

A Comparative Study on the Curriculum of Two-Year B.Ed. Program of Tezpur University and Gauhati University

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Abstract

The National Curriculum Framework for Teacher Education is a crucial document that outlines the guidelines and recommendations for the development of teacher education programmes in India. This study compares two-year B.Ed. program of Gauhati University and Tezpur University in Assam, India. This study aims to analyze the curriculum, structure, and contents of the B.Ed. program of the two universities to understand the similarities and differences in their approach as one is a state university, while the other is a central university. Further suggestions for improvement in the teacher education programs are also provided. The study uses a qualitative approach and content analysis method to analyze the course structure and curriculum of the B.Ed. programs of the two universities i.e., Gauhati University and Tezpur University in Assam. This paper is an attempt to draw the differences and similarities between a state university and central university in Assam which can be useful for the changing educational needs of the stakeholders along with meeting the standards set by the educational policies.

Keywords- Curriculum, B.Ed. Program, Tezpur University, Gauhati University

Introduction

Curriculum is a central component of education, as it defines the content, methods, and objectives that guide the learning process (Wolven, 2013)(Govender & Naicker, 2014). It encompasses the planned experiences, activities, and materials designed to facilitate student learning and achievement. (Hasanuddin et al., 2023). Curriculum development, then, is the systematic process of organizing and preparing the curriculum for implementation in the classroom (Wolven, 2013).

Curriculum development is a complex and multifaceted endeavour that involves various stakeholders, including educators, administrators, policymakers, and community members. It is a continuous process that requires careful planning, implementation, and evaluation to ensure that the curriculum remains relevant, effective, and aligned with educational goals and standards. (Dopson & Tas, 2004a)

The definition of curriculum emphasizes the importance of providing students with a set of organized classroom experiences, which hopefully will impact and change them in a constructive way. (Dopson & Tas, 2004a) Planning is essential when developing curriculum for a program, and it should be based on an overall curriculum planning strategy that cultivates an environment for program development, implementation, and evaluation. (Dopson & Tas, 2004a)

Curriculum development is usually associated with a specific, tangible subject to be taught, such as a textbook, syllabus, teacher's guide, or learning package. It is the heart of education that involves a specific, tangible subject to be taught. (Wolven, 2013)

Recommendation of NCFTE for Teacher Education Programme

The National Curriculum Framework for Teacher Education is a crucial document that outlines the guidelines and recommendations for the development of teacher education programmes in India. The framework emphasizes the need for a shift from a traditional behaviouristic approach to a more constructivist approach in teacher professional development. (Rout & Kumar Behera, 2014) This shift calls for the acquisition of new skills, knowledge, attitudes, and values among teachers, as well as the employment of a wide variety of teaching strategies to enable students to construct their own knowledge.

The system of teacher education has grown significantly in recent decades, but it has been criticized for being static and unresponsive to the changes in the school and social system. The concern is that teacher education is not effectively producing efficient teachers, as reflected in the National Policy of Education and Programme of Action, which calls for a complete overhaul of the system. (Jena & Biswal, 2015) This underscores the importance of investing in the preparation of teachers to ensure the future of the nation. (Ifunanya et al., 2013)

The National Teacher Education Audit conducted in 1995 revealed that a third of the teaching force was engaged in qualification-driven in-service education, but

these qualifications had little impact on classroom practice. This finding highlights the need for teacher professional development to focus on strengthening teachers' subject knowledge, pedagogical content knowledge, and teaching skills, as emphasized in the National Policy Framework for Teacher Education and Development in South Africa.

Literature Review

The Evaluation of Curriculum in India and Globally

Assessing curriculum is an important aspect of enhancing education. It informs developers about whether the studied material is beneficial, pertinent, and efficient. In the whole world, numerous models and methods have been employed to assess curriculum, varying with respect to goals, context, and level.

Global Approaches to Curriculum Evaluation

One of the oldest and most popular models is Tyler's model, which is concerned with verifying if the learning objectives are aligned with the activities and the outcomes. It primarily examines outcomes and but does not give importance on flexibility or modification.

A more comprehensive approach is the CIPP model, which focuses on Context, Input, Process, and Product. Both planning curriculum and refining curriculum are assisted by this, as it examines needs, resources, the way the teaching is executed, and what the outcomes are (Mehmeti et al., 2024). The reason this model is most helpful within teacher education programs is that it provides a clear picture at each step.

Another approach, referred to as Backward Design, begins with establishing the learning objectives prior to designing lessons and assessments aligned with those objectives (Basu, 2017.). Likewise, Constructive Alignment aligns the learning outcomes, instructional techniques, and assessment (Neuman, 2014). These are practiced in higher education as well as professional development.

In most nations, standardized tests such as PISA and TIMSS are utilized to gauge student learning and measure the effectiveness of school curricula in preparing students for global skills (Zhang et al., 2023). These assessments have a bearing on policy at the national level as well as curriculum reform.

Curriculum Evaluation in India

In India, national frameworks such as the National Curriculum Framework for Teacher Education (NCFTE, 2009) and the National Education Policy (NEP, 2020) influence curriculum assessment. NCFTE urged the teacher education sector to place greater emphasis on authentic classroom practices, critical thinking, and inclusive

pedagogy. NEP 2020 furthered this by launching the Integrated Teacher Education Programme (ITEP) and advocating for 21st-century skills such as digital literacy, multilingualism, and experiential learning.

To assist with curriculum assessment, India has instruments such as PINDICS, Shaala Siddhi, and ADEPTS that track the quality of education using teachers' performance and school effectiveness. These instruments are inputs (such as infrastructure), processes (such as pedagogy), and outcomes (such as learner learning).

A few have examined how these policies function in the field. Das (2023) concluded that the new B.Ed. curriculum improved hands-on training but not digital learning or electives. Bhivsane (2024) also stated that while fieldwork in ITEP is better now, there should be a more effective way of determining if teacher trainees are ready to teach.

Subaveerapandian and Nandhakumar (2022), during the pandemic, identified that a large number of teacher educators did not receive appropriate ICT training, and hence online teaching became challenging. They recommended that digital skills and technologies must become a routine of curriculum assessment in teacher education.

Recent and Global Trends in Curriculum Evaluation

Current trends indicate that curriculum assessment is more student-centered and flexible. El-Hamamsy et al. (2023) proposed a cascade model, where the development of changes in the curriculum is made gradually with teacher and school feedback. This eases the process of implementation and makes it more efficient. Rojas Bruna (2025) employed academic portfolios in the training of teachers. These portfolios facilitated student-teachers to reflect on what they had learned and to relate theory more strongly to practice. Reflection is today considered a significant aspect of curriculum assessment. Nyaaba (2025) created an AI-preserved curriculum tool in Ghana that integrates local requirements with international norms. Such a model may serve India as well to balance tradition and modernity in its curriculum framework. Across the world, authors such as Zhang et al. (2023) have identified that assessment systems are increasingly emphasizing sustainability, professional values, and global citizenship. Such priorities are also beginning to shape curriculum aims and how they are measured.

Objectives of the study

1. To study the components of Teacher Education programmes with respect to NCFTE 2009 and NCTE 2014 regulations

2. To analyze the B.Ed. curriculum of Tezpur University
3. To analyze the B.Ed. curriculum of Gauhati University
4. To compare the B.Ed. curriculum of Tezpur University and Gauhati University on the basis of the components of Teacher Education Programme concerning NCFTE 2009 and NCTE 2014 regulations.

Methodology

In order to satisfy the needs of the objectives of the present study qualitative research approach is used. The qualitative approach is effective in determining the deeper meaning of the experiences of human beings and in giving a rich description of the specific phenomena being investigated in reality. The advantage of taking a qualitative research design is that it also makes it different from the quantitative research approach in that it offers a complete description and analysis of a research subject, without limiting the scope of the research and the nature of participants' responses (Collis & Hussey, 2014). Cresswell (2014) views qualitative researchers as gradually making sense of a social phenomenon by exploring and examining informants' perceptions, experiences and meanings about the phenomenon, hence descriptive data in the present study. (Neuman, 2014) asserts that qualitative inquiry is fundamentally people-oriented. The author posits that such orientation enables researchers to closely examine situations, thus engaging research participants in their statements and thoughts on the phenomenon being studied.

Hence, the method used for the present study to satisfy the objectives is qualitative research and secondary data have been collected from one central university and a state university of Assam. Based on the guidelines laid down by NCFTE 2009, NCTE 2014 regulations for two-year B.Ed. program and NEP 2020 for Curriculum evaluation, a few parameters have been selected in order to evaluate the curriculum of the two selected universities.

Findings and Analysis

After a thorough analysis of the policy documents like NCFTE 2009, NCTE 2014 regulations for two-year B.Ed. program, and NEP 2020, a set of benchmarks have been found out which are in accordance with the above-mentioned policies. Some of the benchmarks may be stated as follows-

1. Curriculum Relevance

The curriculum for the B.Ed. program is to be designed in a manner which promotes the relevancy of the present scenario of the state and the nation. Some of the indicators include Inclusive education integration, multilingualism, use of ICT etc. (NCTE., 2009)

While analyzing the curriculum of both the universities, namely Tezpur University and Gauhati University is up-to-date and meets the national standards.

2. Subject Knowledge and Pedagogical Knowledge

The curriculum should be designed in a manner that enhances the subject knowledge along with pedagogical expertise to the stakeholders. The indicators include subject clarity, strategies that can be carried out in schools to develop pedagogical knowledge. (NCTE., 2009)

Curriculum analysis reveals that the selected universities are equipped in providing subject knowledge and pedagogical knowledge through a well-planned curriculum and its implementation.

3. Intergration of theory and practice

The curriculum prescribed for the B. Ed. Curriculum requires sufficient integration of theory and practise which can be achieved through internships in schools, community engagement, preparation of reflective diaries, delivery of lesson plans in practice teaching etc. (NCTE., 2009)

Tezpur University and Gauhati university showcases the integration of theory and practice through the above-mentioned activities, yet in case of Gauhati University the scope for community engagement is not mentioned in the curriculum.

4. Assessment and evaluation

Assessment and evaluation form a crucial part of teaching learning process. The assessments can be carried out in a comprehensive manner through formative and summative assessment. The indicators include sessional tests, semester/ annual examinations in the form of written tests, assignments, observations during practise teaching in schools etc. (NCTE., 2009)

Analysis says that both the universities follow a structured format form assessment and evaluation where in case of Tezpur University a semester system of evaluation is followed which is supported by relative grading system. On the other hand, Gauhati university follows annual system of evaluation along with absolute grading system.

5. Engagement with field/ practicum

B. Ed. curriculum should be designed in a manner that encourages the teacher-trainees to prepare themselves for engagement in schools. This can be achieved through school internships, practicum that promotes communication with community and school managing committees. The teacher-trainees should be encouraged to form study circles, participate in school functions and events, and offer volunteer services if and when required throughout the internship period.

Analyses show both the universities abide by the regulations set by NCTE 2014, NCFTE 2009 yet room for improvement prevails as at times teacher- trainees may not get the ample time for engagement as preparation and delivery of lesson plans occupy a major part of the school internship leaving less scope for other activities.

Some other parameters of comparison between Tezpur University and Gauhati university are also mentioned in a tabulated manner given below-

Table 1
Showing comparative analysis of the curriculum of Tezpur University and Gauhati University

Parameters	Tezpur University	Gauhati University
Type of Institution	Central University	State University
Marking system	Relative grading/marking	Absolute grading/marking
Evaluation pattern	Semester wise	Annual system
total papers/courses	20 papers	14 papers
school internship	20 weeks	20 weeks
course objectives	clearly mentioned	clearly mentioned
credits per paper	clearly mentioned	not clearly mentioned
marks per paper	not clearly mentioned	clearly mentioned
reference books	clearly mentioned	clearly mentioned
Scope for improvement of marks	not clearly mentioned	clearly mentioned
structure of questions in examination	vary from paper to paper	follows a pre-determined structured system
student intake	maximum 65 students in the department of Tezpur University (only campus)	maximum 100 students each in all the available 39 affiliated colleges and Gauhati university campus
pedagogy subjects available	Seven	Eleven
optional subjects	Two	Five
open elective	Two	None
scope for community engagement	Yes	None

After making a comparison of curriculum between Tezpur University and Gauhati University the following results were obtained-

Tezpur University is a central university offering 2-year B.Ed. program from 2016 onwards while Gauhati University is a state university which is offering 2-year B.Ed. program since 2014. Previously Gauhati University offered 1 year B.Ed. program.

Tezpur University follows a relative grading/marking system with grade points which can be converted to percentage by a prescribed formula. Whereas absolute grading/marking system is followed by Gauhati University.

Evaluation pattern is semester-wise in Tezpur University whereas the annual system of evaluation is followed by Gauhati University.

Tezpur University prescribes a total of 20 papers which includes 15 core papers and 1 optional paper and 2 open electives along with 2 pedagogy papers. Whereas in Gauhati University there is a requirement for 14 papers where 13 papers are core papers, 2 pedagogy papers and 1 paper is optional. There is no option for Open University elective.

The period of school internship is of 20 weeks for Tezpur University where 4 weeks are assigned as pre-internship and rest of the 16 weeks are purely for school internship which is conducted in the third semester of the B.Ed. program. Whereas for Gauhati University, 16 weeks are assigned for school internship in the second year of the course, although 4 weeks are assigned in the first year of the B.Ed. program as Practise teaching where observation of the classes are done by the pupil- teachers along with the preparation of 15 lesson plans one of the lesson deliveries to be taken into account for evaluation.

The program/course objectives are clearly mentioned and as per NCTE guidelines for both Tezpur University and Gauhati University which focuses on the development of all the domains of learning such as Cognitive domain, Affective domain as well as psychomotor domain.

The credits per paper have been clearly mentioned in Tezpur University curriculum whereas for Gauhati University credits per paper has not been clearly mentioned.

The marks per paper have not been clearly mentioned in Tezpur University curriculum whereas for Gauhati University, marks per paper have been clearly mentioned.

The scope for improvement of marks/grades has not been mentioned in the Tezpur University curriculum whereas for Gauhati University scope for improvement of marks/grades in assignments/projects is possible.

The reference books per course have been clearly mentioned in both Tezpur University as well as Gauhati University.

The structure of questions in examinations is flexible and varies from paper to paper and depends upon the course instructor in Tezpur University. Whereas for Gauhati University, it follows a pre-determined structured system.

The student intake is maximum 65 which is centred to the main campus of Tezpur University, whereas for Gauhati University a maximum of 100 students are admitted each in all the available 39 affiliated colleges and Gauhati university campus.

The available pedagogy subjects available in Tezpur University are seven which are- English, Assamese, Hindi, Social sciences, Physical sciences, biological sciences and Mathematical sciences, out of which a student is supposed to select two pedagogies throughout the entire course. Whereas for Gauhati University a maximum of eleven pedagogies are available namely- Assamese/Hindi/Bodo/Bengali, History, Geography, Science, Mathematics, Social Science, English, Sanskrit out of which two pedagogies to be selected by the student.

The available optional subjects available in Tezpur University are Environmental Education and Peace education out of which one subject is to be selected by the student in Tezpur University. Moreover, two open university electives are to be selected. In case of Gauhati University, five optional subjects are available - Environmental Education, Guidance & Counseling, Health & Physical Education, Teacher Education, Peace and human Rights education out of which a student is supposed to select one optional subject. There is no scope for open university elective in Gauhati University.

There is scope for community engagement for students of Tezpur University during the B.Ed. program, whereas, there is no scope for community engagement in Gauhati University B.Ed. curriculum.

Recommendations/Suggestions

The following recommendations/suggestions can be put forward for the improvement of B.Ed. curriculum in the selected universities of Assam

In case of Tezpur University

- It should provide clear distribution of marks and passing marks/ grades for evaluation. Relative grading system can sometimes create confusion among the students as well as the teaching staff.
- It should provide scope for improvement of marks/grades through assignments, re-examination options etc. Students may feel the need to appear for re-examination in order to increase their grades/ percentage.
- Problem -solving and skill development opportunities should be provided to students to equip them to the changing needs of the 21st century.
- Students should be encouraged to develop a positive attitude towards the teaching-learning process. This in turn can encourage the students to carry a positive attitude throughout the course and prevent academic pressure.
- Papers like 'Gender studies' should be taught in the class before the internship program as the pre-service teachers will then be able to relate to the practical aspects of it in the real classroom setting, which will in turn facilitate the pre-service teachers to handle issues like gender disparity, etc.
- In the paper 'Inclusive Education', the focus should not only be given on theoretical aspects but also on practical aspects like Inclusive classroom practices so that they can fulfil the diverse needs of the students.
- To prepare the students for the professional field, workshops/ coaching classes can be conducted in the university and exposure should be provided regarding higher studies, qualifying examination like CTET, UGC NET, STET etc.
- Alumni associations should be formed in order to stay connected with the people already in the professional field. It can encourage placement activities, professional ethics and work culture, development of professional skills through meetings, feedbacks etc.

In case of Gauhati University

- Scope for community engagement and interaction with common masses should be encouraged as it can be a means to connect with the school drop-outs, out-of-school children and students who are deprived of education.

- Flexibility in the question pattern and evaluation should be encouraged to provide the scope for variety which can cater to the various learning styles and abilities of the learners.
- Problem-solving opportunities should be provided in the form of case studies, reflective diary writing, reflective teaching practices and classroom management strategies.
- Teaching skills and micro-teaching sessions should be given sufficient importance and ample amount of time should be invested in developing the skills through micro-teaching sessions before going for actual teaching in schools.
- Adequate practice should be provided for developing a student-centric teaching learning process.
- Papers like ‘Gender studies’ should be taught in the class before the internship program as the pre-service teachers will then be able to relate to the practical aspects of it in the real classroom setting, which will in turn facilitate the pre-service teachers to handle issues like gender disparity, etc.
- In paper ‘Inclusive Education’, the focus should not only be given on theoretical aspects but also on practical aspects like inclusive classroom practices so that teacher educators can fulfil the diverse needs of the students.
- To prepare the students for the professional field, workshops/ coaching classes can be conducted in the university and exposure should be provided regarding higher studies, qualifying examination like CTET, UGC NET, STET etc.
- Alumni associations should be formed in order to stay connected with the people already in the professional field. It can encourage placement activities, professional ethics and work culture, development of professional skills through meetings, feedbacks etc.

Conclusion

It may be concluded that the NCFTE, 2009, NCFTE 2014, NEP 2020 is enormously important in the present scenario of the teacher education in India. And from the comparative study it has been seen that there are still so many things deficient in both the state and central universities though they are following the recommendation but still many components require clarity in practical ground. With the rise of

technology, teaching learning should be practiced in such a way which meets the needs of the learners and thus the B.Ed. curriculum should also reflect the same.

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