000 marks is B.Ed course.

Total programme credit for the B.P.Ed course is higher than the B.Ed course.

Table: 9: Comparison of Total programme theory credit between two Year B.P.Ed and B.Ed Programme

Name of the Variable	B.P.Ed	B.Ed	Difference
Total programme theory credit	64	40	24

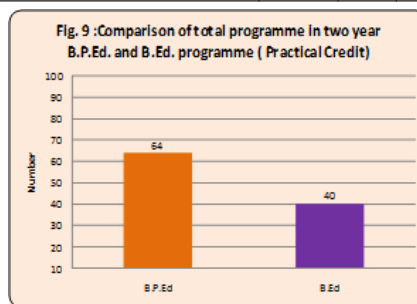


Total programme theory credit for the two year B.P.Ed course is 64 and two year B.Ed course is 40. If it is calculated on the same ratio of total marks then it should be at least 3200 marks is B.P.Ed and 2000 marks is B.Ed course.

So the Total programme theory credit of the B.P.Ed is higher than the B.Ed course.

Table 10: Comparison of Total programme practical credit between two Year B.P.Ed and B.Ed Programme

Name of the Variable	B.P.Ed	B.Ed	Difference
Total programme practical credit	64	40	24

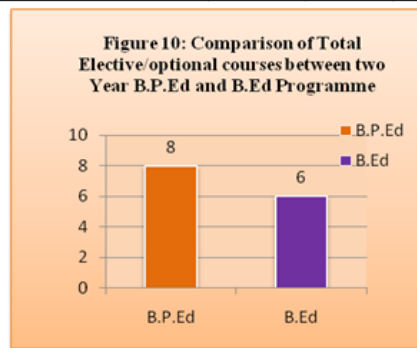


Total programme practical credit for the two year B.P.Ed course is 64 and two years B.Ed course is 40. If it is calculated on the same ratio of total marks then should be at least 3200 marks is B.P.Ed and 2000 marks is B.Ed course.

So the Total programme practical credit of the B.P.Ed is higher than the B.Ed course

Table: 11: Comparison of Total Elective/optional courses between two Year B.P.Ed and B.Ed Programme

Name of the Variable	B.P.Ed	B.Ed	Difference
Total Elective/optional courses	8	6	2

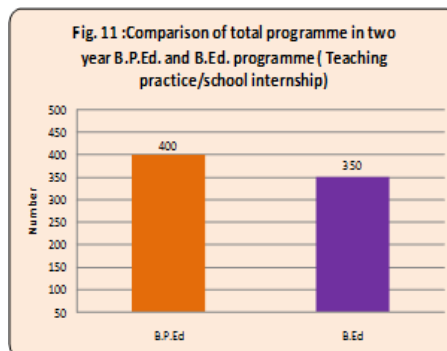


Total programme elective /optional courses assigned for the two year B.P.Ed course is 8 and two year B.Ed course is 6 which is lower than the marks assigned in the B.P.Ed course.

So in terms of the elective and optional courses assigned, B.P.Ed course is higher than the B.Ed course.

Table12: Comparison of Total Elective/optional courses between two Year B.P.Ed and B.Ed Programme

Name of the Variable	B.P.Ed	B.Ed	Difference
Teaching practices / school-internship	400	350	50

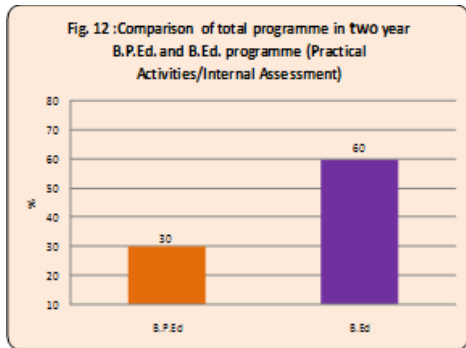


Total programme marks assigned for teaching practices/school-internship for two year B.P.Ed course is 400 and two year B.Ed course

is 350. Teaching practices/school internship for two year B.P.Ed course is 400 which is lower than the marks assigned in B.Ed course.

Table13: Comparison of Total Elective/optional courses between two Year B.P.Ed and B.Ed Programme

Name of the Variable	B.P.Ed	B.Ed	Difference
Practical activities internal-Assessment	30%	60%	30%

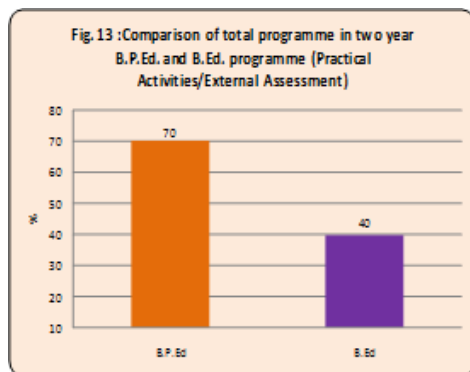


Total programme practical activities internal assessment marks assigned for two year B.P.Ed course is 30% and B.Ed course is 60% which is higher than the internal assessment marks assigned in B.Ed course.

So, in terms of internal assessment of the practical course the B.Ed. course holds 30% greater value than the B.P.Ed course

Table14: Comparison of Total Elective/optional courses between two Year B.P.Ed and B.Ed Programme

Name Of The Variable	B.P.Ed	B.Ed	Difference
Practical activities –External Assessment	70%	40%	30%



Total programme practical activities external assessment marks assigned for two year B.P.Ed course is 70% and B.Ed course is 40% which is higher than the external assessment marks assigned in B.P.Ed course.

So, in terms of external assessment of the practical course the B.P.Ed. Course holds 30% greater value than the B.Ed course.

CONCLUSION:

1. The two year B.P.Ed course is much higher in terms of total number than the B.Ed teacher education course.
2. In theory part B.P.Ed course is 60% higher than the B.Ed. Course.
3. In practical part B.P.Ed course is 60% higher than the B.Ed. Course.
4. The total programme hours of the B.P.Ed. Programme is higher than the B.Ed. Programme.
5. The theory part programme hours of the B.P.Ed. Is higher than the B.Ed. Programme.
6. The practical part programme hours of the B.P.Ed. Is higher than the B.Ed. Programme.
7. Total programme credit for the B.P.Ed course is higher than the B.Ed course.
8. Teaching practices/school internship for two year B.P.Ed course

is 400 which is lower than the marks assigned in B.Ed course.

9. The Total programme theory credit of the B.P.Ed is higher than the B.Ed course.
10. The Total programme practical credit of the B.P.Ed is higher than the B.Ed course.
11. In terms of the elective and optional courses assigned, B.P.Ed course is higher than the B.Ed course.
12. In terms of internal assessment of the practical course the B.Ed. Course holds 30% greater value than the B.P.Ed course.
13. In terms of external assessment of the practical course the B.P.Ed. Course holds 30% greater value than the B.Ed course.

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