



## A Study of the Status of Elementary Teacher Education Curriculum in West Bengal

<sup>1</sup> Atish Roy, <sup>2</sup> Prof. Ajay Kumar Singh

<sup>1</sup> Research Scholar, Department of Education, Assam University, Silchar

<sup>2</sup> Head, Department of Education, Assam University, Silchar

Email - atishroyng@gmail.com

**Abstract:** *Over the duration of history, a fantastic variety of concepts of a curriculum have been envisaged; even so, it has been challenging to achieve massive public or highly qualified convergence on any one concept due to the fact that relevant aspects in education recognise a wide range of perspectives and moral standards. The curriculum is presented in a variety of unique ways by teachers, in part because teachers arrive at the table with a broad range of distinct ideas about what education should be. The word "curriculum," despite the fact that it appears to have just gradually achieved widespread usage, has a long history. As a result of the fact that the teacher is the one who performs the various activities, actions, and papers required by the curriculum, the educator and the curriculum function simultaneously. This suggests that any discussion of the curriculum cannot be regarded to be complete unless the teacher who is responsible for implementing the curriculum is brought up at some point. In their position as curriculum practitioners, educators are responsible for bringing the curriculum guidelines into the light and making them a portion of the teaching experience. It outlines the beliefs, practices, and attitudes of West Bengal's elementary school teachers with regard to the curriculum that is implemented in Elementary Teacher Education in that state. Additionally, the connections between the perspectives of instructors on teaching and learning as well as the institution as a work environment are studied here as well. The study is of an empirical nature. The selection process included both interviews and questionnaires, and it resulted in the selection of a total of 25 educators. In order to evaluate the premise of the study, several various measurement techniques were applied. It is determined that the observed values were lower than the table value, which indicates that there is no significant difference in the attributes of classroom observations made by male and female elementary teacher-educators while they are teaching in the classroom.*

**Key Words:** *Curriculum, assessment, teaching, teachers, elementary education, West Bengal, etc.*

### 1. INTRODUCTION :

The advanced educator is more accurately characterised as a representative democracy instructional leader, a facilitator and counsellor for the student's emotional issues, and a cognitive builder. Furthermore, he requires to maintain more interaction and communication with families and other members of the neighbourhood so so that he can properly appreciate children's obstacles, families' aspirations, and values of society in order to successfully carry out his obligations. Consequently, his duties as a teacher incorporate more than just the curriculum. A well-structured curriculum is crucial for successful teaching. It stipulates who performs what tasks and at what academic stages particular issues should or should not be addressed. It is a mirror of what individuals in the community and country demand. To make learning more predictable and applicable, a curriculum should have clearly outlined pedagogical requirements. In order to effectively carry out such a wide variety of responsibilities, the teacher must have fully formed perspectives, talents, and abilities. He must be equipped to take on the many obligations, both academic and extracurricular, that will be imposed upon him.

Teaching prospective education presents them with the knowledge, strategies, and attitudes they'll need to achieve in their profession even while developing in them a good worldview, strong moral compass, and strong belief. Through the propagation of an obviously too-civilized education system. The calibre of teachers at any particular school is intimately connected to the instructional strategies they apply and the courses they choose to emphasize in the curriculum. After considering the outcomes of various surveys on both the curriculum and the crucial role of teachers in illuminating it, the procedure for enhancing the curriculum was de-emphasized. Teachers will be better equipped to



hold people responsible if the system of curriculum development and formative textbook is widely circulated. The first stage of formal education, commonly known as elementary level, generally begins between the ages of 5 and 7 and continues until the early to mid-teens. Preschool programmes for children between the ages of three and five or six are occasionally provided before elementary school, and secondary schooling is often the subsequent stage after elementary school.

## 1.1 Curriculum

The curriculum has a crucial place in the field of teacher education. The utilization of instructional strategies, tools, resources, and techniques for assessing academic achievement by learners may also be accommodated into a curriculum. There are various categories based on the word "curriculum." The term "curriculum" alone has a variety of meanings. Curriculum refers to a "run-away" or a course taken to accomplish a purpose. The Latin verb *currere*, meaning "to run," is where the word curriculum first appeared.

A curriculum, in Braslavsky's opinion, is a consensus reached by communities, teachers, and the government regarding the duties of learners at various levels. The curriculum also rests on the "how," "when," "why," and "who" of guidance.

According to Kerr, a curriculum is "all studying that is designed and directed by the school," whether it is done in groups or alone, inside the school environment or outside.

### 1.1.1 Importance of teacher education curriculum:

The curriculum serves as a blueprint for teachers to adopt while presenting the information. A curriculum outlines the objectives for instruction and provides guidelines on how and when learners may anticipate recalling what they have studied. A curriculum can be employed by teachers to construct knowledge and evaluate how pupils are progressing. A learner must accomplish academically challenging prerequisites in order to progress to the following class.

Whether that's in school, college, university or the workplace, teachers need the direction of a curriculum to guarantee that their students acquire the knowledge and skills required for success.

The role of the teacher in presenting a curriculum cannot be overestimated. Due to their lifetime of experience, knowledge, skill and vision, teachers are crucial to the development of any curriculum. A good educational environment is fostered in classrooms where the teachers have sound organizational training in education and are charged with presenting the curriculum to their learners. Teachers have a responsibility to make an attempt to comprehend and master any curricula provided by others. Therefore, teachers ought to have a part in designing curricula. The ideas and feedback of educators, for instance, should be used in curriculum improvement. However, the curriculum team must take into account the educator as an aspect of the network's ecosystem. Therefore, it is important for educators to actively participate in the construction of appropriate and efficient curricula. In their role as final stakeholders in the curricular design process, teachers play a crucial role as practitioners.

## 1.2. The teacher's role in developing curriculum

Educators understand the opinions of all stakeholders in the professional field. Teachers have knowledge of their pupils' personalities. Educators acquire specialist knowledge of educational practices and procedures. In terms of teaching, teachers are also responsible for evaluating learners' development in the classroom. So, educators must be multi-talented, performing as planners, designers, supervisors, evaluators, investigators, decision-makers, and administrators. Educators have a role to play at each stage of the curriculum advancement process.

Curriculum design encourages children to think carefully about many different components, including but not confined to pedagogy, community, requirements, goals, objectives, how data is presented, learner development, teachers' methodologies, and student engagement and agency in the classroom. The procedure of putting together a curriculum involves the collection of information, selecting what data to include, selecting proper data, collecting relevant information, evaluating the information, and structuring the information.

Following are the stages involved in developing a curriculum: Designing lessons, producing content for classroom usage, and evaluating student progress. Courses delivery and assessment strategies

## 2. Review of related literature:

**The State Institute of Education (Gujrat) (1965)** studied primary teacher trainees. This research necessitates curriculum changes; however, the approach is unknown. It's unclear if all trainees had financial issues or how to solve them. The trainees' attitude toward basic education is positive, but not enthusiastic. How can trainees like basic education if they couldn't handle the craft? Contradictory.



**SIERT (1966)** carried out a study of primary teacher education in Rajasthan. SIERT failed to formulate any goals and instead solely focused on findings from its primary education teacher training program. The research found that the normal class size at a training academy was 130 pupils and that trainees required a high school diploma or equivalent to be enrolled. Candidates may not be more than 45 years old. However, it's unknown if this is for fresh members or experienced personnel. The approved curriculum was regarded as quite challenging, and all schools were implementing it. Nevertheless, both the strengths and shortcomings of the curriculum agenda are left out, prompting one to assume that the programme was overzealous. How did the trainees consider school when they discovered the burdensome technique, the high cost of schooling, and the shortage of well-trained instructors? There is no mention of the equipment, such as laboratory, library, conference halls, etc., at the fifty training schools to which is made reference.

**Upasani (1966)** A study was done on rural Maharashtra teacher training. Program strengths and flaws should be recognized. Education officers can't tell if new primary school teachers are prepared. Uncertainty surrounds suggested curriculum changes.

**Banerjee (1967)** studied elementary education in India. He said that the lack of professional training is considered. Lack of resources hampered a comprehensive review of India's schools. We've observed a shift in how schools offer curricula. His comments on information, democracy, and religious conviction were more cerebral than practical.

**Gupta (1971)** analysed the admissions process in elementary and secondary teacher training colleges. The Gupta admissions procedure has been reversed, with high school diplomas (45% for SC/ST, 50% for OBC/General) and an 18–35 age restriction for teacher training programmes. High school admission is now dependent on points.

**Asheesh Srivastava and Ritendra Roy (2019)** The curriculum of a school is important because it acts as a blueprint and a set of rules for the entire educational system. A key component of any curriculum and course content requirements states the skills and knowledge learners should be able to acquire upon program completion. After studying the research findings, it became obvious that there hasn't been any kind of study done in India to ascertain what's required from learners in terms of curriculum. With the use of content analysis, the study's authors worked out to determine the fundamental and essential planning of the WBBSE physical science curriculum. Targets in physical science were observed to be organised into three main categories, with each category defining three broad standards for each lesson. Again, the guidelines mirrored the larger curricular norm. This chapter takes a comprehensive look at the general and detailed curriculum requirements, as well as the previously specified scientific aims.

**Yeping li and Gerald Kulm (2009)** Teachers' goals for their pupils' mathematical learning as a societal and framework terminal are detailed in the school's curriculum. Research and adjustments to the curriculum are essential in elucidating the goals, strategies, and achievements of pupils' academic experience across ethnic and institutional boundaries. We provide a structure in this article to assist readers in better understanding the curriculum procedures and advancements in Beijing and/or the United States that have been documented and explored in the papers in this special problem. Since educational changes are to be effective in a large range of ethnic and systemic environments, it is crucial that further research be carried out on curriculum procedures and adaptations beyond the designated education systems.

### **3. OBJECTIVES OF THE STUDY :**

To research teacher-educators attitudes and opinions regarding the curriculum in West Bengal's elementary schools.

### **4. PROBLEM STATEMENT**

This research investigates teacher educators' opinions on teacher education curricula as observed by primary school teachers in West Bengal within the existing Indian educational system.

### **5. RESEARCH METHODOLOGY:**

#### **5.1 Research Design**

The empirical method has been utilised throughout the entirety of the research.

#### **5.2 Sources of data collection**

Primary Data: a questionnaire given to elementary school teacher-educators in West Bengal and interviews with the same individuals.

Secondary Data: the Planning and Development Department, West Bengal Government, WBBPE, the Internet, publications, theses, and research papers.



### 5.3 Population of the study

Teachers (WBBPE) from three elementary schools in the Cooch Behar and Jalpaiguri districts of West Bengal participated in the study.

### 5.4 Sample and sample design

The research involved 25 elementary teacher educators. In Cooch Behar and Jalpaiguri, West Bengal, a list of elementary teacher training institutes was developed and contacted to gain their cooperation and participation in the data collection process. Random sampling has been used. Elementary teacher education institutions in Cooch Behar and Jalpaiguri were standards.

### 5.5 Tools used for data collection

The researcher must obtain data for the study, so he or she selects a standard tool, prepares the data, or develops a standard tool to meet their requirements. To achieve these goals, a researcher needs to know the tools' development process, reliability, and validity.

> Questionnaire (For Elementary teacher educators)

> Interview schedule (for experts)

It's qualitative. Observations and interviews collected teacher opinions. Experts were surveyed, and classroom observations were conducted to assess ESD in normal education.

### 5.6 Reliability and validity of tools

Table 1: Items and locations for the classroom observation schedule

S. no.	Viewpoints	Qty. of objects
1	Content planning	1,2,
2	Content distribution	3,4,5,
3	Pedagogical Approaches	6,7,
4	Applying Educational Resources	8,9,10,
5	Evaluation of course	11,12,
6	Educational environment	13,14,

Each timetable item has four 4-point responses. Excellent, Good, Average, and Poor responses were assigned 4, 3, 2, 1 point each at random.

Reliability was computed using 10 observations. Alpha was 0.740. The reliability of the classroom observation schedule was confirmed. This is how Cronbach's alpha measures internal consistency:

Obtained Cronbach's alpha	using	Cognitive Integrity
0.9		Excellent
0.7		Good
0.6		Acceptable
0.5		Poor
0.5		Unacceptable

**Validity:** Validity of the tool:

Content validity

Face validity

### Statistical tools

Tables were used to organise the data, and percentages, the chi-square test, and other tools were used to test the hypothesis.

### Hypothesis

H1: There is a large gender gap in terms of classroom observation aspects between male and female elementary teacher educators.

H0: Male and female elementary teacher educators do not differ in classroom observation during instruction.

## 6. DATA ANALYSIS AND RESULT :

### 6.1: Profile of teacher-educators:



Table 2: Gender of the teacher-educators:

Gender	F	%
Male	10	40
Female	15	60
Total	25	100

Figure 1 depicts the gender of educators and teachers. The sample includes 10 (40%) male and 15 (60%) female teachers.

Table 3: Teacher-educators' gender and qualifications

Gender	Qualification					
	PG+B.Ed		PG+M.Ed.		NET/M.Phil. /Ph.D	
	F	%	F	%	F	%
Male	2	20%	6	60%	2	20%
Female	4	27%	6	40%	5	33%
Total	6	47%	12	100%	7	53%

Figure 2 depicts the gender and qualifications of teacher educators. Table 3 displays gender and credentials. Out of 10 males surveyed, 20% had a post-graduate B.Ed., 60% had a post-graduate M.Ed., and 20% had a NET/M. Phil./Ph.D. 26.66%, 40%, and 33.3% of the 15 were female. Most elementary teachers have an M.Ed.

## 6.2 Teacher-educators' response to curriculum:

Table 4: Teachers' response to the present curriculum

Q. No.	Assertions	Yes %	No %
1	Do you design your own course syllabus and demands?	65%	35%
2	Do you participate in the committee responsible for developing the curriculum?	85%	15%
3	Before your students experience teaching, do you conduct demonstration classes?	100%	Nil
4	Do you suggest that aspiring educators make their own visual aids?	90%	10%
5	Do you think the trainees are being overloaded with data in the current curriculum?	95%	5%
6	Do you believe that the current curriculum will assist the trainees in developing their careers?	88%	12%
7	Do you think DIETs/D.EL.ED/BTCs' curriculum should be revamped.	94%	6%
8	Does the current course level accommodate all of society's needs?	100%	Nil
9	What kinds of alternative materials do you apply in the classroom?	100%	Nil
10	In what aspects do you think your teaching has changed for the better?	100%	Nil
11	Do you think teacher training programmes should improve their education systems?	69%	31%
12	Do you offer students with opportunities to take part in seminars or workshops?	71%	29%

The preceding table reveals that most teachers are satisfied with the current curriculum, as Q. Nos. 3, 8, 9, and 10 obtain 100% yes responses. The current teacher education curriculum satisfies instructors' expectations, according to studies. 1, 2, 4, 5, 6, 7, 11, and 12 were answered negatively by teachers. Most respond "yes" both teachers like the concept, although it needs improvement.

**6.3 Survey Results of Elementary Teacher Educators' Opinions:** In the study, inquiries about ESD in the D.El.Ed courses were addressed to teacher educators along with elementary school teachers. Their points of view relate to the evaluation of one's knowledge of the curriculum. We prepared together some kind of questionnaire along with a schedule for the interviews (see the previous chapter). There were 25 teacher educators that responded to the poll. The subsequent sections will clarify all that has been presented. The subjects of research are as follows:

- The standing of content-related knowledge in ETE curriculum ;
- The position of ETE curriculum transactions ;
- The current status of outdoor extracurricular activities.





## 7. CONCLUSION :

There is a significant level of disparity between pupils' academic performances. The most notable variations were found in terms of the academic accomplishments of the students, the calibre of the educational resources employed, and the teachers themselves. This may be the outcome of a lack of acquaintance with the systems involved in environmentally friendly development. The education that teachers in elementary schools acquire in regard to social, economic, and environmental responsibility is inadequate. The majority of teacher educators (95%) concentrate their efforts on preparing students for a future that is stable, and 99% monitor the progress that their pupils achieve. Every individual one of the programmes that are offered in elementary schools incorporates extracurricular activities, and the goal of these activities is to enhance ethical and spiritual improvement. In spite of the fact that programmes for primary teacher education are expected to include curriculum standards that are clearly established, these programmes frequently struggle when they are put into practice. The gap that occurs between the sexes in terms of proportionality is unsettlingly significant.

## 8. Suggestions :

- (i) Teacher-educators need seminars, panel discussions, orientation programmes, and workshops to construct curricula.
- (ii) Management and government should make the institution student-friendly.
- (iii) Teachers need grants to finish school. Attend conferences, seminars, workshops, and in-service training.
- (iv) Integrate D.El.Ed. curriculum for holistic teacher development.
- (v) Relevant curriculum is more effective. Theory and practice should connect.

## REFERENCES :

1. Merfat Ayeshe Alsubaie, (2016) Curriculum Development: Teacher Involvement in Curriculum Development Journal of Education and Practice [www.iiste.org](http://www.iiste.org) ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.7, No.9, 2016
2. Alebiosu, A.A. (2005) Curriculum innovation: Challenges for Nigerian education In S.O. Oriafio (eds) curriculum Issues in contemporary education. Book in Honour of Prof. (Mrs.) Ebele J. Maduwesi Benin: Da-Sylva Influence
3. Iwawi, U.M.O. (2009). Definition or meaning of curriculum. In Iwawi, U. M.O Nwufu, K., Nwagbara, C., Nzewi, U. M., Offorma, G.C. Curriculum Diversification in Nigeria. Ibadan: CON.1-16
4. Barnett, R., Parry, G., & Coate, K. (2001). Conceptualising curriculum change. *Teaching in Higher Education*, 6(4), 435-449.
5. Carl, A. (2009). Teacher empowerment through curriculum development theory into practice. Juta&Company Ltd
6. Verma, S.(2012); Curriculum planning and Development ; New Delhi: Astha publishers
7. Handler, B. (2010). Teacher as curriculum leader: A consideration of the appropriateness of that role assignment to classroom-based practitioners. *International Journal of Teacher Leadership*. Volume 3. ISSN: 1934-9726.
8. Palit, Koyel & Guha, Debanjani (2021) Elementary Teacher Education in Some Selected E-9 Countries *International Journal of Geographical Information Science* VOLUME 8. 394-401.
9. Roy, Ritendra & Srivastava, Asheesh (2019). Identification of the Curriculum Expectations of the Physical Science Curriculum of West Bengal Board of Secondary Education. *Scholarly Research Journal for Interdisciplinary Studies* *Scholarly Research Journal for Interdisciplinary Studies*, Online ISSN 2278-8808, SJIF 2018 = 6.371, [www.srjis.com](http://www.srjis.com) PEER REVIEWED JOURNAL, MAR-APR, 2019, VOL- 6/50