

# A Critical Evaluation of the Revised B.Ed. (English) Curriculum of Telangana State



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## **ABSTRACT**

*One of the most prolific areas of research in teacher education is investigating the pre-service teacher education curriculum, finding its impact, and relevance on the school education curriculum. And this article attempts to apprise and evaluate the curriculum and its various components such as objectives, course book and materials, methodology, need for training and assessment procedures. The article, therefore, lists out implications of NCF (2005) and NCFTE (2010), current pedagogical processes and alternative models of Teacher Education in India. Further, types and models of curriculum evaluation, a review of related studies, and the criteria of the study are presented. It also tries to find out, if any, loopholes within the new B.Ed. (English) curriculum for its effective implementation. Later, based on the item-wise analysis, the interpretations of the study are analyzed and discussed. Finally, findings and implications are presented at the end.*

**Keywords:** *Critical evaluation, B.Ed. (English) Curriculum, perceptions, teacher-trainees & teacher-educators.*

## **Introduction:**

Curriculum evaluation as ‘a means of course improvement’ and ‘observing effects in context’ (Cunningworth, 1995) has been stressed to improve a course while it is still fluid. It usually looks at evaluating aims and objectives, course book(s), classroom methodology, teacher training, and evaluation procedures which are practiced in a course. Clark (1987) proposes *Curriculum Product Evaluation* which focuses on products such as courses of

study, syllabi, and textbooks and makes evaluation judgments about these products by employing specified external criteria. And on the other hand, *Curriculum Program Evaluation* is concerned with looking at how a particular curriculum works within its instructional setting.

Practices in Teacher Education in the global world are both learner and learning-centered and at the same time the relationship between theory and practice has been a subject of debate in the field of

teacher education in India (NCFTE, 2010). Further, the role of teacher in this context is more complex in nature who is a co-learner with students and s/he here has to facilitate learning and encourage learners to reflect, analyze, and interpret in the process of knowledge construction. And NCERT (2005) categorically highlighted that there is an urgent need to bring out systematic and pedagogical reforms in education system and particularly in teacher education programs by focusing on the child. Besides there is a need to change the pedagogical processes of the teacher education programs so that there will be a revolution in teaching, and teacher educators which will be reflected in teacher trainees in the colleges of teacher education.

#### **Rationale of the study:**

As a part of the curriculum renewal process in the State of Telengana, new curriculum and textbooks were introduced at all levels in 2008 to cater to the needs of both in-service and pre-teachers. And, it is believed that the present curriculum hardly addresses needs and expectations of teachers of English in the state. Further, there is no correlation between the school syllabus (textbooks) and the methodology that are practiced in teacher training colleges.

Though the B.Ed. (English) is in the form of English medium but, the classroom processes are rarely carried out in English in most of the teacher training colleges. There are presently a few universities and institutions in India (the EFL-University,

Hyderabad; RIE, Bangalore; & HM Patil Institute of English, Vallabh Vidyanagar, Gujarat) which have been providing a pre-service teacher education program at the B.Ed. level to the prospective teachers of English in India. And, it is a bold effort and challenge by the curriculum planners who supported and started for the first time English as method-1 from the academic year 2008-09. Further, lack of proficiency, lack of positive perceptions on the suggested methodology and classroom processes of in the colleges of teacher education prompted the researcher drawing attention to carry out the present study. Hence, the study aims to evaluate the revised B.Ed. (English) curriculum and its components.

#### **Literature Review:**

##### **Curriculum for Teacher Education - Major Changes:**

**Crandall** (2000) considers that language teacher education is a microcosm if teacher education and many of the trends in current language teacher education derive from theory and practice in general teacher education. These trends include:

1. a shift from Product-oriented theories to constructivist and process-oriented theories of teaching-learning, to focus on teacher cognition, reflection in teacher development (Crandall 1994, Freeman 1998)
2. focus on situated teacher cognition and practice
3. development of concrete and relevant linkages between theory and practice

4. teachers' prior learning experiences (Lortie 1975), practices, opportunities for practical experiences and conscious reflection that play a powerful role in shaping their views of effective teaching and learning
5. teaching that is viewed as a profession in developing theory and directing their professional development through collaborative activities.

**Hayes** (1997) suggests questionnaire as a means for the 'evaluation of a training course' where training sessions are summatively evaluated and explores that when teachers deal with large classes, the training "methodology should be primarily task-based and inductive'. **Richards J.C.** (2001) discusses advantages and limitations of a textbook and the criteria for the evaluation of a textbook. He considers program, teacher, learners, content and organization of material, pedagogical factors and design of materials including etc. become a basis for evaluating a textbook. Additionally, he includes *Cunningworth's* (1995) criteria for evaluating textbooks and materials in his study. According to the criteria materials should:

1. match aims and objectives of the language leaning program.
2. reflect present and future uses which learners will make the language.
3. to equip students to use language effectively for their own purposes.
4. consider students' needs to facilitate their

learning processes. and

5. support for learning and mediate between the target language and learners.

**Rod Ellis** (1997) distinguishes two types of material evaluation: one *predictive evaluation* where decisions are made about what materials are to be used in the classroom. One way of carrying out such as a study is to rely on some expert published reviewers suggestions where they identify some specific criteria materials for evaluating materials. And the other *Retrospective evaluation* examines materials retrospectively through an empirical evaluation through summative judgments of materials. Further, using students' journals and questionnaires are adopted to judge the effectiveness of teaching in the classroom.

### **Research Questions**

The following are the research questions of the present study:

- 1) What perceptions do the teacher-trainees have about the Revised B.Ed. (English) Curriculum?
- 2) What perceptions do the teacher-trainers have about the Revised B.Ed. (English) Curriculum?
- 3) What perceptions do the teacher trainers have about the Revised B.Ed. (English) course book?
- 4) What support do the teacher trainers/ educators need to facilitate effective teacher preparation?

## Objectives of the present study

The study here attempts

- to find out perceptions of the teacher-trainees about the new B.Ed. (English) curriculum
- to find out perceptions of the teacher-trainers about the new B.Ed. (English) curriculum
- to find out perceptions of the teacher-trainers about the new B.Ed. (English) course book
- to understand and suggest support to the teacher- trainers on the effective classroom transaction of the units of new B.Ed. (English) course book
- to appraise and evaluate the new B.Ed. (English) curriculum and its components,

and

- to provide objective solutions for proper implementation of the curriculum

## Methodology- Sample & Procedure for analysis

The sample for the study is sixteen teacher educators from sixteen B.Ed. colleges and hundred teacher-trainees studying in colleges of teacher education in the State of Telangana. To evaluate the curriculum, the tools employed are: questionnaire to the teacher-trainees and the teacher-educators, a checklist for course book evaluation, and informal interviews with the teacher-trainees and teacher educators. The main type of analysis used in the study is both statistical and descriptive analysis through item-wise analysis for each section of the data.

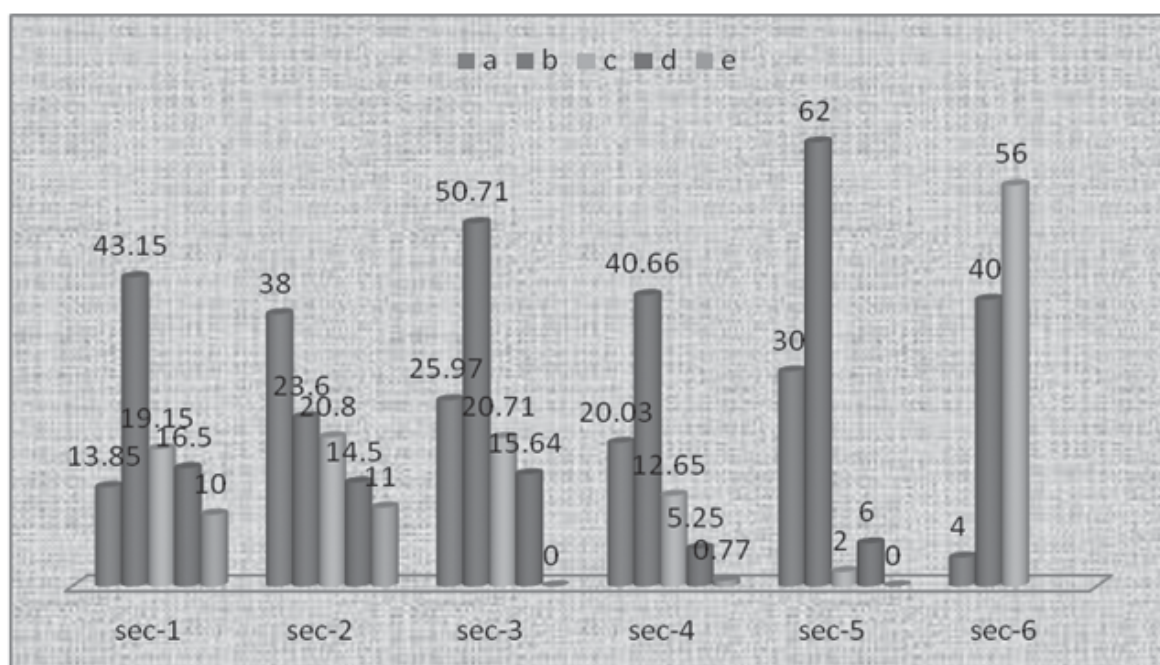


Table-I (a=objectives, b=methodology, c=content, d=course book, e= assessment procedures)

**Interpretation of the teacher-trainees' questionnaire:**

The questionnaire includes twenty two statements which were divided into six sections such as Aims and Objectives; Methodologies; Textbook and materials; Need for training; Assessment and evaluation and the Use of mother tongue (see appendix-I).

From the table-I: The perceptions of the teacher-trainees about the Revised B.Ed. (English) Curriculum are as follows:

1. Only 56% of teacher-trainees agree that the aims and objectives of the revised curriculum are relevant to their practical field.
2. Sixty two percent of teacher-trainees felt

that they feel *more difficulty* in adopting the communicative language teaching and learner-centered approaches to English language teaching.

3. Seventy six percent of teacher-trainees felt that the new components and units of course book are useful and *practicable* for effective language teaching.
4. Large classroom (20%) and lack of proficiency in English (40%) were considered the factors which affect the teacher-trainees' Block-Teaching.
5. Ninety two percent of teacher-trainees felt that the use of continuous and comprehensive evaluation helps them through internal assessment and promotes effective learning.

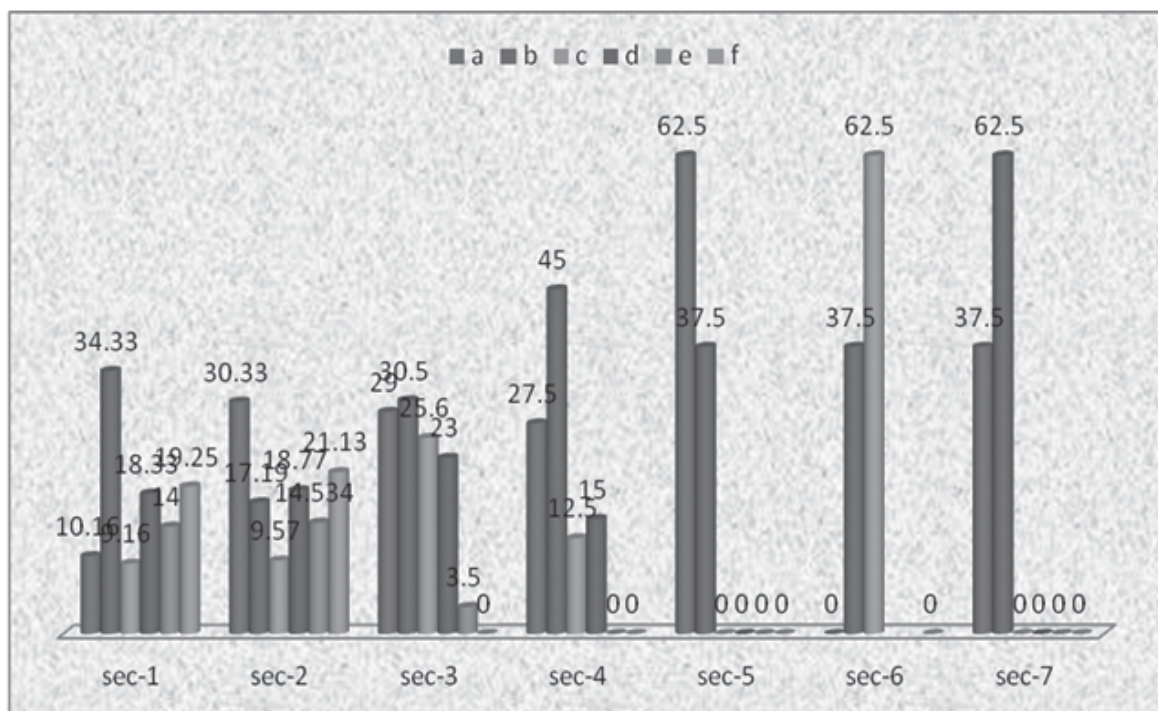


Table-II (a=objectives, b=methodology, c=content, d=course book, e=need for training, f= assessment procedures)

- Forty percent of teacher-trainees felt that the use of mother-tongue while teaching English as a second language help them have effective classroom transaction of units. And 56% of teachers felt that they never use their mother-tongue during the classroom transaction.

#### **Interpretation of the Teacher-educators' questionnaire:**

The questionnaire has 22 statements which were divided into seven (7) sections such as Aims and Objectives; Methodologies; Textbook and materials; Need for training; Assessment and evaluation, the Use of Mother Tongue and Teacher's Manual (see appendix-II).

From the table-II: The perceptions of the teacher-trainers have about the Revised B.Ed. (English) Curriculum and materials are as follows:

- Only 44 % of teacher-trainers agree that the aims and objectives of the revised curriculum are relevant to their practical field.
- Forty seven percent of teacher-trainers felt that they feel *more difficulty* in adopting the communicative language teaching and learner-centered approaches to English language teaching.
- Sixty percent of teacher-trainers felt that the new components and units of course book are useful and *practicable* for effective language teaching.
- Large classroom (27%) and lack of

proficiency in English (45%) were considered the factors which affect the teacher-trainers' Block-Teaching.

- All the teacher-trainers felt that the use of continuous and comprehensive evaluation helps the teacher-trainees through internal assessment and promotes effective learning.
- Thirty seven percent of teacher-trainers felt that the use of mother-tongue while teaching English as a second language help them have effective classroom transaction of units. And 63% of teacher-trainers felt that they never use their mother-tongue during the classroom transaction.

#### **the overall interpretation of the data:**

A close comparison of the responses received from both teacher-trainers and teacher-trainees show that there is an agreement between the perceptions of two. The perceptions on the revised curriculum are as follows:

- Ø It has a balance of theory and practice and provides proper training for the prospective teacher-trainees.
- Ø It has no separate language proficiency test for the students who opt for English as method -1.
- Ø There are no particular criteria for the allotment of regional medium schools for the B.Ed. English.
- Ø It promotes global knowledge of teaching English among the teacher-trainees.

- Ø The training and assessment procedures are innovative and improve proper ways of teaching English.
- Ø The objectives suggested are adequate to cater to the present needs of the teacher-trainees.
- Ø It provides opportunities to the teacher-educators to treat every teacher-trainee as a *uniform child*.
- Ø With the help of the revised English as method-1, the real teacher-educators get a chance to construct the English language habits among the teacher-trainees.
- Ø The inclusion of two grammar components helps teacher-trainees become aware of teaching those components effectively.
- Ø All the teacher-trainers felt that they require a special orientation/ training should be conducted for effective pedagogical awareness among the teacher trainers.

#### **Conclusions:**

From the above analysis, it can be concluded that the teacher-trainees were satisfied with the revised curriculum since pedagogical processes are learner and learning-friendly. Further, it had a balance of theory and practice and the inclusion of the grammar components fulfilled the needs of the teacher-trainees and provided opportunities for honing their skills. Besides, the course book, the training procedures and assessment processes were learner-friendly.

Further, the content and material suggested is based on the teacher-trainees' needs and helped them getting a global view of teaching English as a second language. Additionally, the classroom instruction and pedagogical training helped them be aware of the existing problems in teaching English. Besides, the inclusion of Unit 2 and 3 (introduction to grammar- II & III) in the revised syllabus is very useful to the prospective English language teachers for effective teaching of grammar components and it modifies the teacher-trainees' behavior and guides them to be effective English language teachers.

#### **Limitations:**

1. This study was based on the data collected from only sixteen (16) teacher-trainers and one hundred teacher-trainees from teacher education colleges from Telangana state.
2. It aims to find out the teacher-trainees studying English as method-I at the B.Ed. level.
3. It is confined to only studying the perceptions of teacher-trainees at the pre-service teacher education level and teacher-trainers who teach English as a method-I at the B.Ed. level.

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