



## CURRICULUM ANALYSIS OF SECONDARY TEACHER EDUCATION PROGRAMME: A COMPARATIVE STUDY OF INDIA AND BHUTAN

**Snehlata Verma, Ph.D.** Assistant Professor, Apeejay Stya University, Gurgaon, India.

**Yeshee Dorzi**, M.Ed Student, Lovely Professional University, Punjab, India.

### Abstract

*The study was carried out to analyze and compare the Secondary Teacher Education Curriculum of Royal University of Bhutan and University of Pune, India. The objectives of the study were to analyze the teacher education curriculum of India and Bhutan in terms of its relevance to the emerging educational context with reference to Indian/Bhutanese heritage, international understanding, teachers' role, learners' competencies, latest developments, values, professionalism and national and social concern. Curriculum analysis has been carried out based on the eight parameters of the emerging educational context. A self developed performa was used to analyze different modules offered in secondary teacher education curriculum by Royal University of Bhutan and different papers including Science practical offered in secondary teacher education curriculum by University of Pune, India. The researcher concludes that the curricula of the two universities are not relevant to the emerging educational context since the presence of parameters indicating emerging educational context are not reflected up to satisfactory level in almost all the papers of both the Universities except for teachers' role, learners' competencies and technology mediated learning in case of University of Pune, India. The researcher felt the immediate need to address the incorporation of missing parameters in all the papers up to satisfactory level in both the Universities as a means for preparing the future teachers to overcome and face any kind of challenges in emerging educational context.*

**Key words:** University of Bhutan, University of Pune, Secondary teacher education, curriculum analysis, heritage, teachers' role, learning competencies, international



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*understanding, values, professionalism, national and social concern.*

**INTRODUCTION OF THE PROBLEM :** The current system of teacher education is supported by a network of national, provincial and district level resource institutions working together to enhance the quality and effectiveness of teacher preparation programs at the pre-service level and also through in-service programs for serving teachers throughout the country. The working of the National Council of Educational Research and Training (NCERT) was reviewed. The council (NCERT) and its regional Colleges of education were expected to play a greater role in the education of teachers. The non-statutory National Council for Teacher Education (NCTE) was set up in 1974 by a resolution of the Government of India and was located in the NCERT. It brought out its curriculum framework in 1978. The statutory NCTE established by an act of parliament in 1993 further came out with a Curriculum Framework (1998) to provide guidelines in respect of the content and methodology of teacher education. As a result the courses of teacher education were revised by many universities and state governments. During this period, the National Commission on Teachers (1983) studied in depth the problems of teacher education and the status of teachers in the society. Its main recommendations were enhancing training period, to change selection procedure of teachers, making the pedagogy of teacher education meaningful leading to enrichment of the theory courses and practical work. It also suggested changes in the structure of M.Ed.

Until the 1950s, education in Bhutan was mainly monastic. Literacy was confined to the monasteries, and many eminent Bhutanese scholars traveled to Tibet to study Buddhist scriptures. In the 1950s, under the second king, His Majesty Jigme Wangchuck, Bhutan opened its first secular schools, with both the curriculum and the medium of instruction (Hindi) borrowed from India. But it was in the 1960s, under the third king, His Majesty Jigme Dorji Wangchuck, that Bhutan began to build its education system in earnest. Realizing that the small, isolated country needed to be able to communicate with the rest of the world, the third king made English the language of instruction. This laid the foundations for the network of primary, secondary and post-secondary institutions spread across Bhutan today.

The actual seed of education was sown with the inception of two Pre-service teacher education Colleges of Education (COE) in Samtse and Paro, the former established in 1968 and the latter in 1975. There are two pre-service programmes offered, a Bachelor of Education (B.Ed) and a Post Graduate Certificate in Education (PGCE). The four-year B.Ed. programme caters for primary, secondary and Dzongkha teaching (language) and is provided in both the

COEs, whereas the one year PGCE programme caters for secondary teaching and is provided in the institute at Samtse only.

Entry into the PGCE programme requires a degree, while the B.Ed programme requires a class XII or equivalent certificate. Earlier, the B.Ed degree included a one year field attachment programme for the candidates as apprentice teachers in selected schools at the beginning of the programme. From 2009 onwards the apprenticeship programme at the beginning was discontinued and the B.Ed students now undergo the apprenticeship during the 3rd year of the programme. The B.Ed programme, which used to be only in English, has now been expanded to include Dzongkha (National Language).

The enrolment in the two teacher colleges has increased to about 1506 students which constitutes a 34 percent increase since 2004. The proportion of girls choosing to become teachers continues to hover around 40 percent. This maybe a reflection of the lower proportion of girls enrolled in higher secondary schools. The proportion of girls enrolled in the teacher colleges has remained consistent over the last eight years at about 38-40 percent. Considering the overall enrolment in the Royal University of Bhutan (RUB) colleges, the proportion of girls studying in the teacher colleges is higher than the average.

The survey warrants the need of a research on the functioning of the regulatory body, NCTE. It also highlights the necessity of follow up studies of student teachers in order to assess the real effectiveness of teacher education program in the country. Studies on teacher educators, value education, computer literacy, impact of ICT, privatization and its impact are some of the felt areas in teacher education. The trend report reiterates the poverty of theory and philosophy in teacher education which is expected to be developed through well designed research studies. The studies reviewed in this chapter undoubtedly portray the key and crucial aspects of teacher education program prevalent in the country. But equally true is the fact that no study so far attempted to encompass the different regions of the country.

Out of 144 studies reported in the Fourth Survey of education, there are only 38 reports, on curriculum development. Further, there are only 23 research works relating to B.Ed curriculum. The sample for these studies-included pupil teachers, teachers and head masters of high schools, teacher educators, principals of teacher training colleges and administrators connected in the program.

The above reviews indicate that the Teacher Education Programmes are not always up to the mark and this has hampered in producing quality teachers from the universities. Most of the reviews highlighted are that there are always a communication gap in between the universities and the practicing schools. Most of the curricula of universities are found traditional, non innovative and with superficial instructional programs as a result not very effective in delivery. The curricula are most of the time found mechanical and bookish in nature. The duration of Secondary Teacher Education program as a whole and practice teachings are found too short. There is also lack of proper supervision and follow up from the concerned authorities for improving the quality of Teacher Education Programme to meet the emerging educational context.

After analyzing the major issues emerging from the review, the researcher suggests further research regarding the development of a curriculum of teacher education for emerging educational context.

### **SIGNIFICANCE OF THE PROBLEM**

Around the world, schools and the societies of which they are part, are confronting the most profound changes, the like of which have not been seen since the last global movement of economic and educational restructuring more than a century ago. The fundamental forms of public education that were designed for an age of heavy manufacturing and mechanical industry are under challenge and fading fast as we move into a world of high technology, flexible work forces, more diverse school populations, down sized administrations, and declining resources.

What is to follow is uncertain and unclear. The different directions of change can seem conflicting and are often contested. Decentralized systems of school self management are accompanied by centralized systems of curriculum and assessment control. Moves to develop more authentic assessments are paralleled by the tightened imposition of standard tests. Curriculum integration is being advocated in some places, more specialization and subject departmentalization in others. These complex and contradictory cross-currents pose real challenges to theoretical and practical interpretation in many fields of education, and constitute an important and intriguing agenda for educational change and for this series, which is intended to meet a deep-seated among researchers and practitioners. International, social and technological changes require a profound and rapid response from the educational community. By establishing and interpreting the nature and scope of educational change, changing pre-

service teacher education for emerging diverse needs will make a significant contribution to meeting this challenge. A teacher functions within the broader framework of the school education system its goals, curricula, materials, methods and expectations from the teacher. A teacher education curriculum framework needs to be in consonance with the curriculum framework for school education, and a teacher needs to be prepared in relation to the needs and demands arising in the school context. As such, it needs to engage with the questions of the learner, the learning process and the content and pedagogy of educating teachers. The expectations of the school system from a teacher change from time to time, responding to the broader social, economic and political changes taking place in the society.

The practical component in teacher education has been treated by researcher realizing its integral nature (Srivastava 1970, Saikia-1971, Banerjee-1956, Sharma-1973, Deo- 1958). But a satisfactory picture did not emerge from those studies. The supervision procedure has drawn the attention of some researchers (Dubey-1981, Raj- 1982, Pandey-1980, Mohanty- 1984). The role of practicing schools and the link between schools and the colleges of education have been analyzed and suggested by others (Rai-1982, Bhatnagar 1980, Sharma 1973, Hamambujam-1983). Bhatnagar (1980) analyzed 39 studies in the area of teacher education during the period 1952 to 1978 which revealed that B.Ed. program did not concentrate on practical work and student teaching was one of the weakest links in teacher education at secondary level. In 1982, five studies have been reported. Gupta evaluated the innovative practices of teaching in the colleges of education and established their comparative merit. Raj surveyed the problems of teacher training colleges with regard to practicing schools in U.P. and Gujarat and found that the objectives of practice teaching was not based on well defined principles. Sharma examined the progress and problems of teacher education in India and observed no marked improvement.

Regarding teacher education curricula a wide variation exists although two major components i.e. theory papers and practical part constitute the curriculum. The curricula are characterized as traditional, rigid and having more emphasis on theory than on practical work. Curriculum was found to be traditional and lacked depth (Patel 1971, Kohli 1974, Pathak 1979). The area of curriculum context is also found to be one of the neglected areas in teacher education research. It was reported that the objectives of the program were not clear and it failed to develop teaching aptitude among the trainees (Srivastava 1982). Across the universities, the curricula are found lacking uniformity and clear cut definitions (Walia 1992) which may be



detrimental for evolving a national policy of teacher education. This view of education points to the need to take a fresh look at teacher preparation. Education is not a mechanical activity of information transmission and teachers are not information dispensers. Teachers need to be looked at as crucial mediating agents through whom curriculum is transacted. Textbooks by themselves do not help in developing knowledge and understanding. Learning is not confined to the four walls of the classroom. We need to connect knowledge to life outside the school and enrich the curriculum by making it less textbook-oriented. In the backdrop of the above, the investigator proposes to make an attempt to analyze the Curriculum of Secondary Teacher Education Programme of India and Bhutan.

### **OBJECTIVES**

1. To analyze the teacher education curriculum of India in terms of its relevance for the emerging educational context with reference to
  - (a) Indian heritage
  - (b) International understanding
  - (c) Teachers' role
  - (d) Learners' competencies
  - (e) Latest developments (Technology mediated learning)
  - (f) Values
  - (g) Professionalism
  - (h) National and social concerns
2. To analyze the teacher education curriculum of Bhutan in terms of its relevance for the emerging educational context with reference to
  - (a) Bhutanese heritage
  - (b) International understanding
  - (c) Teachers' role
  - (d) Learners' competencies
  - (e) Latest developments (Technology mediated learning)
  - (f) Values
  - (g) Professionalism
  - (h) National and social concerns

3. To compare the teacher education curriculum of India and Bhutan in terms of its relevance for emerging educational context with reference to

- a) Bhutanese/Indian heritage
- b) International understanding
- c) Teachers' role
- d) Learners' competencies
- e) Latest developments (Technology mediated learning)
- f) Values
- g) Professionalism
- h) National and social concerns

#### **DELIMITATION**

1. The study has been confined to the curriculum of four year integrated Secondary Teacher Education Programmes of Pune University, India and Royal University of Bhutan. The analysis is done for all the modules of Royal University of Bhutan whereas for Pune University only the papers for which syllabus were available has been subjected to analysis.

2. The Royal University of Bhutan and Pune University offers B.Sc. B.Ed and the common subjects offered are only Sciences. Therefore, comparative studies have been confined only to Science subjects of the two Universities.

#### **DESIGN OF THE STUDY**

In this research, the Curriculum of Secondary Teacher Education Programme of Bhutan and India has been analyzed. Since the nature of the problem involves exploring and to understand the totality of phenomenon in context-specific settings, documentary analysis has been employed. This methodology was found to be more appropriate as it provided a more in-depth understanding of the problem being studied. Analysis of the curriculum of Secondary Teacher Education Program of Pune University, India and Royal University of Bhutan has been done to understand the similarities and differences in the curriculum. A performa was designed to analyze and compare secondary teacher education curriculum for emerging educational context with reference to identified parameters and indicators. For curriculum analysis, the investigator has identified eight curriculum parameters and various indicators reflecting the emerging educational context. The curriculum contents of Secondary Teacher Education of the two Universities were analyzed and compared as per those parameters and indicators. Curriculum

of Secondary Teacher Education Programme offered by University of Pune, India and Royal University of Bhutan has been mentioned in the subsequent section. Pune University offers Professional Education Components (PEC) like Psychology of Development and learning, Content cum Methodology Mathematics and Science, Instructional System and Educational Evaluation, Education for new times and Modern Society, Educational Management, Principles & Practices, Environmental Education, Disaster Management and Education Research and ICT & Physical Education & Yoga as compulsory papers. It also offers General Education Program (GEC) like Chemistry and Psychology as compulsory paper and any one combination of (Mathematics & Physics or Zoology or Botany or any two of the four: Mathematics, Physics, Zoology and Botany) (compulsory).

The Curriculum analysis is done only for the available syllabus of papers such as Physics, Chemistry, Biology, Mathematics and Psychology. Royal University of Bhutan offers Personal Development Studies like Academic Skills, Functional Information Technology, Dzongkha for Communication and Visual Communication as compulsory modules. It also offers ten Professional Development Studies like Introduction to Child Development, Teaching Skills, Educational Assessment & Evaluation, Learning Process, Teaching Strategy, Introduction to Research Methods in Education, Education for Development, Bhutanese Education System, Curriculum Study and Action Research Project as compulsory papers. It offers eight Further Professional options like Introduction to School Guidance & Counseling, Library Science Education, Health Education, Agriculture Education, Home Science, Behavior Management, Inclusive Education and Environmental Education to choose one. It also offers seven subjects of specialization to choose two as per subject combination for Arts and Sciences like Biology, Chemistry, Mathematics, Physics, English, Geography and History.

## CONCLUSION

**Conclusion based on Secondary Teacher Education Curriculum of Royal University of Bhutan:** About 11 percent content of the Professional and Personal Development papers (compulsory), about 2 percent content of Further Professional Development papers (optional), about 6 percent content of Subject of Specialization (Arts) reflects Bhutanese Heritage, however Subject of Specialization (Science) does not reflect Bhutanese Heritage. International Understanding is reflected about 11 percent content of the Professional and Personal Development papers (compulsory), about 27 percent content of Further Professional



Development papers (optional), about 27 percent content of Subject of Specialization (Arts), however Subject of Specialization (Science) does not reflect international understanding.

Teachers' role is reflected in 100 percent content of the Professional and Personal Development papers (compulsory), 100 percent content of Further Professional Development papers (optional), 100 percent content of Subject of Specialization (Arts) and 100 percent content of Subject of Specialization (Science). Learners' skill is reflected in 100 percent content of the Professional and Personal Development papers (compulsory), 100 percent content of Further Professional Development papers (optional), 100 percent content of Subject of Specialization (Arts) and 100 percent content of Subject of Specialization (Science). Technology Mediated Learning is reflected in about 23 percent content of Professional and Personal Development papers (compulsory), about 18 percent in the content of Further Professional Development papers (optional), about 15 percent in the content of Subjects of Specialization (Arts) and about 33 percent in the content of Subject of Specialization (Science). Value is reflected about 11 percent content in Professional and Personal Development papers (compulsory), about 13 percent content in Further Professional Development papers (optional), about 5 percent content in Subjects of Specialization (Arts) and about 1 percent content in Subject of Specialization (Science).

Professionalism is reflected about 56 percent content in Professional and Personal Development papers (compulsory), about 1 percent content in Further Professional Development papers (optional), about 4 percent content in Subjects of Specialization papers (Arts) and about 3 percent content in Subject of Specialization (Science). National and social concern is reflected in about 5 percent content of Professional and Personal Development papers (compulsory), about 29 percent content in Further Professional Development papers (optional), however the Subjects of Specialization papers (Arts) and Subject of Specialization papers (Science) does not reflect national and social concern.

### **Conclusion based on Secondary Teacher Education curriculum**

**of University of Pune, India :**On the basis of the findings it can be concluded that Biology paper of University of Pune does not reflect Indian heritage but about 3 percent of the content reflect International understanding, 100 percent of content reflect teachers' role, 100 percent of the content reflect learners' skill, about 62 percent of the content reflect technology Mediated learning, about 7 percent of the content reflect values, about 7 percent of the content reflect

professionalism and about 5 percent of the content reflect national and social concern. The content of Chemistry paper of University of Pune does not reflect Indian Heritage, values and national and Social concern and reflects about 4 percent content of International understanding, 100 percent content of teachers' role, 100 percent content of learners' skill, about 82 percent content of technology mediated learning and about 18 percent content of professionalism.

In Physics paper about 4 percent of content reflect Indian Heritage, about 4 percent of content reflect International understanding, 100 percent of content reflects teachers' role, 100 percent of content reflects learners' skill, about 25 percent of content reflect technology mediated learning, about 4 percent content of Value, about 18 percent content reflect professionalism and does not reflect national and social concern. Mathematics paper does not reflect Indian heritage, international understanding, values, professionalism and national and social concern however, 100 percent of the content reflect teachers' role, 100 percent of the content reflect learners' skills and about 7 percent of the content reflect technology mediated learning.

In Psychology paper 100 percent of the content reflect teachers' role, 100 percent of the content reflect learners' skills, 100 percent of the content reflect technology mediated learning and about 81 percent content reflects professionalism. However, it does not reflect Indian heritage, international understanding, values and national and social concern.

**Conclusion based on Comparison of Biology Paper offered in Royal University of Bhutan and University of Pune, India:** Bhutanese and Indian heritage is not reflected in any of the Biology papers of Royal University of Bhutan and University of Pune, India. International understanding is reflected in about 3 percent content of Biology papers of University of Pune whereas it is not reflected in the Biology paper of Royal University of Bhutan. Teachers' role is reflected 100 percent content of Biology papers of both the universities. Learners' skill is reflected 100 percent in both the Biology papers of two universities. Technology mediated learning is reflected about 16 percent content of Biology paper of Royal University of Bhutan whereas it is reflected in about 62 percent content of Biology paper of University of Pune. The promotion of value is reflected in about 2 percent content of Biology paper of Royal University of Bhutan whereas it is reflected about 7 percent content of University of Pune. Professionalism is reflected about 11 percent content of the Biology paper of Royal University of Bhutan whereas it is reflected in about 7 percent content of University of Pune. The content of the

Biology paper of University of Pune, India reflects about 5 percent content of national and social concern whereas it is not reflected in the Biology paper of Royal University of Bhutan

**Conclusion based on Comparison of Chemistry Paper offered in Royal University of Bhutan and University of Pune, India:** The Bhutanese and Indian Heritage is not reflected in any of the Chemistry papers of Royal University of Bhutan and University of Pune, India. International understanding is reflected about 4 percent content in the Chemistry paper of University of Pune whereas it is not reflected in Royal University of Bhutan. Teachers' role is reflected in 100 percent content in both the Chemistry papers of two universities. Learners' skill is reflected in 100 percent of the content of Chemistry papers of both the universities. The Technology Mediated learning is reflected in about 75 percent content of Chemistry paper of Royal University of Bhutan whereas it is reflected 82 percent content of University of Pune. The promotion of values is not reflected in any of the Chemistry papers of Royal University of Bhutan and University of Pune, India. The promotion of professionalism is reflected in about 18 percent content of the Chemistry paper of University of Pune where as it is not reflected in the Chemistry paper of Royal University of Bhutan. The promotion of National and Social concern is not reflected in any of the Chemistry papers of Royal University of Bhutan and University of Pune.

**Conclusion based on Comparison of Physics Paper offered in Royal University of Bhutan and University of Pune, India :** Indian Heritage is reflected in about 4 percent content of Physics paper of University of Pune whereas it not reflected in Royal University of Bhutan. International understanding is reflected in 4 percent content of Physics paper of University of Pune whereas it is not reflected in Royal University of Bhutan. Teachers' role is reflected in 100 percent content in the Physics papers both the universities. Learners' skill is reflected in 100 percent content in Physics papers of both the universities. Technology Mediated learning is reflected in about 85 percent content of the Physics paper of Royal University of Bhutan whereas it is reflected about 25 percent content of University of Pune. Value is reflected about 4 percent content of Physics paper of Pune University whereas it is not reflected in the Royal University of Bhutan. Professionalism is reflected about 18 percent content of Physics paper of University of Pune where as it is not reflected in the Royal University of Bhutan. National and Social concern is not reflected in any of the Physics paper of Royal University of Bhutan and University of Pune.

**Conclusion based on Comparison of Mathematics Paper offered in Royal University of Bhutan and University of Pune, India :** The Heritage is not reflected in Mathematics papers of Royal University of Bhutan and University of Pune. The International Understanding is not reflected in Mathematics papers of Royal University of Bhutan and University of Pune. Teachers' role is reflected in 100 percent content of Mathematics papers of both the universities. Learners' skill is reflected 100 in percent content of Mathematics papers of both the universities. Technology Mediated learning is not reflected in the Mathematics paper of Royal University of Bhutan whereas it is reflected in 7 percent content of Mathematics paper of University of Pune. Value is not reflected in Mathematics papers of Royal University of Bhutan and University of Pune. The Promotion of Professionalism is not reflected in Mathematic papers of Royal University of Bhutan and University of Pune. The promotion of National and Social concern is not reflected in Mathematic papers of Royal University of Bhutan and University of Pune.

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