

**ACADEMIC ENVIRONMENT, CURRICULUM, AND EVALUATION IN  
INDIAN PRAEPECTIVE**

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**ABSTRACT**

Indian perspective of teacher education is based on classical learning. There is a myth that learning can be succeeded only by class room teaching. The teacher trainees were insisted to maintain records like lesson plan teaching aids more than adopting modern devices, techniques and ideologies. The students of this scenario are completely bonding them with lap, tap and smart phones. The teachers are seen as alien and outdated.

The harmony between teachers and students reduced constantly in every level because of various factors like e-learning, distance mode, learning environment etc. The attitude of learning is different all over the world; the motto is to acquire a wide knowledge beyond the curriculum. In Indian curriculum fix a target of learning when something fixed for leaning the search towards the relative skills become impossible. Teachers moving students towards the targeted competency the gap between teachers and students constantly increases.

The curriculum should have certain space for the teacher trainers, teacher trainees, and students to show their individuality. It should also include a research aspects and multi-disciplinary learning, Indian educational system mostly does not have much space for that.

Evaluation fails to test even the targeted competency and objectives planned behind the curriculum. For e.g. the four basic skills like listening, speaking, reading, and writing is to be attained in language learning but the evaluation test only the writing skill.

**Key word:** classical learning, myth in learning, demerits of curriculum, improving evaluation system.

### **Academic environment to the current requirement**

Academic environment is not a criterion mentioning the infrastructure like smart classroom and laboratories and metropolitan environment. It is related to the psyche of the learners. When the infrastructure is needed for the learners it can be a factor improve learning. It is necessary to have strategies of the academic environment based on individual differences.

The first step is to thing beyond the classroom and makes the move towards pragmatics than theoretic learning. In Victorian school of education, horn says,

'tear down the school walls' because students are being forced to learn in contexts so different from the world where they are required to put their knowledge to use. (Horne, M 2004:6).

When a question is asked how it is possible to have a varied academic environment for individual teacher trainees? The answer is academic environment should be made according to the requirement of the learning contexts. For example describing a neem tree in a smart classroom is more effective than showing it directly. The academic environment is something facilitating to adopt the own mode of learning at least to a minimum requirement. In Victorian school of education

Advocates of open plan schools argue that students 'should be allowed to learn in ways suited to their individual differences' and that the most effective teaching and learning

strategies allow teachers to work collaboratively with each other and team teach. The traditional classroom boxes with desks lined up in rows impede teachers' efforts to work in teams and have students 'in the flexible and varied groupings necessary' (Mark, J 2001:5).

Academic environment should create inspiration for the learners, more than a passive listeners participating and it should bring out the interest and self confidence. The curriculum is a driving force to improve the quality of the education holding the academic environment evaluation resources students activity and so on. The hurdles faced in Indian curriculum in

### **Reshaping of curriculum**

Teacher education is lake of frequent reviewing and updating. It is necessary for any vibrant institution is to make the necessary changes based on the chronological changes. When curriculum is outdated it will create a wide path between educators and learners in any levels.

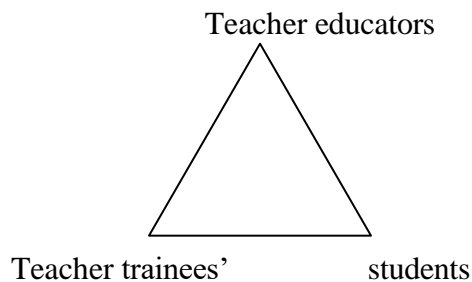
Especially in teacher education the curriculum must be under hypothetical condition and it should be frequently evaluated by practical application in learning. The scope and opportunity in curriculum can be widen by inter disciplinary courses by this chance; a pupil may get a space for learning according to their competency. Thus in the current trend learning is preferred more for employability. It is a transformation from intellectualism to pragmatism the pupils interest reducing in the recent years due to employment. Teacher education institutions must build methods for assessing the success of their pupils. This should be sufficiently detailed to take into account factors such as the attitude of the trainee towards work, the interest of children, the scientific outlook, etc.

The common demerit in Indian curriculum is irreverence between the competencies taught and tested. The curriculum must create a trust and scope in the field of education. But in our curriculum students using rote memorizing. This makes the students only to focus on their marks only. The competition is in between their classmates. They have to learn each and everything which should be later applicable in their life. But our education doesn't make these changes. They came out with their subject knowledge without learning all the things which is in their curriculum. For example the curriculum insist that an undergraduate learning B.A English

should achieve the four skills listening, speaking, reading, and writing but it test only the writing skills alone.

The curriculum should give a space for the optional subjects even though it does not have a close relevance to the curriculum. At least the fifty percent of the curriculum should have the choice of the students because the corporate sectors require trainers to have the knowledge of various fields. Importance of the Curriculum to the Personal and Social Needs of students, as well as the Interests of the People and the National Philosophy. The structure indicated that there is an urgent need for versatility, not only to break down the barriers but also between the various disciplines. The Interdisciplinary and Integrated Approach to Teacher Education The curriculum should be structured in such a way that convergence between theoretical courses takes place and that integrated pedagogical knowledge flows into the skill-dominated fields of teaching methodology in different subject.

The evaluation in teacher education should be three dimensional it should evaluate the teacher educators, teacher trainees and students.



The performance of the teacher trainee reflects the performance of the teacher educator and the performance of the students reflects the performance of the teacher trainees. Evaluation is not testing the targeted competency but it should also make the students in search of the relative competency and make the evaluation and learning the various competencies in a continuous process, evaluation should not a process of setting questions and awarding marks.

It is more than that it should have possibility of multi testing based on the competency thought, educator's strategies and it can be pupil wishes and evaluation should the educators to provide credit for it without any partialities.

### **Evaluation to enhance skills**

In Indian evaluation system it is burden to check the real skill of the learners only a semester system and annual exams it is impossible to check a learner for example in teacher education the trainees who are concentrating in teaching practices are unable to perform their exams where as trainee who is concentrating on exams score good marks. The teaching skills or what kind of growth seen in the students during the training is not evaluated. This is a sample for evaluation. Evaluation methods should encourage learning and awarding a numeric to a learner in no way going to improve our system of learning.

The quality of the total education programme depends to a great extent on the quality of evaluation. It is a continuous and integral part of any process of teaching and learning. It is an inclusive concept which indicates all kinds of efforts and all kinds of means to ascertain the quality value and effectiveness of desired outcomes. It is the sum total of quantitative and qualitative description along with the value description of decision. By designing the series of activities evaluation measures the effectiveness of teaching learning process as a whole. The quality of learning outcome and learner's learning can be measured by evaluation. Evaluation is a systematic and continuous process which not only measures the educational achievement of the students and also helps in their progress

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