

Curriculum for Teacher Education in West Bengal, India: Students' as Well as Teachers' Response.

Dr. Arun Maity ¹

Mr. Sk Sanuar) ²

(M.A. in Sanskrit , M.A.in Education, M.Ed, PhD)

(M.A in Beng., M.A.in Education, B.Ed)

Teacher-In-Charge, Kharagpur Vision Academy

Asst.professor, Kharagpur Vision Academy

arunmaitysanskrit@gmail.com

sksanuar11@gmail.com

Abstract:

This article aims at discussing various aspects of subject content, pedagogy, delivery models, moral and ideological values and assessment. Curriculum is the heart of education. In actual sense it is the small representation of the overall knowledge of the human beings. Effectiveness of education partly depends on the curriculum. It describes teachers 'as well as students' beliefs, practices and attitudes towards the curriculum followed in the Teachers Training colleges of India, especially in West Bengal. It also focuses on the relations between teachers' views of learning and instruction and the college as their place of work. Using representative data from students and teachers of different teachers Training college, this article presents a variations and interrelationships of these aspects as they shape teachers' interest and working environment.

Keywords- Curriculum, practices and attitudes, moral and ideological values, pedagogy, assessment, knowledge,

Introduction: Over the past decades many definitions of a curriculum have been provided but because key players in education represent a diversity of values and experience, it is difficult to get wide public or professional consensus. Educators define curriculum in different ways in part because they bring to that task different perceptions of what curriculum should be. Paradoxically, the term „curriculum“ has a long history despite its apparently recent common usage. Curriculum was considered by writers on education such as Plato, Aristotle, J.A. Comenius and Friedrich Froebel, although the usage of the term has not been popularised until this century.

To define a curriculum as „what is taught in schools“ is of course, very vague. Persons often talk about „school curriculum“ in this general way and they tend to mean by this the range of subjects taught and the amount of instruction time given to each in terms of hours or minutes.

A curriculum defined as „content“ is an interesting emphasis and brings into question another term, namely the „syllabus“. A „syllabus“ is usually a summary statement about the content to be taught in course or unit, often linked to an external examination. It is typically a list of content areas. A syllabus is clearly a subsection of curriculum and as such is subsumed within the broader concept. This emphasis on what content to be taught is a critical element of a syllabus but a curriculum includes more than this. Characterizing curriculum as subject matter is the most traditional image of curriculum which depicts it as the combining of subject matter to form a body of content to be taught. Such content is the product of accumulated wisdom, particularly acquired through the traditional academic disciplines. You will discover that most teachers when asked to describe their school“s curriculum they provide a litany of subjects or subject matter taught to students.

Defining a curriculum as a „set of performance objectives“ or student learning is a very practical orientation of curriculum. This approach focuses upon specific skills or knowledge that it is considered should be attained by learners. Proponents of this approach argue that if a teacher knows the targets which learners should achieve, it is much easier to organize elements to achieve this end. The strength of this approach is that it focuses upon the learners who are after all the ultimate beneficiaries. You should also understand that this approach can lead to an overemphasis upon behavioural outcomes and objectives. Also a curriculum document which is simply a listing of objectives would have to be very large.

To define a curriculum as „that which is taught both inside and outside school, directed by the school“ indicates that all kinds of activities that occur in the classroom, playground and community, comprise the curriculum. This emphasis has merit in that it demonstrates that school learning is not just confined to the classroom. However, you will realise that it seems to indicate that the only important learning experiences are those which are directed by school personnel.

To define a curriculum in terms of „what an individual learner experiences as a result of schooling“ is an attempt to widen the focus. The emphasis here is upon the student as a self-motivated learner.

The definition which refers to a curriculum as „everything that is planned by school personnel“ is yet another orientation which emphasizes the planning aspect of curriculum. Few would deny that classroom learning experiences for students need to be planned although some unplanned activities will always occur (and these can have positive or negative effects).

Educators and Scholars define curriculum in different ways, in part because they bring to that task different perceptions of what curriculum should be. As seen in the previous paragraphs some educators see the curriculum as a list of subjects to be studied, while others see it as entire course content. Still others perceive curriculum as a set of planned learning experiences offered by teachers. Another group state that curriculum is a written plan of action. The following are some of the well-known definitions that we can consider. The term curriculum is derived from the Latin word *currere*, which means to run or to run the course. Based on this origin, some authorities have defined curriculum as a course of study subject matter. This definition has been found limiting and many authorities have modified it. The following are some of the definitions of curriculum that you will find very useful by renowned scholars in curriculum studies and education.

Here are multiple definitions of curriculum, from Oliva (1997)

Curriculum is:

- That which is taught in schools
- A set of subjects.
- Content
- A program of studies.
- A set of materials
- A sequence of courses.
- A set of performance objectives
- A course of study
- Is everything that goes on within the school, including extra-class activities, guidance, and interpersonal relationships.

- Everything that is planned by school personnel.
- A series of experiences undergone by learners in a school.
- That which an individual learner experiences as a result of schooling.

CLASSIFICATION OF CURRICULUM

Obviously the answer to this question is subject to interpretation. Since curriculum reflects the models of instructional delivery chosen and used, some might indicate that curriculum could be categorized according to

The common psychological classifications of the four families of learning theories.

TYPES OF CURRICULUM

There are many types of curriculum design, but here we will discuss only the few. Types or patterns are being followed in educational institutions.

- Subject Centered curriculum
- Teacher centered curriculum
- Learner centered curriculum
- Activity/Experience curriculum
- Integrated curriculum
- Core curriculum
- Broad field curriculum
- Hidden curriculum

Statement of the problem : The present enquiry aims at discussing the students' as well as teachers' attitude towards curriculum for teachers education as it is viewed on the basis of the opinions of the teachers and students of some teachers training college of West Bengal in the present scenario of Indian Education system.

Objectives:

Main objectives of the present study are as follows:

- i) To study the student's attitude towards the curriculum for teacher's education as followed in the teachers training colleges of West Bengal.
- ii) To study the Teachers' attitude towards the curriculum for teacher's education as followed in the teachers training colleges of West Bengal.
- iii) Whether the curriculum followed at present is appropriate in the present scenario of education?
- iv) Whether the present curriculum is enhancing the teachers as well as students?

Research Methodology:

The nature of enquiry will be empirical.

Primary data will be generated through the administration of questionnaire and holding of interviews with the students (120) and teachers (30) of 3 teachers training college of West Bengal.

And **secondary data** will be collected from, planning and development department, govt. of west Benegal, University WBUTTEPA, Internet etc.

The scope of the study will be limited to data collected from the students and teachers of Teachers Training colleges the university recognized by the **NCTE**.. Strategy of the research adopted will be that of survey. The population of the study consisted of the teachers and students of three Teachers Training colleges of the districts of Paschim Medinipur and Purba Medinipur in West Bengal under the university **WBUTTEPA**.

1. Students' Response regarding the present curriculum (3 colleges of Paschim & Purba Medinipur)

QUESTIONNAIRE	YES	NO
1. Do you think your teachers have direct transmission beliefs about teaching ?	79%	21%
2. Do your teachers have constructivist belief about teaching?	100%	Nil
3. Do your teachers follow structuring teaching practices?	95%	5%
4. Do your teachers participate in enhanced activities	91%	9%
5. Do you think your teachers coordinate for effective teaching?	100%	Nil
6. Do your teachers have professional collaboration?	98%	2%
7. Do you have classroom disciplinary climate in your college ?	95%	5%
8. Is the teacher student relationship good?	100%	Nil
9. Do you have self efficacy?	100%	Nil
10. Are you satisfied with the mode of teaching followed in your college?	100%	Nil
11. Are you satisfied with the curriculum followed?	92.5%	7.5%
12. Is there any correlation between Time on task and Classroom disciplinary climate?	80%	20%

Analysis: From the above table it is clear that among 12 Questions all questions are answered 80% and above 'yes' .Even some questions like Q. no. 02,05,08,09 & 10 are responded 100% yes. From this result it is evident that students are almost highly satisfied with the curriculum followed at present.

2. Teachers' response regarding present curriculum (3 colleges of Paschim & Purba Medinipur)

QUESTIONNAIRE	YES	NO
1. Do You Think, You Have Direct Transmission Beliefs About Teaching?	60%	40%
2. Do You Have Constructivist Beliefs About Teaching?	90%	10%
3. Do You Follow Structuring Teaching Practices?	100%	Nil
4. Do You Participate In Enhanced Activities?	95%	5%
5. Do You Co-Ordinate For Effective Teaching?	96%	4%
6. Do you have professional collaboration?	89%	11%
7. Do You Have Classroom Disciplinary?	93%	7%
8. Is The Teacher Student Relationship Good?	100%	Nil
9. Do you believe in self efficacy?	100%	Nil
10. Are you satisfied with your teaching?	100%	Nil
11. Do you support the curriculum for teachers education now followed?	68%	32%
12. Do you arrange workshop/ seminar for students?	70%	30%

Analysis : It is clear from the above table that most of the teachers are satisfied with the present curriculum as Q. No. 3,8,9 & 10 are responded 100% 'Yes' and other questions are also responded majority in yes category.

Conclusion: From the collected data it can be clued that both students as well as teachers are mostly satisfied with the curriculum for teachers' Education followed in the present scenario of education. In the case of students, though some questions like Q. No.01, 03, 04,06,07,11, and 12 were responded negatively, it does not support to their dissatisfaction to the curriculum. On the other hand in case of teachers, Q. No. 01,02,04,05,06,07,11 and 12 were responded negatively. Here also percentage of Yes category is higher than no category. Finally it can be said that both the teachers and students are satisfied with the curriculum though in some cases it needs to be modified slightly for the betterment.

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