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Mrs. SAVITA TANEJA
PREFACE

Regarding teacher education, the Education Commission (1964-66) stated. "The essence of programme of teacher education is quality and in its absence, teacher education becomes not only a financial waste but a source of overall deterioration in educational standards" (4.13; p. 72). Accepting that the existing teacher education programmes are largely divorced from the realities of schools, it recommended re-orientation of subject knowledge; vitalization of professional studies; and to root the entire curriculum in Indian conditions development of special courses and programmes and revision and improvement of curricula. The Commission stressed that the "prospective teachers need courses which will help them to build up a proper perspective of life, of our cultural heritage and of problems and aspirations of the nation as well as of human culture, and civilization in general" (4.29; p. 75). It also emphasized the need for teacher education to be brought into the mainstream academic life of universities (4-04, p.68) and relate the curriculum closely to the teacher's responsibilities and to Indian conditions, problems and studies (4.31; p. 75)

The recommendations of various Commissions, Committees and policy statements bear testimony to the continuing churning of ideas aimed at revealing qualitative improvement in teacher education system along with quantitative expansion of the facilities. Efforts have been made to make teacher education curricula responsive to the needs of the emerging society and break the isolation of teacher education institutions.

The present study has been divided into six chapters. The first chapter presents the **Historical Perspective of the problem and other related aspects, the problem of the study, its objectives and delimitations** have been discussed at length in this chapter.
The second chapter provides the view of available studies conducted in India and abroad. Review has been done on B.Ed. curriculum, impact of teacher training programme microteaching, teaching practice session by doing extensive work through surfing websites, consulting journals, educational surveys, dissertations and books.

The third chapter deals with the methodology employed, procedure followed and the tools used in the investigations. The nature of the sample has been described and a description of tools used for the sample selection has been given in this chapter.

The fourth chapter provides the details about the analysis and interpretation of data. Analysis of the data has been done keeping in mind, the objectives of the research study.

The fifth chapter deals with suggestive curriculum for B.Ed. on the basis of suggestions and curricular requirements sought out and review of available curriculums of B.Ed.

The last chapter of the research report deals with the discussion of the results, conclusions and its implications which emerge directly from the analysis of data. The reservations to the findings and further possibilities for research in this area have also been outlined here.

Mrs. SAVITA TANEJA