

A Comparative Study of the Curricular Structure of Secondary Teacher Education (B.Ed) under Mizoram University and North Eastern Hill University

**Lalrammawia Tochwawng & **Lalbiakdiki Hnamte*

*(*Assistant Professor & Research Scholar, **Professor, Department of Education, Mizoram University)*

ABSTRACT

National Council for Teacher Education (NCTE) to reform and improve teacher education has notified various changes in the pattern of course from one-year duration to two years course. Based on the shift of duration, NCTE published a curricular framework on teacher education wherein the Bachelor of Education (B.Ed) program was also included. The framework plans the course to spread over four semesters, out of which one semester is completely devoted to practical oriented or internship. Though the framework was prepared by the NCTE, different universities have prepared their curricular structure adapting to the framework published by NCTE. Mizoram University and North Eastern Hill University are two Universities in North East India that offer the course of B.Ed. The policy of the government in education may have an impact directly on education but teacher education plays the first and foremost important role to change the development of society psychologically and economically. As the quality of teacher education which existed in the region has a serious impact on the quality of education in their serving area, a study has been undertaken to assess and analyze the curricular structure of both universities concerning Bachelor of Education. This article is a presentation of the findings of the study.

Introduction:

The North-Eastern Hill University is located in the capital of Meghalaya; Shillong and it plays a very important role in the growth of all North-East states educationally. The university was set up by an act of parliament which was notified on the 19th of July, 1973 and its jurisdiction was extended to Meghalaya, Nagaland, and the then union territory of Arunachal Pradesh and Mizoram. Mizoram University was established by an act of Parliament in April 2000 and started functioning as a Central University from 2nd July 2001. Since then the jurisdiction of NEHU which extended up to Mizoram State has been transferred to Mizoram University. Both universities are fully governed and financed by the Central government as they are central universities. Currently, both these universities are accredited A Grade by NAAC.

Curricular Structure of Bachelor of Education under North Eastern Hill University:

Both universities follow the curriculum framework published by NCTE as far as possible. But there are slight differences between the two concerning credits or marks that need to be obtained or completed during the whole course. Both universities have followed semester system and the B.Ed course is covered in four semesters and the duration offered were also similar in almost all of the case as NCTE regulation 2014 demanded Secondary Teacher education institution to have at least 200 working days per year. It can be seen that both universities followed the regulation as per the norm. The general course structures of Bachelor of Education under both universities are presented below:

Table 1. :
General Structure of Secondary Teacher Education (B.Ed) under North Eastern Hill University

Semester/Papers		Sem - I	Sem-II	Sem - III	Sem - IV	Total Marks	Grand Total
THEORY	Core Papers	B.Ed.101 B.Ed. 102 B.Ed. 103	B.Ed. 201 B.Ed. 202 (½) B.Ed. 203 (½)	B.Ed. 301 B.Ed. 304(½)	B.Ed. 401		1100
	Marks	300	200	150	100	750	
	Elective/ Optional Papers	B.Ed. 104 (½)	B.Ed. 204	B.Ed. 302 B.Ed. 303	NIL		
	Marks	50	100	200	-	350	
School Internship, Field Work and EPC Activities	School internship and fieldwork for 20 weeks	2 Weeks Field Work Under B.Ed. 101, B.Ed. 103, B.Ed. 105(½) (EPC – 1)	2 Weeks Field Work under B.Ed. 201, B.Ed. 203, B.Ed. 205(½) (EPC -2) B.Ed. 206(½) (EPC – 2)	1 Week Fieldwork under B.Ed 302, B.Ed 303, B.Ed. 305(½) (EPC -4)	15 Weeks school Internship		500
	Marks	50	100	50	300	300	
Total Marks		400	400	400	400		1600

The above table is the course structure of Bachelor of Education under North Eastern Hill University which indicates that the course is divided into four semesters and has a total mark of 400 in each semester. The total value for the whole course is 1600 marks. Each semester is divided into three layers such as theory, optional and EPC course. The first semester consists of three core papers carrying 300 marks and one optional half-paper carrying 50 marks along with one EPC paper of 50 marks making the first semester worthy of accumulating 400 marks.

The second semester also has three core papers, out of which only one is full paper and the rest are half papers having 200 marks in core papers along with one optional full paper carrying 100 marks. This semester also has two weeks of fieldwork under two core papers (*Fieldwork marks is going along with core papers*) along with two EPC half-papers carrying 100 marks making a total of 400 marks in the second semester.

The third semester also consists of two core papers i.e. one full paper having 100 marks and one half-paper having 50 marks. It also has two optional papers in the third semester and these papers are of full paper having 100 marks each. It has one week of fieldwork under two of the optional papers; and one EPC half-paper carrying 50 marks, again making this semester with 400 marks.

The fourth semester has only one theory paper under core courses and the rest are under practicum/internship and this semester is divided into several parts. The internship is divided into three areas such as pre-internship, internship and post-internship and the internship period lasts for fifteen weeks. The internship carries 300 marks (210 Marks External and 90 Marks Internal) and it is again divided into smaller parts as below:

Pre-internship:

It will last for two weeks and there will be two observation lessons delivered by the teacher and student-teachers are expected to write a report on it. Micro-lesson teaching practice has to be conducted and it will be recorded for

assessment and correction for further improvements and Macro-lesson teaching practice will also be administered during this pre-internship period. It is a period of preparation to enter into the domain of actual school to be deputed as an intern.

Internship:

The school internship will give them a real-time situation and this is a real practice in the real school which will last for twelve weeks. During this internship, student-teacher is expected to deliver 30 lessons each from both pedagogy they opted to have practice in their teaching skills. They are also expected to observe their peer's delivery of lectures to suggest and propose improvements to them. The final teaching practice, viva-voce on the lesson plan, and their teaching practice and their teaching aids will be assessed and evaluated by both external and internal evaluators simultaneously. During this period, the student-teacher must prepare ten teaching aids including one model each from both method subjects.

Post-internship:

After completion of the internship, the student-teacher will present two criticism lessons from their selected two pedagogies to showcase their competencies and their improvement in teaching after their internship which will be evaluated by the concerned teachers as internal assessment. This post-internship will be for one week. Besides teaching, student-teachers are to be involved in some school activities as part of their training. They have to maintain the teacher's diary, prepare time-table, address school assembly, prepare student's portfolios and attendance of staff meeting along with the writing of meeting minutes.

Curricular Structure of Bachelor of Education under Mizoram University

As soon as the new regulation of NCTE-2014 was published, the Department of Education, Mizoram University has tried its best with all resources to have one of the best curriculum packages in the country. The intention was the construction of curricular structure based on the NCTE framework, without missing out the core values and structural design, Mizoram University was preparing Secondary Teacher Education curricular structure. It can be seen as one of the best curricular packages that cover maximum to the NCTE framework. But on the other hand, as all universities are new to the structural design based on the new framework, there are more similarities rather than differences in the curricular structural design of both universities. The Overall Structure of the course of B.Ed Two years under Mizoram University is presented in the following:

Table No.2 :
Structure of the course of B.Ed Two years under Mizoram University

Paper	Sem - I	Sem-II	Sem - III	Sem - IV	Total Marks
Theory	B.Ed./2/CC/101 B.Ed./2/CC/102 B.Ed./2/CC/103 B.Ed./2/CC/104	B.Ed./2/CC/201 B.Ed./2/CC/202 B.Ed./2/CC/203 B.Ed./2/CC/204	Internship (16 Weeks) (including 4 weeks Pre Internship Training) 16 Weeks Internship	B.Ed./4/CC/401 B.Ed./4/CC/402 B.Ed./4/CC/403 B.Ed./4/CC/404 (½)	1250
Core Course				B.Ed./4/SC/406	
Soft Courses Marks				450	
Marks	400	400			
Practicum	1 Week Field Work for activities under Semester-I	School Internship and Field Work (2 Weeks)		1 Weeks Field Work for Activities under Semester-IV	
EPC	B.Ed./1/EPC/105	B.Ed./2/EPC/205 (½) B.Ed./2/CC/206 (½)		B.Ed./2/EPC/405(½)	
Marks	100	100	500	50	750
Grand	500	500	500	500	2000

The above table shows that the four-semester division will carry 500 marks each in every semester and the course divided into core courses, soft courses, enhancement of professional competencies (EPC), and internship. Besides the internship in its period, there are some fieldwork/activity is some of the papers which have to be evaluated internally.

The first semester will be consisting of five full papers carrying 100 Marks each and the value of the total mark of the first semester is 500 Marks. This semester has four core courses and one Enhancement of Professional Competencies (EPC) papers. Besides this paper, there is one week of fieldwork that is to be evaluated internally under the domain of core courses.

The second semester also has four core paper having a new mark worth of 100 each and it also has two EPC half-papers which are of having 50 marks each making the semester value turns to 500 marks. This semester, there is a provision of engaging student-teacher in the filed work activity for two weeks and these activities will be assessed and evaluated internally.

The third semester is devoted to school internship and it will last for 16 weeks. The duration looks very long but these 16 weeks are divided into some parts such as pre-internship, internship and post-internship. The overall mark value of the internship is 500 marks having 20 credits; marks are divided between internally earned and externally assigned and the details are shown below:

Table No. 3: Distribution of marks in the third semester i.e. internship

Course	Course Name	Marks	Credit	Internal	External
B.Ed/3/CC/301	Pre-internship	100	4	50	50 Viva voce
B.Ed/3/CC/302	School Internship Method –I	150	6	75	75 Final Teaching & Viva voce
B.Ed/3/CC/303	School Internship Method – II	150	6	75	75 Final Teaching and Viva voce
B.Ed/3/CC/304	Post Internship	100	4	50	50 Viva Voce
Total		500	20	250	250

Pre-Internship: The Pre-internship shall comprise of four weeks and several activities need to be conducted before deputing student-teacher to real-time schooling situation. There will be one demonstration lesson from the teacher with proper reports from the students' side. Development of at least 5 micro-teaching skills in each method papers and delivery of six lessons under simulated settings, development of teaching-learning material (TLM) covering all types of aids and school exposure i.e. visits to the school to where they are expected to be deputed as an intern is the main component of pre-internship. The pre-internship part will carry -100 marks.

Internship: Student-teacher will be attached to a particular school to have teaching practice for twelve weeks. During this period, they are expected to deliver a minimum of 20 lessons each in both method papers under the supervision of the concerned teacher and a mentor teaching in the practicing school. They have to make 15 lesson plans each from both pedagogies and observation of peer teaching for mutual benefits and construction and administration of achievement tests is a must. The internship area will be having 300 marks.

Post-internship: Under this phase, the student-teacher is expected to submit comprehensive reports based on school experiences during the internship duly signed by the teacher educator in charge. They must observe the school time-table and prepare a critical examination of the time table. Participation in other school activities such as CCA, Sports, etc. and they are assessed with their works. Writing a report on the library of any lab available in the school reports on physical assets, and beautification of campus are also to be included in the report. Post internship will also have a value of 100 marks.

The fourth semester will have three core courses having 100 marks each, one core half-paper having 50 marks, one soft course which is under optional papers to be chosen from four options carrying 100 marks, one half EPC paper

which carries 50 marks making a total mark value of 500 in the fourth semester. There is another week of fieldwork activity under this semester.

The two years B.Ed program spread over four semesters shall consist of 12 core courses, one soft course, and 4 Enhancement of Professional Competencies course. The program will carry 2000 marks, of which 1250 marks will be for core and soft courses, and the remaining 750 marks will be for school internship (500) marks and enhancement of Professional Competencies courses (250) marks. The total marks for internal and external assessment will be 1000 marks each. The total credit for the course is 80 credits and all of the four semesters are having 500 marks and 20 credits each and the third semester is fully devoted to an internship. The B.Ed program under Mizoram University includes theory-based learning activities and practicum on almost 50:50 bases. The total number of credits allotted to theory related teaching is 40 credits (1000 marks) and practicum plus internship are having 40 credits (1000 marks). It is done to do justice to the professional program of B.Ed.

Difference: Both universities followed guidelines prepared by NCTE through its framework and regulation-2014 of the NCTE makes similarities in almost all aspects but there are some differences in the practice of the four semesters mandated to the institution. They are:

1. The total mark value per semester is different as 400 marks are assigned per semester under North Eastern Hill University; Mizoram University assigned a mark value of 500 per semester making credit difference.
2. The division between the value of internal/external mark value is also different significantly while North Eastern Hill University saves 20% of the marks to be assessed internally, Mizoram University saved 40% of the marks to be assessed through internal assessment.
3. The overall marks value is also not the same. Having a total mark value of 1600 hundred indicates that the course offered by North Eastern Hill University makes it look like a lighter course as compared to 2000 worth marks offered by Mizoram University.
4. Lastly, there is a slight difference in the conducting of an internship. The division into three layers is the same. North-Eastern Hill University conduct an internship at fourth semester with one core papers within 15 weeks (2 weeks pre-internship, 12 weeks school internship, 1-week post-internship) while Mizoram University conducted internship period in the third semester full devoted the semester for the practicum lasting 16 weeks (4 weeks of pre-internship, 12 weeks of school internship, post-internship works offered are expected to go correspondingly with school internship).

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