

International Journal of Social Science and Education Research



ISSN Print: 2664-9845
ISSN Online: 2664-9853
Impact Factor: RJIF 8.15
IJSSER 2025; 7(1): 963-965
www.socialsciencejournals.net
Received: 05-02-2025
Accepted: 10-03-2025

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Curriculum for primary teacher education in North Bengal: A descriptive study

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DOI: <https://doi.org/10.33545/26649845.2025.v7.i11.356>

Abstract

The quality of the teacher education program has a significant impact on the quality of education. The Education Commission (1966-66) emphasized the importance of teachers' competence, character, and quality in education. However, the quality of teacher education programs is deteriorating, and both pre-service and in-service educations are crucial for improving teachers' professionalism. To address this, many countries have implemented major reforms in policy, curriculum, pedagogical approaches, networking of training institutions, and the use of information and communication technology. Teacher education encompasses teaching skills, sound pedagogical theory, and professional skills, ensuring that individuals can effectively assume and discharge their responsibilities in the educational profession.

Keywords: Education commission, teacher education, pedagogical theory, and professional skills

1. Introduction

The quality of education is heavily influenced by the quality of teacher education programs. The Education Commission (1966-66) emphasized the importance of teachers' competence, character, and quality in contributing to national development. However, the quality of teacher education programs is deteriorating, and both pre-service and in-service educations are crucial for improving teachers' professionalism. To address this, many countries have implemented major reforms in policy, curriculum, pedagogical approaches, networking of teacher training institutions, and the use of information and communication technology. Teacher education encompasses teaching skills, sound pedagogical theory, and professional skills. As per the Goods Dictionary of Education (1945), teacher education encompasses both formal and non-formal activities and experiences that help individuals assume responsibilities in the educational profession or discharge their responsibilities more effectively.

1.2 Rationale of the study

India's teacher education progress has largely remained stagnant, despite the Kothari Commission's democratic values and the 2009 National Council for Teacher Education program in 15 states including West Bengal.

1.3 Statement of the problem

“Curriculum for Primary Teacher Education in North Bengal: A descriptive study”

1.4 Research questions

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

1.5 Objectives of the study

- 1 To study the present status of primary teacher education in West Bengal, specially in North Bengal.

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- 2 To study the curriculum transaction in the primary teacher education with reference to- physical infrastructure, pedagogy, instruments of ICT, human resources, quality training, content-based knowledge, etc. of the primary teacher education in North Bengal.
- 3 To study the teaching methodology in primary teacher education in North Bengal.
- 4 To find out the evaluation procedure followed by the institutes of primary teacher education in North Bengal.
- 5 To study the problems faced by the student teachers in receiving training in North Bengal.

1.6 Delimitation of the Study

The delimitation of the current research is as follows:

- The study is delimited to the 25 DIETs, government PTTIs, government-sponsored PTTIs, and self-financed D.El.Ed elementary teacher education institutes in North Bengal of West Bengal.
- The current study is delimited to NCTE 2014 model curriculum and the two year ETEC as prescribed by SCERT in West Bengal.

1.7 Methodology of the study

The descriptive survey method would be followed to find out the status, curriculum, pedagogical analysis, use of ICT,

Teaching methodology and Evaluation procedure in elementary TE in NB.

1.7.1 Design of the study

It is a descriptive survey research.

1.7.2 Population

The population of the present study is 12 Govt. DIETs, Govt. PTTIs, Govt.-sponsored PTTIs and 107 self-financed teacher education institutes of North-Bengal in West Bengal. The principals, teacher-educators, and student-teachers of these Govt. and self financed institutes of seven districts of North-Bengal have participated in the survey.

1.7.3 Sample of the study

The researcher has selected 11 out of 12 govt. institutes and 14 self-financed institutes out of 107. The researcher has selected 11 principals, 32 teacher educators and 95 student teachers from the govt. institutes and 14 principals, 70 teacher educators and 125 student teachers from the self-financed institutes.

1.7.3.1 Table, the details district-wise data collection in North Bengal

Table 1: The details district-wise data collection in North Bengal

Sl. No	District	DIETs, Govt. PTTIs and Govt. SPTTIs			Self-Finance D.El.Ed institutes		
		P/H	TE	TT	P/H	TE	TT
1	Cooch Behar	2	7	15	1	10	10
2	Alipurduar	1	--	--	1	5	10
3	Jalpaiguri	2	5	12	2	9	20
4	Darjeeling	1	3	15	1	6	12
5	Uttar Dinajpur	3	9	13	3	10	18
6	Dakshin Dinajpur	1	4	20	3	15	30
7	Malda	1	4	20	3	15	25
	Total	11	32	95	14	70	125

Total: Principals/Heads (Govt. + Self-Finance D.El.Ed institutes) = (11 + 14) = 25; Teacher Educators (TE) = (32 + 70) = 102 and Trainee Teachers (TT) = (95 + 125) = 220. All the 24 of Institutes will constitute the sample of the

study.

1.7.3.2 Figure: The same table has been graphically represented below

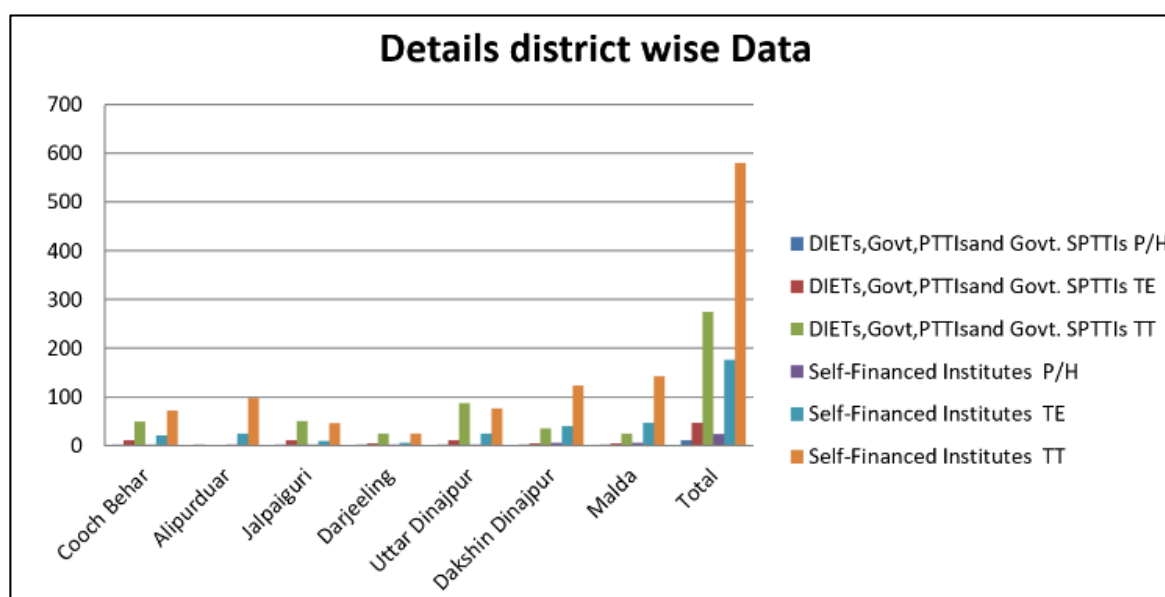


Fig 2: Graphical representation of data collection at the primary teacher training institutes in North Bengal.

1.8 Design of tools

- Information blank for the principals (35 items).
- Questionnaire for the teacher-educators (55 items).
- Problem checklists (32 items).

1.9 Data collection

The researcher has collected the data from the 25 principals, 102 teacher educators and 220 student teachers of Govt. DIETs, Govt. PTTIs, Govt.-sponsored PTTIs and self-financed D.El.Ed institutes.

1.10 Data Analysis

The collected data would be analyzed qualitatively and quantitatively as per the nature of data.

1.11 Major findings and conclusion

Objective 1

In Shantiniketan, West Bengal, India, the Gurukul System of residential education aims to promote maturity and self-awareness among students. The current primary teacher education curriculum, recommended by SCERT, aligns with the two-year NCTE model. All 35 sampling institutes comply with NCTE requirements, but the state curriculum's practical weighting is lower (36%) than the national curriculum's (39%).

Objective 2

The study reveals that all permanent principals in 35 sampling institutes have the necessary academic and professional qualifications. The majority of self-financed D.El.Ed. institutes in North Bengal have more experience than government institutes, with fewer permanent teaching and non-teaching staff. Self-financed institutes are ahead in physical infrastructure and ICT use compared to government institutes.

Objectives 3

Most teacher educators in government and self-financed institutes use lecture, discussion, assignment, co-operative, and cum communicative methods in classrooms, excluding activity, play way, and problem-solving methods. However, student teachers have implemented innovative teaching methods in demonstration schools.

Objectives 4

The term end examination is used for evaluation in govt. and self-financed elementary teacher education institutes in North Bengal and West Bengal. Formative, oral, assignment, project work, and interviews are used. Most teachers prefer a semester system for smoother two-year elementary teacher education curriculum.

Objectives 5

Student teachers from both government and self-financed D.El.Ed. institutes in North Bengal suggest curriculum revision and modifications to reduce syllabus content. Issues include language and psychology labs, study materials, separate classrooms, and internet connectivity for students.

2. Conclusion

The two-year D.El.Ed. Curriculum of SCERT West-Bengal needs redesign to balance state and national curriculums,

enhancing practical weightage and enhancing student teacher professionalism.

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