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## Curriculum of elementary teacher education in West Bengal: A study

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### Abstract

Education is essential for a country's development and civilization progression, as it provides a workforce and upholds high standards. Teachers play a vital role in the educational system, impacting students' cognitive development. The quality of educators significantly impacts graduates' standards. Aspiring teachers must undergo extensive professional training to effectively instruct students and provide appropriate learning outcomes. However, post-independence era has seen a decrease in teacher professional development expenditures, leading to distancing from academic and social spheres. To harness the potential of education as a catalyst for societal transformation, it is essential to allocate more focus within educational settings, identify deficiencies within the current framework, and implement necessary curriculum modifications.

**Keywords:** Education, teachers, curriculum, educational system

### 1. Introduction

Education is crucial for a nation's development and civilization growth, as it aids in building a workforce and ensuring a well-developed educational system. Teachers play a direct role in the success of the educational system and the development of students into productive members of society. The caliber of educators who deliver a certain curriculum significantly impacts the standard of its graduates. Therefore, every aspiring teacher must undergo extensive professional training to effectively instruct their students and provide appropriate learning outcomes. The post-independence era has witnessed a decrease in expenditures for ongoing professional development of teachers, with most institutions distancing themselves from the academic and social spheres of universities. It is imperative to allocate more focus within educational settings, identify deficiencies within the prevailing educational framework, and implement necessary modifications to the curriculum to harness the potential of education as a catalyst for societal transformation.

#### 1.1 The Rationale of the study

India has made significant academic progress since independence, improving educational options and addressing economic disparity. However, there has been little improvement in elementary teacher education programs. In 2009, the National Council for Teacher Education mandated a new program in 15 states to improve teacher quality education, but these states generate more certified educators than needed.

#### 1.2 Research questions

- What is the current status of elementary teacher education program in West Bengal?
- What is the curriculum framework used in various training institutes in West Bengal at the elementary level?
- What pedagogy is used in various elementary teacher education institutions in West Bengal?

#### 1.3 Objectives of the study

1. To study the present status of elementary teacher education in West Bengal.
2. To survey the curriculum transaction in the elementary teacher education in West Bengal.

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3. To study the methodology in elementary teacher education in West Bengal.
4. To evaluate the evaluation procedure followed by the institutes of elementary teacher education in West Bengal.
5. To find out the problems faced by the student teachers in receiving training in West Bengal.

#### 1.4 Delimitation of the Study

The delimitations of the current research are as follows:

- The study is delimited to the elementary teacher

education programme in West Bengal.

- The study is delimited to the DIETs, government PTIIs, government-sponsored PTIIs, and self-financed D.El.Ed. Institutes in West Bengal.

#### 1.5 Methodology

The study uses a descriptive-cum-survey methodology to analyze the current state of elementary teacher education in West Bengal, utilizing depiction, documentation, examination, and understanding of prevailing circumstances as shown in table no 1.

**Table 1:** Clarification of the research methodology

SL. No	Objectives	Tools/Techniques	Nature of the data	Collected responses
1	To study the present status of elementary teacher education in West Bengal.	Journal, Thesis, Historical Books Website etc.	Qualitative and quantitative	
2	To study the curriculum transaction in the elementary teacher education in West Bengal.	Information Schedule for Principals	Qualitative and quantitative	From 35 principals
3 & 4	To study the methodology in elementary teacher education in West Bengal. & To find out the evaluation procedure followed by the institutes of elementary teacher education in West Bengal.	Questionnaire of Teacher-Educators	Qualitative and quantitative	From 224 teacher educators
5	To study the problems faced by the student teachers in receiving training in West Bengal.	Problem Checklists of Student-Teachers	Qualitative and quantitative	From 856 student teachers

#### 1.6 Sample and sampling technique of the study

The sample of the study for quantitative analysis has been collected using multistage sampling technique.

Stage-I Selection of State-West Bengal: purposive

Stage-II Selection of region-West Bengal-randomly

Stage-III-Selection of district-all the seven districts

Stage-IV Selection of Institution-Stratified-random-

Stage V-Selection of subjects-randomly

All the eleven government institutions and twenty-four

private institutions have selected randomly served as the sample of the study. In order to study the problems that pre-service teachers from 35 different institutions faced during their training, a representative sample of pre-service teachers has been selected. Eleven government and twenty four private institution principals, 47 government teacher educators, 177 private teacher educators, 275 government student teachers, and 581 private student teachers have included in the sample as shown in table no. 2.

**Table 2:** Sample teacher training institutions in West Bengal

District	Number of elementary teacher education institutes				
	Govt. institutes	Selected sample (Govt.)	Self-financed institutes	Selected sample randomly (self-financed)	Total (Govt.+ self-financed) institutions
Cooch Behar	2	2	7	2	2+7= 9
Alipurduar	1	1	6	2	1+6=7
Jalpaiguri	2	2	13	2	2+13=15
Darjeeling	1	1	3	1	1+3=4
Uttar Dinajpur	3	3	22	4	3+22=25
Dakshin Dinajpur	1	1	21	6	1+21=22
Malda	1	1	35	7	35+1=36
Kalimpong	1	-	-	-	1+0=1
Total	12	11	107	24	12+107=119
Total selected institutions					11+24=35

#### 1.7 Sample has been collected from DIETs, GPTTIs and GSPTTIs in West Bengal

- DIET: Cooch Behar
- DIET, Alipurduar
- DIET, Belakoba, Jalpaiguri
- DIET, Tarangapur, Uttar Dinajpur
- DIET, Bhatol, Uttar Dinajpur (2<sup>nd</sup> campus)
- DIET, Balurghat, Dakshin Dinajpur
- DIET, Sovanagar, Malda
- GPTTI, Silpasamity para, Jalpaiguri
- GPTTI, Ramganj, Uttar Dinajpur
- Nigamananda Siksha Niketan Govt. Sponsored PTTI, Dinhat, Cooch Behar

- Sree Ramkrishna Govt. Sponsored PTTI, Darjeeling

#### 1.8 Sample has been collected from self-financed institutes in West Bengal

- BL. Educational Teachers' Training College, Cooch Behar
- Tufanganj College of Education, Cooch Behar
- Uttarayan College of Education, Cooch Behar
- Pragati College of Education, Darjeeling
- Falakata B.Ed College, Alipurduar
- Baikuntha College of Education, Alipurduar
- Techno India Teachers' Training Institute, Alipurduar
- Manoranjan Saha Memorial B.Ed College, Jalpaiguri
- Dhupguri PTTI, Jalpaiguri

- Mandal Teachers' Training College, Uttar Dinajpur
- Pratichi, Uttar Dinajpur
- Mother Teresa College of Education, Uttar Dinajpur
- Balurghat B.Ed College, Dakshin Dinajpur
- Gangarampur B.Ed College, Dakshin Dinajpur
- Bangarh Scholar Teachers' Training Institutes, Dakshin Dinajpur
- Vidyasagar Primary Teachers' Training Institutes, Dakshin Dinajpur
- Tebhaga Teachers' Training College, Dakshin Dinajpur
- Atreyee College of Education, Dakshin Dinajpur
- Amrity College of Education, Malda
- Avimunyu College of Education, Malda
- Satish B.Ed & D.El.Ed College, Malda
- Vivekananda Teachers' Training College, Malda
- Knowledge Valley College of Education, Malda
- Kazigram College of Education, Malda

### 1.9 Design of tools

- Information schedule for the principals of the particular institutions.
- Questionnaire for the teacher-educators and student-teachers.
- Problem checklists.

### 1.10 Information schedule for elementary teacher training institutes

The researcher has gathered standard educational data from 35 elementary teacher education institutes, requesting the principals to provide the following:

#### 1.10.1 Information blank for principals (62 items)

- Professional Qualification of Principals.
- Professional Experience (year wise) of Principals.
- Service features of principals.
- Profile of college foundation.
- Physical Resources.
- Teaching staff associated questions.
- College related Questions.
- Classroom based questions.
- Hostel Accommodations.
- Library facilities.
- Laboratory facilities.
- Curriculum/Pedagogy/Evaluation based questions

#### 1.10.2 Questionnaire of teacher educators (87 items)

The study highlights the crucial role of educators in the educational curriculum, evaluating their experience, professional background, curriculum, strategies, and evaluation plans.

- Educational Qualification of Teacher-Educators.
- Professional Qualification of Teacher-Educators.
- Subject taught
- Years wise teaching Experiences.
- Curriculum, pedagogy, teaching strategies and evaluation related items.

#### 1.10.3 Problem checklist for trainee teachers (44 items)

The study, involving 856 pre-service teachers from various institutions, explores the challenges they face in implementing a standards-based elementary curriculum in

West Bengal, focusing on the selection of the best answer option.

- Name of the college.
- Educational Qualification of Student-Teacher.
- Curriculum based problems at ETE in WB.
- Method of teaching based problems.
- Evaluation based problems.
- Learning Resource and Infrastructure based problems at ETEL in WB.
- Institution and Accommodations based problems.
- Other general items.

### 1.11 Data collection

The researcher created data collection instruments for 35 West Bengal primary teacher education institutes, including questionnaires, information blanks, and problem checklists for principals, teachers, and trainees.

### 1.12 Major findings and Conclusion

#### Objectives No 1

The researcher analyzed the NCTE and SCERT two-year D.El.Ed curriculum structures in West Bengal, focusing on foundation, pedagogical, and practical courses. The NCTE-D.El.Ed program has a two-year program with a theory component weightage of 61% and a practical component weightage of 39%, while the SCERT curriculum has a theory component weightage of 64% and a practical component weightage of 36%. The shift from one-year to two-year programs aims to introduce a rigorous internship program.

#### Objectives No 2

The study reveals that all 35 principals of DIETs, Govt. PTTIs, Govt. Sponsored PTTIs, and self-financed D.El.Ed. institutes in West Bengal have completed their academic and professional qualifications, but unanimously agree to redesign the existing two-year SCERT curriculum after five years, with a maximum of 60 minutes per class.

#### Objective No 3

The study shows that teacher educators in West Bengal's DIETs, PTTIs, and self-financed D.El.Ed. institutes primarily use traditional teaching methods for two-year elementary teacher education, while experimenting with simulated and micro teaching as innovative teaching practices.

#### Objectives No 4

The study reveals that teacher-educators from West Bengal institutes recommend hiring well-trained teachers, providing adequate training, and enhancing teaching skills for the Teacher Education Programme (TEP). They also suggest regular orientation, Language Teaching Models (LTMs), and a language lab. They believe in using extracurricular activities to successfully implement the curriculum.

#### Objectives No 5

A study in West Bengal found that most student teachers in DIETs, Govt. PTTIs, Govt.-sponsored PTTIs, and self-financed D.El.Ed institutes have completed their higher secondary education, meeting ETE program admission norms. However, some graduation and post-graduation

students face challenges in providing necessary study materials, internet facilities, and separate rooms.

### 1.13 Suggestions and implications

- It needs the recruitment of well-trained teacher-educators, good training, good infrastructure, and skill development for the TE Programme.
- It is crucial that the vacancies in teaching and non teaching staff should be filled with careful consideration.
- The achievement of optimal quality in elementary teacher education necessitates a robust and unified partnership among crucial participants, specifically the institute responsible for elementary teacher education, the State Council of Educational Research and Training (SCERT), the affiliated university, and the National Council for Teacher Education (NCTE).

### 1.14 Recommendations

It is possible to compare the infrastructure, curriculum and teaching resources of DIETs, GPTTIs, GSPTTIs and self--financed D.El.Ed institutes in West Bengal.

The present investigation has been confined to West Bengal. It's possible that comparable studies would be conducted in other states of India.

It is possible to undertake research on issues regarding the whole D.El.Ed. internship programme in West Bengal (WB).

It is necessary to pursue more research on the curriculum disciplines implemented in the D.El.Ed programmes offered in West Bengal.

## 2. Conclusion

West Bengal's "Education for All" program aims to modernize teachers by setting national requirements for professional skill development, with a limit of 1:30 learners per teacher. The study in West Bengal, India, investigates the challenges faced in elementary school teacher training, focusing on curriculum, facilities, management, pedagogy, and evaluation amidst political and socioeconomic turmoil.

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