

Critical Analysis of Secondary Teacher Education Curriculum in Bihar

Dr. Pratibha Rani Singh & Md. Inamuddin***

ABSTRACT

Since Independence there has been a large scale expansion and a degree of reconstruction, if not great improvement, in the field of education at all levels. In the field of teacher education also there has been not only quantitative expansion but there has also been some qualitative changes with the incoming of the influences of various new trends and other new feature. Not only have the training institutions and the enrolment therein increased over the years but changes have come in the out-look for the preparation of teachers. Training of teachers is now better called as education of teachers. In a similar manner new trends with regards to integrated courses, further education of teachers – in service, training of untrained teachers through correspondence courses and the like are gaining ground in our educational thought and practice since independence. It may be worthwhile to review the position of teacher education in India since Independence with regards to its various developing features so that educational administrators, teacher educators and all others concerned with education have not only a stock-taking of the past but have a better vision for the future. Curriculum is very comprehensive in its scope. It touches all aspects of the life of the pupils the needs and interests of pupils, environment which should be educationally congenial to them, ways and manners in which their interests can be handled and warmed up, the procedures and approaches which cause effective learning among them, the social efficiency of the individuals and how they fit in with the community around. It is intimately related with the individual as a member of the society. It embodies the educational philosophy, the values which it aims to achieve, the purposes it wants history, geography, science and language are but tools. These are the means, and therefore, the children must not be made to fit in such study.

Keywords : *Curriculum; Quality; Mechanism; learning material.*

Introduction

Education is the process of development, in which efforts are made for the all round development of a child. Education involves three processes: Teaching, Training and Instruction. The learning experiences are

provided with the help of the activities for bringing desirable behavioural change among students. The content is the means for organizing teaching activities. The learning situations are generated by teaching tasks in which student gains new experiences and have to do

*Assistant Professor, Dr. Z.H.T.T. College, Laheriasarai, Darbhanga (Bihar)

**Assistant Professor, Al-Hassan T.T. College, Dalsinghsarai, Samastipur (Bihar)

something; this is the objective of teaching—learning. An outline of the content in the narrow sense is known as curriculum or syllabus. The teaching structure is based on a format of curriculum; the pivot of education is the curriculum. The curriculum is based on the social philosophy which is a changing phenomenon. Thus, the meaning and format of curriculum is also changing according to needs of the society as well as nation. Under this chapter an attempt has been made to answer three basic questions what, why and how related to curriculum?

Meaning and definition of Curriculum

An old concept of curriculum was to consider it is merely syllabus or an outline of courses to study. The curriculum word is of Latin language. It means ‘race course’. In education it means ‘work field of student’ or race course of the students. It consists of two words race and course. The word ‘course’ means curriculum and race refers students’ experiences and activities. A teacher performs his teaching activities in view of curriculum. The new concept of curriculum is very broad based. It consists of the totality of experiences that a pupil receives through the manifold activities that go on in the school, in a classroom, library, laboratory, workshop and play—ground and in the numerous contacts between the teachers and the pupils. It is neither dogmatic nor rigid in its form and structure. It is neither uniform nor standardized to conform to a prescribed pattern. It is characterized by variety and flexibility and is tailored to the needs of the students at different age levels. It gives the students an increasing awareness of the environment around them so that they may fit in more efficiently in the milieu of community life. It thus secures more integrated group relations. Munroe¹ says that curriculum embodies all the experiences which are utilized

by a school to attain the aims of education? The curriculum from this point of view may include the syllabus which is the detailed statement of subject material, the programme which determines the way in which material taught is to be inter-related and ordered and to some extent the methodology which determines the way in which material is accurately presented in the classroom. The Secondary Education Commission has also pointed out clearly the nature and conception of the desired curriculum : “It must be clearly understood that, according to the best educational thought, curriculum does not mean only the academic subjects traditionally taught in the school but it includes the totality of experiences that a child receives at school. In this sense, the whole life of the school becomes the curriculum which can touch the life of the students at all points and help in the development of a balanced personality.

Curriculum is, therefore, something which is related to the life and the needs of the pupils of different age levels. It includes both what they should learn and how they should learn it. It includes all the experiences that child undergoes the guidance of school authorities. It is the result of the interaction between and among many people; many influences affect its quality and many material conditions affect its functioning.

The term ‘Curriculum’ has been defined by the scholars and educationists. Some the definitions have been provided here to understand the nature and characteristics of curriculum. “Curriculum”, in its broadest sense, includes the complete school environment, involving all the courses, activities, reading, and associations furnished to the pupils in the school.” Curriculum includes physical, social and academic environments of a college.

Student performance during training is evaluated through a combination of formative

and summative evaluation procedures. The evaluation is partly internal, through a process of continuous comprehensive evaluation, and partly external, through an annual external examination. At the end of one year programme of secondary teacher training the successful candidates qualify for a Bachelor's Degree in Education (B.Ed.) of the university to which the concerned institution is affiliated.²

The NCTE has made these qualifications mandatory for all teachers. Candidates with a master's degree in a school subject and degree in education can become teachers in higher secondary schools at both the state and central levels. Salaries paid to teachers and teacher educators vary widely from system to system and even from state to state. Salaries payable to teacher educators, whether in the government or private sector, are governed by NCTE regulations.

Mechanism of appraisal of on-the-job performance of teachers and teacher educators do exist on paper but appear to be non-functional in practice. In effect, after the training phase, the performing teacher or teacher educator hardly evaluates evaluated in a regular and systematic manner. The system does little to discriminate between the effective and ineffective performance. Quality standards are poor, the result of an inadequate accreditation and monitoring system. Official NCTE guidelines focus more on inputs than on results. Basic teaching, learning and reference materials are in short supply. There is limited exposure to modern or "progressive" teaching and learning methods and practices. The output of graduates is poorly matched to the demand for teachers, particularly by subject discipline. Equally important, few policies are in place to provide incentives for teacher training colleges to improve NCTE sets the norms and standards and specify the required qualities of teacher educators.

Learning materials are outdated and or in short supply; laboratory and ICT resources scarce and hardly ever used. Fifty percent teacher trainees surveyed stated they lacked necessary books while only thirty percent of Teacher Training college faculty and internet connections or links to other educators or outside resources. Where the material is made available the motivation is lacking videotaped teaching sessions (>150 minutes), made with lecturers' consent in arrangement of Teacher Training Colleges, did not show good models of interaction or activity based approaches. Traditional frontal teaching was the predominant method which is present in almost all the colleges. Trainee teachers do not ask a single question in the class. This is the opposite of what is needed. Teacher training colleges meet to MODEL student-centered, activity-based learning for teacher trainees to they can in turn apply these methods in their classrooms when they begin teaching.

Teacher training colleges are poorly connected to state education offices, and lack data on the demand for teacher. Very few graduates are produced in mathematics and the Sciences. A comprehensive institutional strengthening programme with incentives for improvement would appear to be called for in Staffing (training, technical assistance), MIS, ICTs, networking with other teacher accreditation institutions worldwide.

Objective of the study

- i. To critically examine the curriculum of B.Ed. and bring about its relevance to the teacher's work in school.
- ii. To locate weaknesses in the existing B.Ed. Programme so that effort can be made to eliminate these.
- iii. To suggest measures of the qualitative improvement of B.Ed. Curriculum.
- iv. To work out a functionally useful B.Ed. Programme for the country.

Methodology

The study area had been confined as Darbhanga district in Bihar. The respondents had been selected on the basis of stratified random sampling method from the B.Ed.

colleges in Darbhanga district. These respondents were– Principal, Professor, Associate Professor, Assistant Professor. The data collected from the respondents with the help of structured interview schedule.

Data collection and interpretation

Table 1 :
Responses On the basis of adding any new unit/topic in the syllabus of B.Ed. Curriculum

S. No.	Teaching Professional	Responses		Total (%)
		Yes (%)	No (%)	
1	Principal	60(50.00)	00(00.00)	60(50.00)
2	Professor	20(16.66)	00(00.00)	20(16.66)
3	Associate Professor	20(16.67)	00(00.00)	20(16.67)
4	Assistant Professor	20(16.67)	00(00.00)	20(16.67)
5	Total	120(100.00)	00(00.00)	120(100.00)

Table no. 1 is drawn on the basis of adding new unit/ topic in the syllabus of B. Ed. Curriculum. Time to time there has been made some changes in the syllabus of school courses. Accordingly maximum respondents i.e. 100.00 per cent respondents reply that there should be

added new unit topics in the B. Ed. Curriculum. The views which came from the respondents that the topics related to morality, corruption, communalism, non-secularism should be added in the B. Ed. Curriculum.

Table no. 2 :
On the basis of specification of the topic on 'yes' response in above table

S. No.	Teaching Professional	Moral & Value ed.(%)	Populati on Ed.(%)	Peace Ed.(%)	Environ mental Ed.(%)	Total (%)
1	Principal	32(26.67)	10(08.33)	12(10.00)	06(05.00)	60(50.00)
2	Professor	10(08.33)	02(01.67)	06(05.00)	02(01.66)	20(16.66)
3	Associate Professor	08(06.67)	04(03.33)	03(02.50)	05(04.17)	20(16.67)
4	Assistant Professor	10(08.33)	03(02.50)	04(03.37)	05(04.17)	20(16.67)
5	Total	60(50.00)	19(15.83)	25(20.87)	18(15.00)	120(100.00)

The above table no. 2 has been drawn on the basis of specification of the topic on 'yes' response in the previous table no. 1. The new topics which should have been added to the

syllabus are- (i) Moral and Value education (ii) Population Education (iii) Peace Education and (iv) Environmental Education. Among these the maximum 50.00 per cent teaching professionals

say that moral and value education should be added. It is necessary to teach about the morality and value of the education to the students. In each and every walk of life it is necessary to maintain the good moral. It is also necessary to know about the value of education

to progress and achieve the goal in the life. It is also necessary to know about the environment of the education. This is the environment which makes the students cultured or uncultured, but only 15.00 per cent responses came from this category.

Table no. 3 :
Responses On the basis of keeping the recent changes brought out in the school curriculum like to suggest any specific change in the existing syllabus of the methodology course of B.Ed. Programme

S. No.	Teaching Professional	Responses		Total (%)
		Yes (%)	No (%)	
1	Principal	60(50.00)	00(00.00)	60(50.00)
2	Professor	20(16.66)	00(00.00)	20(16.66)
3	Associate Professor	20(16.67)	00(00.00)	20(16.67)
4	Assistant Professor	20(16.67)	00(00.00)	20(16.67)
5	Total	120(100.00)	00(00.00)	120(100.00)

The above table no. 3 is shown on the basis of suggestion of specific changes in the existing syllabus of the methodology course of B.Ed. Programme. Keeping the recent changes brought out in the school curriculum there should be some changes in the existing syllabus of the

methodology course of B.Ed. Programme. 100.00 per cent respondents reply that it is demand of the time that there should be some specific changes in the existing syllabus of the methodology course of B.Ed. Programme.

Table no. 4 :
On the basis of specification of the topic on 'yes' response in above table

S. No.	Teaching Professional	ICT/ET must be implemented(%)	Practice of teaching must be included(%)	Observation of minimum 15 students by the learner(%)	Total (%)
1	Principal	40(33.33)	12(10.00)	08(06.67)	60(50.00)
2	Professor	11(09.16)	07(05.84)	02(01.66)	20(16.66)
3	Associate Professor	08(06.67)	07(05.83)	05(04.17)	20(16.67)
4	Assistant Professor	10(08.34)	06(05.00)	04(03.33)	20(16.67)
5	Total	69(57.50)	32(26.67)	19(15.83)	120(100.00)

The above table no. 4 is the next step of the previous table no. 3. It is drawn after the 'yes' response. In this table there is three categories. The first category is ICT/ET must be implemented

second category is and the third category is Observation of minimum 15 students by the learner. The maximum responses 57.50 per cent come from the first category. It means that it is

very helpful in the implementation of ICT/ET implementation. The minimum responses 15.83 come from the third category, i.e. the observation of minimum 15 students by the learner.

Conclusion

The curriculum must be vitally and organically related to community life, interpreting for the child its salient significant activities. In order to be effective and socially useful, it must be dynamic in nature and be suited to the needs and exigencies of new circumstances. Now, when the country is free and independent, it must reflect our new democratic ideology of a secular welfare state, which has opened equal opportunities for all its citizens. Our curriculum in secondary schools must prepare the youths of tomorrow with a sense of robust citizenship so that they make the best of their educational opportunities. The curriculum framed must be capable of adaptation to local needs and life—situations of students. Today, when the whole world is

also closely knit together. It must foster in them intercalation understanding.

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