

# TRENDS OF TEACHER EDUCATION CURRICULUM IN WEST BENGAL SINCE INDEPENDENCE

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## ABSTRACT

*The changing aspect of Teacher Education Curriculum is being reflected in the curriculum changes under West Bengal Universities. Attempts have been made to review the teacher education curriculum programme of West Bengal since 1973 following the recommendation of Kothari Commission, NCFS, National Education Policy (1986), Verma Commission (2014). It is evident prior to 2014 (Verma Commission) there is different teacher education curriculum under different Universities of West Bengal. The changes of teacher education curriculum of different Universities in general and the curriculum of Calcutta University in particular show that more emphases are being given theoretical aspect to practical aspects. More stress is given on single method and on contemporary subjects and also on EPC (Enhancing Personal Capacities). The remarkable changes are duration of the course from one year to two years.*

**Key Words:** Teacher Education, Curriculum, Trends

## Introduction:

Teacher Education Curriculum plays a pivotal role in shaping the school education system of the country. To strict a balance between Teacher Education Curriculum and school education curriculum different attempts have make through commission, committees. The Calcutta University, the oldest University as also changing the teacher education curriculum time to time to keep pace with the changing needs of the country. Attempts have been made to show the gradual teacher education curriculum under University of Calcutta in particular.

## Literature Review:

Krishendu Munsu in his Ph.D thesis entitled (1) "Comparative study of contemporary secondary teacher education programmes in SAARC contries" University of Kalyani, 5 Jan. 2016 has stressed that the curriculum of the school, its actual transactional modalities, examination system, management process and its ethos are to be considered as the main thrust areas of teacher education programmes.

"Three trends that will be shape the future of curriculum" (2) by Tina Barseghain.

She .works on: 1) Digital Delivery  
2) Interest Driven

## 3) Skill Development

National educational policy (1986) (3) recommended for conferring autonomous and statutory status on NCTE an review of curriculum for teacher training in the light of new policy thrust . The recommendations: Subject knowledge, integration course of general and professional education, vitalizing professional studies and development of educational research, improved methods teaching, continuous internal assessment and sessional work, improving practical teaching and making it a comprehensive programme of internship. And also included i) planning and management, ii) Educational Technology, iii) Integration of education and culture, iv) work experience v) Physical Education and sports.

In his journal entitled "Preparation and Professional Development of Teacher Educators in Tanzania: Current Practices and Prospects" (4) as remarked addressing the current trends which will help the future students teachers to be efficient for the school learning. He also is the opinion that there is a need for teachers to make a shift from traditional instructional strategies to need based one so that it will assist the learner for developing skills of the future.

## Objectives:

1) To critically review the teacher education

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- curriculum of West Bengal,  
2) To critically evaluate the impacts of recommendations regarding reforms in teacher education curriculum the different commissions, committees.

**Tools:**

- i) Survey of different Universities curriculum.
- ii) Questionnaire analysis.

**Findings:**

Teacher education curriculum of Calcutta University –  
Total Marks: 1000  
Theory Marks: 700  
Practical/ practicum: 300

Compulsory subjects:

1. Philosophical bases of education
2. Educational psychology
3. History of education
4. School organization

Elective papers:

1. Education in Ancient & British India

Methods Papers:

1. Economic
2. Bengali

Teacher education curriculum of Calcutta University-  
Total Marks: 1000  
Theory Marks: 600  
Practical/ Practicum: 400

Compulsory papers-

1. Foundation and development of education in independent India
2. Development of education in independent India
3. Psychology of learning and Instruction
4. Psychology of learning
5. Psychology bases of Instruction
6. Educational Management

Elective papers: Education of Ancient Medieval and British India

Pedagogical study of school subjects-

1st method

2<sup>nd</sup> method

Teacher education curriculum of Calcutta University 2012:  
Total Marks: 1400  
Theory Marks: 600

Practical/ Practicum Marks: 800

Core papers:

1<sup>st</sup> Semester

1. Philosophical and Sociological bases of Education
2. Psychology of Learning
3. Psychology of Instruction
4. Education in Evaluation

2<sup>ND</sup> Semester

- 5) Inclusive Education
- 6) Management and Organization of Education
- 7) Teaching as a Profession
- 8) Contemporary Issues in Indian Education

Elective papers: Nil

Pedagogy of school subjects-

School subject- I

School subject-II

Teacher Education Curriculum Calcutta University in 2014:

Total Marks: 2000

Theory Marks: 1000

Practical/ Practicum: 1000

Core papers:

1st Semester

1. Childhood and Growing up
2. Contemporary India and Education
3. Language Across the Curriculum
4. Understanding Discipline and Subjects
5. Reading and Reflecting on Texts(epc)

2<sup>nd</sup> semester

6. Learning Teaching
7. Pedagogy of School Subject Part-1
8. Knowledge and Curriculum Part-1
9. Assessment for Learning
10. Drama and Arts in Education(epc)

3<sup>rd</sup> semester

11. Pedagogy of a school subject part-2

4<sup>th</sup> semester

12. Gender School and Society
13. Knowledge and Curriculum-2
14. Creating an inclusive school
15. Critical Understanding of ICT(EPC)
16. Understanding the Self(EPC)
17. Optional papers

**Discussion:**

In India the teacher's education curriculum was first initiation in 1824 in state Bengal. This programme was later affiliated to University of Calcutta in 1934. The curriculum of teacher education had gradually been upgraded modified with updated and incorporation new invented methods, strategies, pedagogy and included contemporary subjects, optional papers, teaching strategies etc. This gradual modification and updatetion of curriculum trends are critically analysed here. In 1973 marks distribution of the curriculum entailed 1000 marks in total of which the theory covered 700 and practical 300.

With the implementation of NCFTE 2005 the curriculum was again upgraded and update to new dimension that covered theory 600 and practical 600 included contemporary subjects, psychology and learning, instructions etc.

The curriculum was again revised 2012 with the following changes total marks 1400, theory 700, practical 700, included in curriculum ICT( Information Communication Technology), omitted optional paper for betterment, included inclusive education etc.

But lasted curriculum was taken to a drastic change and drastic and revolutionary change with implementation of the Verma Commission report. The course was expanded in time frame with two years, included more contemporary papers, pedagogy, language across curriculum, ICT, Enhancing Personal, Capacities (EPC) Development of skills, increase school internship 60 lesson delivered, including Yoga, environment science etc.

**Conclusion:**

Previously the emphasis was laid on content rather than practical. That method narrowed the possibilities quality development of teacher trainees. But with factual implementation of the Varma Commission reports the curriculum has now been dynamic and progressive enough to nurture and creates top most level quality of teacher education curriculum that intern, is likely to pave way for better development in the field of educational system to fullest end.

**Limitations:**

Prior to Varma commission report different Universities had followed different Teacher Education Curriculum for the students. For the sake of convenience we have considered the curriculum of University of Calcutta only. As most of the Universities of West Bengal have considered as model curriculum.

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