CHAPTER - IV
ANALYSIS AND INTERPRETATION OF DATA

4.0.0 INTRODUCTION
After collection and organization of the data, analysis of data was done to derive the meaningful inferences. The choice of statistical techniques was conditioned by the nature of the problem and nature of the data obtained. Analysis and interpretation of the data is essential to reach meaningful result and findings. The study employed quantitative as well as qualitative methodology of data analysis. Quantitative analysis included calculation of Mean, percentage and $\chi^2$ value on the data obtained from Perception Scale. Qualitative analysis was done on data obtained on interview schedules administered on secondary school teachers, principals, teacher educators and B. Ed. trainees. For content analysis, categories were formed and frequencies and percentages were also calculated. Here, in the present chapter, data analysis and interpretation is presented according to objectives of the study.

4.1.0 EVALUATION OF B.ED. CURRICULUM BY B.ED. TRAINEES
To evaluate B.Ed. Curriculum of C.C.S. University, researcher used Perception Scale and Interview Schedule for B.Ed. trainees.

4.1.1 PERCEPTION OF B.Ed. TRAINEES ON B.ED. CURRICULUM
Perception of Prospective teachers was measured with the perception scale. Percentage and $\chi^2$ were calculated for each item of perception scale as shown in following table 4.1.0 :

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Items</th>
<th>S.A.</th>
<th>A</th>
<th>D</th>
<th>S.D.</th>
<th>$\chi^2$ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Present B.Ed. curriculum has the scope to meet the needs of local community.</td>
<td>41 13.67</td>
<td>15  5</td>
<td>75 25</td>
<td>169 56.33</td>
<td>181.22</td>
</tr>
<tr>
<td>2.</td>
<td>Present curriculum is outdated as it does not cover the contemporary concepts and issues of education.</td>
<td>95 31.67</td>
<td>117 39</td>
<td>73 24.33</td>
<td>15  5</td>
<td>76.90&quot;</td>
</tr>
<tr>
<td>3.</td>
<td>Present Curriculum fulfills educational</td>
<td>23  7.67</td>
<td>88 29.33</td>
<td>125 41.67</td>
<td>64 21.33</td>
<td>73.23&quot;</td>
</tr>
</tbody>
</table>

Table 4.1.0: Perception of Prospective Teachers on B. Ed. Curriculum
<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>Frequency Distribution</th>
<th>Chi Square</th>
<th>p Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Curriculum is overcrowded without providing rich and significant contents.</td>
<td>69 23 102 34 81 27 48 16 20.4'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Present syllabus has the scope to practice innovative methods of teaching.</td>
<td>53 17.67 23 7.66 68 22.67 156 52 130.63''</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Present curriculum is too theoretical.</td>
<td>98 32.67 123 41 46 15.33 33 11 72.5''</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Present curriculum is dominated too much by examination rather than skills needed for a good teacher.</td>
<td>55 18.33 82 27.33 101 33.67 62 20.67 17.24''</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Number of practice teaching lessons in curriculum is less than required.</td>
<td>98 32.67 96 32 32 10.66 74 24.67 37.59''</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Teaching practice is interconnected with theory.</td>
<td>26 8.67 78 26 100 33.33 96 32 46.34''</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Number of micro teaching lessons in curriculum is less than required.</td>
<td>114 38 85 28.33 30 10 71 23.67 48.82''</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>There is an equal weightage to theory and practical.</td>
<td>64 21.33 55 18.33 76 25.34 105 35 18.95''</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Present Curriculum has less provision for training in audio-visual aids.</td>
<td>116 38.67 67 22.33 52 17.33 65 21.67 31.64''</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Present Curriculum is fit to develop teaching competencies in student teachers.</td>
<td>52 17.33 27 9 110 36.67 111 37 71.38''</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Curriculum does not help student teachers in personality development.</td>
<td>84 28 116 38.67 87 29 13 4.33 76.66''</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Number of micro teaching lessons in curriculum is sufficient.</td>
<td>53 17.66 52 17.33 85 28.33 110 36.67 31.15''</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Present Curriculum has narrow scope to integrate computer technology.</td>
<td>100 33.33 80 26.67 51 17 69 23 14.94''</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Curriculum helps student teachers in communication development.</td>
<td>65 21.67 15 5 58 19.33 162 54 154.1''</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Present Curriculum gives no scope for training in action research.</td>
<td>111 37 71 23.67 46 15.3 72 24 28.82''</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Number of practice teaching lessons in curriculum is adequate.</td>
<td>33 11 70 23.33 120 40 77 25.67 50.90''</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Present Curriculum gives weightage to teaching practice.</td>
<td>45 15 63 21 126 42 66 22 49.68''</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at 0.05 level.   ** Significant at 0.01 level

Table 4.1.0 points out that 81.33% B.Ed. trainees are disagreed with the statement, “Present B.Ed. curriculum have the scope to meet the needs of local community.” Moreover, $\chi^2$ value
(181.22) for this statement points out that B. Ed. trainees show significant difference in their perception i.e., agreed and disagreed students show significant perceptual difference. Disagreed students are much more than agreed students. Therefore, it can be said that they deny for the efficiency of curriculum to meet the needs of local community.

70.66% of B. Ed. trainees were agreed on the statement, “Present curriculum is outdated as it does not cover the contemporary concepts and issues of education”. According to them, present curriculum is not upto the mark. Majority of prospective teachers agreed that present curriculum is outdated. But 29.33% prospective teachers were disagreed on this statement i.e., they are satisfied with present B. Ed. Curriculum coverage of contemporary concepts and educational issues. Value of $\chi^2$ (76.90) points out that B. Ed. trainees show the significant difference in their perception at the both level of significance. Agreed students are more than disagreed. Which allows to interpret that there is urgent need to add contemporary issues in B.Ed. curriculum according to students.

63% of B. Ed. trainees are disagreed with this statement, “Present Curriculum fulfills educational need of the society”. But 37% of B. Ed. trainees are agreed with it and they perceive present curriculum as according to the needs of the society. Moreover $\chi^2$ value (73.23) for this statement shows that B. Ed. trainees show significant difference in their perceptions i.e. disagreed students are lesser than agreed students. Therefore, it can be said that B. Ed. Student accept that Curriculum is unable to fulfill the society educational needs.

Table 4.1.0 shows that total 43% B. Ed. trainees are disagreed with this statement, “Curriculum is overcrowded without providing rich and significant contents.” Whereas 34% of B. Ed. trainees are agreed and 23% of B. Ed. trainees are strongly agreed and having positive perception on it. It is clear from the table that the $\chi^2$ value (20.4) is significant at both the levels of significance which indicates that there is significant difference in agreed and disagreed B. Ed. trainees regarding overcrowdness of B. Ed. Curriculum with rich and significant contents. Number of agreed students are more than disagreed. Hence it can be said that B.Ed. curriculum is over crowded without providing rich and significant contents.
74.66% of B. Ed. trainees are disagreed with the statement, “Present syllabus has the scope to practice innovative methods of teaching.” Therefore, it can be said that mostly B. Ed. trainees perceived that present syllabus gives no scope to practice innovative methods of teaching. Probably B. Ed. trainees felt it during course. 25.34% of B. Ed. trainees are agreed with this statement and favoured that the present syllabus allows to make use innovative methods of teaching. Moreover, $\chi^2$ value of 130.63 on this statement shows that B. Ed. trainees are significantly different in their perception at both the level. Disagreed students are much more than agreed students. It can be interpreted that B. Ed. trainees deny the quality of present B.Ed. Curriculum to have scope of practicing innovative methods of teaching.

Mostly prospective teachers about 74% are having positive perception on the statement, “Present curriculum is too theoretical.” It seems that they are not satisfied with nature of present B.Ed. Curriculum and they viewed curriculum as too theoretical. On the other hand, 26% of prospective teachers are having negative perception regarding this statement i.e., a few B.Ed. trainees accept that B.Ed. Curriculum is not too theoretical in nature. The value of $\chi^2$ (72.5) shows significant difference in agreed and disagreed students at both the level of significance. Agreed students are much more than disagreed students. Therefore, it can be interpreted that B.Ed. trainees really view B.Ed. Curriculum as too theoretical and wants some more practical aspects in B. Ed. Curriculum.

Table 4.1.0 reflects that 54% of B. Ed. trainees are agreed with the statement, “Present curriculum is dominated too much by examination rather than skills needed for a good teacher.” But 46% of B.Ed. trainees are disagreed with this statement because they think present curriculum is examination dominated and it prepares trainees for examination only whereas it should also emphasize on teaching skills. Moreover, $\chi^2$ value (17.24) for this statement indicates that B.Ed. trainees show significant difference in their perception. Therefore, it can be said that agreed students are significantly more than disagreed students which matters. Further, it can be interpreted that B.Ed. trainees really feel that B.Ed. Curriculum is dominated too much by examinations and more skill orientation is required in curriculum.
65% of B.Ed. trainees are agreed with the statement, “Number of practice teaching lessons in curriculum is less than required”. The number of agreed B.Ed. trainees are much more than disagreed B.Ed. trainees because mostly B.Ed. trainees opine that 20 lesson plan in each method is insufficient. But 35% B.Ed. trainees disagreed with the statement and they thought that number of lesson plan in present B.Ed. Curriculum are sufficient. \( \chi^2 \) value (37.59) also shows, that the perception of B.Ed. trainees are significantly different at both the level of significance. Agreed B.Ed. trainees are much more than disagreed B.Ed. trainees. According to them, they are not satisfied with number of practice teaching lessons in B.Ed. curriculum.

65.33% B.Ed. trainees are disagreed with the statement, “Teaching practice is interconnected with theory.” Only 34.66% prospective teachers are in its favour and they opined that the theory of curriculum is interconnected with practice teaching. Calculated \( \chi^2 \) value of 46.34 which is significant at both level of significance. Therefore, it can be interpreted that disagreed and agreed B.Ed. trainees are significantly different on this statement and agreed students are less than disagreed students which allows to interpret that B.Ed. trainees are not satisfied with interconnection of theory given through curriculum with teaching practice. They feel that curriculum theory should be more interconnected with teaching practice.

66.33% of B.Ed. trainees are agreed with the statement, “Number of micro teaching lessons in curriculum is less than required.” According to them, the number of micro teaching lessons in curriculum is less than required. So they are in favour to increase the micro plan and introduce some new skills. But 33.66% of B.Ed. trainees are disagreed with this statement because they thought the number of micro teaching lesson plan is adequate. \( \chi^2 \) value (48.82) also indicates the value is significantly different at both the level and agreed students are much more than disagreed B.Ed. trainees. Hence, it can be said that microteaching lessons are less than required.

60.33% of B.Ed. trainees disagreed with this statement, “There is an equal weightage to theory and practical.” B.Ed. trainees perceive that mostly time period is given to attend lectures in different subjects and lesser time is given to teach lesson plan, micro teaching and other practical activities. So they are dissatisfied with curriculum they felt that unequal weightage is
given to theory and practical. Moreover, $\chi^2$ value (18.95) also shows that there is difference between agreed and disagreed students, because 39.67% of B.Ed. trainees are agreed with this statements they feel that equal weightage is given to practicals and theory. Disagreed students are more than agreed students which indicates that there is no equal weightage to theory and practical.

61% of B.Ed. trainees are agreed with this statement, “Present Curriculum has less provision for training in audio-visual aids”. Mostly B.Ed. trainees realized during the classes that there is a little scope to train them in using audio-visual aids. In technology era, there is no practical or training course in B.Ed. to use computer, smart board and LCD etc. 39% B.Ed. students are disagreed with the statement and they opine that curriculum has provision to train B.Ed. trainees in using Audio-Visual Aids. $\chi^2$ value (31.64) also shows significant difference in agreed and disagreed students. Due to higher number of agreed students, it can be said that curriculum requires training provision in Audio-Visual aids.

73.66% of B.Ed. trainees disagreed with this statement, “Present curriculum is fit to develop teaching competencies in student teachers.” Disagreed B.Ed. trainees are much more than agreed students on this statement. Mostly students think that present curriculum is not suitable for developing teaching competencies among the B.Ed. trainees. $\chi^2$ value (71.38) also indicates that there is a great difference between agreed and disagreed students. This shows that really there is some drawback in present curriculum with reference to teaching competency.

Approximately 67% of B.Ed. trainees are agreed with the statement, “Curriculum does not help student teachers in personality development”. They think that the present curriculum is unable to help in multifaceted personality development of B.Ed. trainees. But 33% of B.Ed. trainees are disagreed with this statement. $\chi^2$-value (76.66) shows the significant difference at both level of significance which means agreed students are significantly different from disagreed students. Therefore, on the basis of percentage and $\chi^2$ value, it can be interpreted that present curriculum does not help B.Ed. trainees in personality development.
65% of B.Ed. trainees are disagreed with the statement, “Number of micro teaching lessons in curriculum is sufficient.” According to them, there is a need to increase the number of micro lesson plans in B.Ed. Curriculum. They felt that different teaching skills must be developed among the B.Ed. trainees through micro teaching. So number of micro lesson plan (5 in each subject) is insufficient. But 35% of B.Ed. trainees agreed with the statement because they are satisfied with number of micro lessons. Moreover the $\chi^2$ value (31.15) also points out that there is significant difference in agreed and disagreed group of students at both the levels. Disagreed student are much more than agreed students which shows that B.Ed. students are not satisfied with number of micro teaching lesson plan in curriculum.

60% of B. Ed. trainees are agreed with this statement, "Present Curriculum has narrow scope to integrate computer technology." According to them, during the course B.Ed. students are not having computer knowledge so they are not skilled to integrate computer technology in their classes. Mostly, B.Ed. trainees perceive that present syllabus gives no scope to integrate computer technology. But 40% of B.Ed. trainees disagreed with this statement. $\chi^2$ value (14.94) indicates that perception of B.Ed. trainees are different significantly at both the levels. Agreed students are much more than disagreed students which indicates that mostly B.Ed. trainees are not satisfied with present B.Ed. syllabus regarding computer technology.

26% of B.Ed. trainees are agreed with the statement, “Curriculum helps student teachers in communication development,” According to them, after completing their B.Ed. Training, B.Ed. trainees are capable much more to communicate their thought in proper way. Whereas 74% of B.Ed. trainees are disagreed with this statement. According to them, they deny the efficiency of curriculum to develop communication strategies among the B.Ed. trainees. $\chi^2$ value (154.10) points out that the perception of B.Ed. trainees are significantly different at both the level of significance. Due to more number of disagreed students and significant $\chi^2$ value, it can be interpreted that students perceive that curriculum does not help them in communication development.

60.66% of B.Ed. trainees are agreed with this statement, that “Present curriculum gives no scope for training in action research.” But 39.33% B.Ed. trainees disagreed with this
statement. Table value of \( \chi^2 \) value (28.82) shows significant difference in agreed and disagreed students at both the level of significance. It indicates that B.Ed. trainees deny the quality of B.Ed. curriculum to have the scope of training in action research.

34.33% of B.Ed. trainees are agreed with the statement, “Number of practice teaching lessons in curriculum is adequate”. B.Ed. trainees have positive perception on it, they thought the number of practice teaching lessons in present B.Ed. Curriculum is sufficient. But 65.67% of B.Ed. trainees are disagreed with this statement and according to them, number of practice teaching lessons in curriculum is less than required. \( \chi^2 \) value (50.90) in the table 4.1.0 shows that the value is significant at both the level. Disagreed B.Ed. trainees are more than agreed B.Ed. trainees which shows their negative perception on this statement. Therefore it can be interpreted that practice teaching lessons are not adequate in curriculum from the view point of B.Ed. students.

64% of B.Ed. trainees don’t favour the statement, “Present Curriculum gives proper weightage to teaching practice.” Because they think there is no proper weightage given to teaching practice. But 36% of B.Ed. trainees agreed with this statement. The value of \( \chi^2 \) (49.68) is significant at both the level of significance which shows that B.Ed. trainees are not in favour of inclusion of only twenty lessons during teaching practice in the curriculum. According to them, there is need to give emphasis teaching practice in B.Ed. Curriculum.

4.1.2 EVALUATION OF DIFFERENT PAPERS INCLUDED IN B.ED. CURRICULUM BY B.ED. TRAINEES

Interview Schedule was constructed to evaluate B.Ed. syllabus of C.C.S. University according to papers/courses prescribed in it. B.Ed. trainees were asked for paper wise additions and deletions; preferences for sessional work; suggestions for teaching practice and other suggestions for B.Ed. syllabus (Appendix-IV). All interview schedules filled by B.Ed. trainees were thoroughly read to organize and categorize the data. Qualitative-cum-quantitative approach was used to analyze the data.
4.1.2.1 EVALUATION OF COMPULSORY PAPERS/COURSES

There are four core / compulsory papers in B.Ed. syllabus: Teacher in Emerging Indian Society (E-101), Development of Learner and Teaching Learning Process (E-102), Educational Technology and Management (E-103) and Development of Educational System in India (E-104)

B.Ed. students were asked for addition, deletion and other suggestions in each core paper included in B.Ed. syllabus of C.C.S. University. Percentage wise Addition, Deletion and suggestions by B.Ed. trainees are shown in table 4.2.0.

Table 4.2.0. : Percentage-wise additions, deletions and corrections in compulsory papers/Courses:

<table>
<thead>
<tr>
<th>Name of compulsory / Core Papers</th>
<th>Additions</th>
<th>Deletions</th>
<th>Corrections / No Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher in Emerging Indian Society</td>
<td>Indian thinkers or Indian philosophies. (40% *)</td>
<td>Western Thinkers (45%)</td>
<td>● There is no need of any change. (15%)</td>
</tr>
<tr>
<td></td>
<td>• Content related to role of education in development of country (12%)</td>
<td>● Naturalism, Pragmatism (25%)</td>
<td>● Last two units need corrections.</td>
</tr>
<tr>
<td></td>
<td>• Latest development in educational field (12%)</td>
<td>Views of John Dewey (8%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Concept of knowledge based society (20%)</td>
<td>● Philosophy of Russel (12%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Negative Education of Rousseau (24%)</td>
<td></td>
</tr>
<tr>
<td>2. Development of Learner and Teaching Learning Process</td>
<td>Child Psychology (60%)</td>
<td>Statistical parts (50%)</td>
<td>30% B.Ed. respondents did not want any change.</td>
</tr>
<tr>
<td></td>
<td>• New learning theories (40%)</td>
<td>Specially correlation</td>
<td>● Sequence of unit IV i.e. exceptional children (35%)</td>
</tr>
<tr>
<td></td>
<td>• Group dynamics (60%)</td>
<td>● Unit of exceptional children (8%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Emotional Intelligence (24%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Practical knowledge of psychological test (40%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Creativity (12%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Educational Technology and</td>
<td>Basic knowledge of computer and practical</td>
<td>● Some repeated topics like Motivation (40%)</td>
<td>● 20% of B.Ed. trainees did not</td>
</tr>
</tbody>
</table>
Management

Knowledge (60%)
- Applied technology (20%)
- Classroom Management (20%)
- Practical knowledge of programming (8%)

Strategies of teaching (20%)
- Evaluation of institution (last unit 24%)
- Accountability (20%)
- Fifth Unit professional norms and ethics (30%)

Provided any change in the syllabus.
- Programmed instructions should be at one place (Unit-Ist and IInd) (4%)

4. Development of Indian Education System

Sarv Shiksha Abhiyan (40%)
- New Educational Programme (40%)
- Educational Policies for SC/ST/OBC (24%)
- Contemporary issues (40%)
- Recommendations of Latest commission (20%)

Topics based on pre-independence period (40%)
- Different Commission (12%)
- 1986 policy (12%)
- Vedic, Budha and Muslim Education period (32%)

35% did not want any change in the syllabus.

*percentage of respondents i.e., student teachers is shown in brackets ( ).

Above table indicates that 40% of pupil teachers want to study Indian philosophies in detail, they said that there should be addition of latest Indian thinkers and philosophers in first paper of curriculum. 20% of students demanded conceptual frame work of knowledge based society. 12% of B.Ed. trainees want to add content related to role of education in development of country, latest development in educational field. 45% of students opined that there is no need of Western thinkers and Philosophies in syllabus. Probably they meant to say that Western Philosophy is to be minimized in the syllabus. 35% B.Ed. trainees responded in a way that this paper is too lengthy and last two units are not more relevant for them. 25% of B.Ed. trainees want some isms are to be deleted as naturalism and pragmatism. 12% B.Ed. trainee want to delete topic Russel and 20% of B.Ed. trainees want to delete the negative education of Roussoeu because Roussoeu against the women education. 15% of students do not want change in the syllabus. Probably they feel satisfaction with the syllabus.
According to table 4.2.0, mostly B.Ed. trainees (60%) want to add child’s psychology in their syllabus. 60% of respondents give emphasis on quality of a person i.e., how to behave a person in a group or society (group dynamics). 40% of respondents say that there must be some psychological tests and practicum in the paper. 24% of B.Ed. trainees want addition of the topic of emotional intelligence. 50% of respondents want to delete statistical part from the compulsory paper because many students don’t have mathematical base and feel difficulty in this unit. 40% students demanded new learning theories in curriculum. Also they want to study creativity in the syllabus (12%). B.Ed. trainees (30%) don’t want any change in the syllabus, because they are satisfied with the syllabus.

Table reveals that 60% of B.Ed. trainees want to add computer knowledge or basic knowledge of computer in the syllabus. 20% of B.Ed. trainees demanded applied technology so that they know about how to use new techniques and technologies in classroom. 8% of B.Ed. trainees want to equip with practical knowledge of programming instead of theory in the syllabus. 40% of respondents responded that there is repetition in this compulsory paper because topic of motivation is already kept in second paper. 20% of B.Ed. trainees want to delete strategies of teaching because they study them in method paper. Mostly B.Ed. trainees (30%) kept fifth unit in deletion column as accountability, norms, ethics, evaluation of pupil, teacher and institutions. 20% of B.Ed. trainees satisfied with this syllabus, they don’t want any change in this compulsory paper. Moreover 4% of student teachers who are very conscious about the syllabus asked to correct position of programmed instruction which is placed in both first and second unit of syllabus.

Table further shows that 40% of respondents said that there must be some new educational programme and contemporary issues in detail in this paper. 40% of respondents asked to include Sarv Shiksha Abhiyan in detail. 40% of respondents told that paper is too lengthy, therefore some un-important topics must be deleted from this paper. It should be related to practical life of teachers. 40% of B.Ed. trainees said that new educational programme should be included in detail in this paper and they responded that this paper demands so many changes according to present status of secondary education. 24% of B.Ed. trainee want to add educational policies for SC, ST, OBC in this paper. 40% of respondents said that there is too much weightage
to educational development done in pre-independence period. This is to be delimited. This series, 32% student teachers asked to delete vedic, Buddist and and Medieval period education. Different commissions included in the syllabus are to be omitted asked by 12% students. But they did not mention the commission to be omit. 35% of B.Ed. trainees don’t want any change in the syllabus, they like the syllabus as it is. Probably they could not analyse the things an did not shown interest in filling informations.

4.1.2.2 EVALUATION OF ELECTIVE COURSES

There are eight elective / optional papers included in syllabus. It was found during the data collection that generally five optional papers are opted by the students as : Educational and Mental measurement (E-205), Educational Management and Administration (E-206), Career Information and Career Guidance (E-207), Environmental Education (E-209) and Computer Education (E-210). On these papers students gave their suggestions as expressed in table :

Table 4.3.0 : Percentage-wise additions and deletions in Optional Papers suggested by B.Ed. trainees

<table>
<thead>
<tr>
<th>Elective / Optional Papers</th>
<th>Additions</th>
<th>Deletions</th>
<th>Corrections / No Change</th>
</tr>
</thead>
</table>
| 1. Educational and Mental Measurement      | Project work (40%)  
○ Practical work related with statistics (20%)  
○ Practical work in the form of Psychological tests like personality, intelligence and aptitude etc. (30%) | ○ Theories of personality and intelligence (40%) because of repetition.  
IIIrd Unit – Techniques of test conduct (24%) | ○ 15% of B.Ed. trainees don’t want any change in the syllabus.  
● Duplication of content in unit first and Unit fifth (10%). |
| 2. Educational Management and Administration| Field work on role of teachers, administrators and principals in school and community. (40%)  
○ School related problems (20%)  
○ School report (20%)  
○ Record maintenance (20%) | Role of Head master is placed in second and fourth unit both. (20%) | ○ 35% respondent say no need of any change.  
● Unit fourth should be properly managed (4%) |
| 3. Career Information and National and International level of work in the field of | National and International level of work in the field of | ○ Career information (20%) | ● IIIrd and Vth unit should be merged. |
| Career Guidance | career guidance (45%)  
| Case study (15%)  
| Employment news (12%)  
| Counseling in detail (30%) | 10% respondents did not give any suggestion. |

| 4. Environmental Education | Project work (24%)  
| Field work (40%)  
| Topic related to general awareness (20%)  
| Hygiene and Sanitation (8%)  
| National and International work in this area (40%) | Some general topic which are taught already in previous classes (40%) |

| 5. Computer Education | Internet (30%)  
| Practical knowledge of computer programming (24%) | Theoretical portion as integers and fraction in computers (40%)  
| Films point and floating representation (8%) | 20% B.Ed. trainees don’t want any change in the syllabus.  
| Software and programing language should be specific. |

Table 4.3.0 discloses that 40% student teachers noted to include project work in first elective course. 30% of B.Ed. trainees wants to include practical work in the form of psychological test as intelligence, aptitude and personality test which is important for B.Ed. trainee. 40% of students wants to delete theories of personality and intelligence. It may be due to fact this content is already included in second core / compulsory paper. 24% of B.Ed. trainees asked to delete third unit- (techniques of test conduct). 15% of students don’t want change in this syllabus, because they felt satisfaction with the syllabus. 10% respondents pointed in the syllabus do make corrections in unit first and fifth with reference to duplication of the content.

20% of B.Ed. trainees want to add practicum about preparation of school report and field work related school problems in the curriculum of educational management and administration. Majority of B.Ed. students (40%) advised to add field work report on role of principal, teachers
and administrators in the school. 20% student teachers believed that record maintenance in school should get a place in curriculum because it is daily requirement of the teacher in service. While 35% of respondents don't want any change in the syllabus. Moreover, they also suggested to correct / make proper sequence in unit four and duplication of role of head master should be kept at one place.

45% of respondents asked to add some latest techniques of career guidance in this curriculum. 12% of B.Ed. trainees want to add employment or career related news or awareness in this paper. Which can be done through monthly or fortnightly magazines. 15% of B.Ed. trainees believed that case study is an important topic for this course. Whereas 20% of B.Ed. trainees are not in favour of second unit. They said that career information and occupational information are not too much different and second unit deals both topics differently. They view that third and fifth unit should be merged. 10% students did not give any suggestion and they said that no change is required in this course.

Table further reveals that mostly B.Ed. students (nearly 40%) said that there is need to include detailed National and International work done in the field of Environmental Education. 24% of B.Ed. trainees suggested that there must be some project work and 40% students demanded addition of field work in the syllabus of Environmental Education. Whereas 8% of B.Ed. trainees want to add content related hygiene and sanitation and 20% respondents advised to add topic related with general awareness about deforestation,. Saving water, pollution free country etc. So that the field work or project work must be add in this curriculum. While 40% of B.Ed. trainees suggested to delete some general topics from the curriculum because these are already studied in detail in their previous classes.

In computer education, 24% of B.Ed. trainees want to add content related to MS-Word, Excel and Power Point. They viewed that practical knowledge of computer and computer programming is more necessary in comparison to theory. 30% students noticed that internet is very important and it should get proper place in course of computer education. Thus, 40% of B.Ed. respondents want to delete theoretical portion as integers and fraction in computers. 8%
students rejected that importance of film from this paper, because they gave emphasis on practical knowledge. While 20% of B.Ed. respondent don’t want any change in the syllabus.

4.1.2.3 EVALUATION OF PAPERS/COURSES ON TEACHING METHODS

As per the prescribed B.Ed. curriculum, there are 10 teaching methods but the data was collected only on seven teaching method courses: Teaching of Hindi, Teaching of English, Teaching of Mathematics, Teaching of Physical Science, Teaching of Biological Science, Teaching of Commerce, Teaching of Social Studies.

Table : 4.4.0: Percentage-wise Additions, Deletions in Teaching Method Papers Suggested by B.Ed. Trainees

<table>
<thead>
<tr>
<th>Name of Teaching Methods</th>
<th>Additions</th>
<th>Deletions</th>
<th>Corrections / No Change</th>
</tr>
</thead>
</table>
| i  Teaching of Hindi,    | Content for skill development (60%)  
   ○ Pronunciation correction techniques (39%) | | 20% students gave no suggestions. |
| ii Teaching of English   | New teaching methods of English (22%)  
   ○ Content for skill development (45%) | | 20% students gave no suggestions. |
| iii Teaching of Mathematics | Practical work (58%)  
    ○ Skills based content (20%)  | Historical background of mathematics (40%) | 30% students did not want any change in this paper. |
| iv. Teaching of Physical Science | Demonstration of teaching and audio-visual aids (50%)  
    ○ Practical knowledge (40%)  
    Content of science (30%) | Bloom’s Taxonomy (2%)  
    Text book and work book in the seventh unit (2%) | 25% students did not recommend any change in this paper. |
| v. Teaching of Biological Science | Laboratory Work in Biological Science (50%)  
    ○ Demonstration method in teaching (40%) | Models of instructions from unit third (20%) | 30% students did not give any change in the paper. |
Table 4.4.0 indicates that, student teachers are in favour of including practical based knowledge in about all courses of teaching subjects in B.Ed. curriculum either in Teaching of Languages, Sciences or Humanities and Social Sciences. Also B.Ed. students advocated keep basic content of all teaching subjects. Percentage of respondents varies in different courses.

Moreover, it is also clear from table that 39% student teachers want to include pronunciation correction techniques in Teaching of Hindi. In Teaching of English, 22% student teachers advised for addition of new teaching methods of English. While in teaching of mathematics 40% students opined that historical background of mathematics should be deleted. Further table points out that models of instruction should be deleted from the paper "Teaching of Biological Science". 38% students teachers said that "Teaching of Commerce" should not necessarily include scope of commerce in developing and developed countries. 20-40% student teachers gave no suggestions to change in the syllabus.

**4.1.2.4 : INCLUSION OF NEW PAPERS / COURSES**

B.Ed. trainees were asked for inclusion of new compulsory or special/elective papers in curriculum. They suggested some papers. Table 4.5.0 shows the responses of students.

<table>
<thead>
<tr>
<th>Name of paper / courses to be included in curriculum</th>
<th>Percentage of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Compulsory papers</td>
<td></td>
</tr>
<tr>
<td>(i) Administration and Management</td>
<td>85%</td>
</tr>
</tbody>
</table>
Table revealed that a high percentage of students (85%) advised "Administration and Management" as a compulsory paper in B.Ed. Also 85% students considered "Computer Education" too much important and suggested to include as new compulsory paper. 80% students are in favour of including "Teacher Education" as compulsory paper. It is remarkable suggestion of student teachers (50%) to include "Personality Development" as new course in curriculum. Further table presents optional papers suggested by B.Ed. trainees. 85% students advocated for "Action Research" paper as elective paper by which they can get more about class action researches. 50% students recommended "Special Education" as new optional paper to get equipped with skills to teach special needs children. Moreover, 25% students also considered important "Yoga Education" in today's society where learning of stress free life is being compulsory.

4.1.2.5 EVALUATION OF SESSIONAL WORK
B.Ed. trainees were asked to give preference order for sessional work. Which is shown in following table

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of Sessional Work</th>
<th>Respondents' percentage and Preference Order</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I (%)</td>
</tr>
<tr>
<td>1</td>
<td>Administration, Scoring and Interpretation of Psychological Tests</td>
<td>22.67</td>
</tr>
<tr>
<td>2</td>
<td>Operation of Audio-Visual Equipments</td>
<td>5.33</td>
</tr>
<tr>
<td>3</td>
<td>Construction of Test Items and Question Paper</td>
<td>18.66</td>
</tr>
</tbody>
</table>
22.67% students gave first preference to sessional work "Administration, Scoring and Interpretation of Psychological Test" and 28% ranked at second only. 33% student teachers gave it eight rank. This type of response make it very important work and most demanding sessional work. 18.67% student teachers ranked "Constructions of Test items and Question Paper" as first and 10.66% student teachers ranked it as second. This means this paper is second demanding "Operation of Audio-Visual Equipments" got first rank by 5.33% student teachers but second rank by 28% students. Hence, this sessional work also in much demand because eight rank is only given by 2.67% students. This type of data allows to interpret that these three sessional work can be made compulsory for all student teachers. Rest five sessional work / activities in which students teachers are dispersed in giving ranks, it is difficult to say about priority of these.

4.1.2.6 SUGGESTIONS REGARDING TEACHING PRACTICE

B.Ed. trainees were asked for giving suggestions regarding teaching practice in present B.Ed. Curriculum –

Mostly B.Ed. trainees (86%) suggested that the duration of teaching practice should be increased. Students reported that ten to fifteen days teaching practice is not sufficient to develop teaching competencies in trainees.

- Proper time should be given to the pupil teachers during teaching practice. Duration of period of 20 minutes as informed by the pupil teachers (56%) is not sufficient. There must be proper supervision of teacher trainees. Only two minutes supervision does not mean anything as reported by 69% trainees.

- 68% student teacher said that there must be proper evaluation of the pupil teacher’s teaching.

- 34% student teachers suggested that their supervision should be done through a team of experts – subject expert, teacher educators and school teachers.

- Teaching practice should be restructured into internship. (85%)
4.1.2.7 SUGGESTIONS REGARDING B.ED. CURRICULUM
B.Ed. trainees were asked to give their suggestions regarding new B.Ed. Curriculum to be proposed:

- 83% B.Ed. trainees suggested to increase duration of B.Ed. programme two years instead of one year.
- There must be semester based B.Ed. Programme as recommended by 77% B.Ed. trainees.
- 85% B.Ed. trainees demanded that curriculum should be more professional and practical.
- A higher percentage of student teachers (84%) advocated to provide proper weightage to theoretical and practical portion.
- Lesson plan should be modified according to the recent changes (65%).
- Curriculum should be revised and new concepts and issues are to be added as suggested by few student teachers (62%).

4.2.0 EVALUATION OF B.ED. CURRICULUM BY TEACHER EDUCATORS
To evaluate B.Ed. Curriculum of C.C.S. University, researcher used perception scale and interview schedule for Teacher Educators also.

4.2.1 PERCEPTION OF TEACHER EDUCATORS ON B.ED. CURRICULUM
Perception of teacher educators was measured with the help of perception scale. Percentage and $\chi^2$ were calculated for each item of perception scale as shown in following table:

**Table 4.7.0 : Perception of Teacher Educators on B. Ed. Curriculum**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Items</th>
<th>S.A.</th>
<th>A.</th>
<th>D</th>
<th>S.D.</th>
<th>$\chi^2$ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Present B.Ed. curriculum has the scope to meet the needs of local community.</td>
<td>4</td>
<td>8</td>
<td>15</td>
<td>30</td>
<td>7.76</td>
</tr>
<tr>
<td>2.</td>
<td>Present curriculum is outdated as it does not cover the contemporary concepts and issues of education.</td>
<td>7</td>
<td>14</td>
<td>23</td>
<td>46</td>
<td>17.98**</td>
</tr>
<tr>
<td>3.</td>
<td>Present Curriculum fulfills educational needs of the society.</td>
<td>4</td>
<td>8</td>
<td>14</td>
<td>28</td>
<td>23.92**</td>
</tr>
</tbody>
</table>
4. Curriculum is overcrowded without providing rich and significant contents. | 25 | 50 | 16 | 32 | 9 | 36 | -- | -- | 26.96°

5. Present syllabus has the scope to practice innovative methods of teaching. | 3 | 6 | 12 | 24 | 18 | 36 | 17 | 34 | 11.28°

6. Present curriculum is too theoretical. | 15 | 30 | 26 | 52 | 5 | 10 | 4 | 8 | 25.36°

7. Present curriculum is dominated too much by examination rather than skills needed for a good teacher. | 22 | 44 | 14 | 28 | 5 | 10 | 9 | 18 | 12.88°

8. Number of practice teaching lessons in curriculum is less than required. | 21 | 42 | 18 | 36 | 10 | 20 | 1 | 2 | 19.28°

9. Teaching practice is interconnected with theory. | 5 | 10 | 10 | 20 | 17 | 34 | 18 | 36 | 9.04°

10. Number of micro teaching lessons in curriculum is less than required. | 26 | 52 | 18 | 36 | 5 | 10 | 1 | 2 | 32.08°

11. There is an equal weightage to theory and practical. | 8 | 16 | 11 | 22 | 9 | 18 | 22 | 44 | 10°

12. Present Curriculum has less provision for training in audio-visual aids. | 3 | 6 | 19 | 38 | 16 | 32 | 12 | 24 | 8.72°

13. Present Curriculum is fit to develop teaching competencies in student teachers. | 6 | 12 | 18 | 36 | 24 | 48 | 2 | 4 | 25.2°

14. Curriculum does not help student teachers in personality development. | 9 | 18 | 11 | 22 | 16 | 32 | 14 | 28 | 2.32°

15. Number of micro teaching lessons in curriculum is Sufficient. | 3 | 6 | 4 | 8 | 27 | 54 | 16 | 32 | 30.8°

16. Present Curriculum has narrow scope to integrate computer technology. | 26 | 52 | 9 | 18 | 3 | 6 | 12 | 24 | 22.8°
Table 4.7.0 indicates that 38% of the Teacher educators agreed that present B. Ed. curriculum has the scope to meet the needs of local community. But 62% of teacher educators disagreed with this statement, they do not think that present B. Ed. curriculum has the scope to fulfill the local needs i.e., majority of teachers agree that B.Ed. curriculum has no scope to meet the local needs. \( \chi^2 \) value (7.76) shows that there is no significant difference between agreed and disagreed students because value of \( \chi^2 \) (7.76) is less than that in the table at both the levels of confidence. This \( \chi^2 \) value shows that this difference of perception may be due to sampling error or any other error. But on the basis of percentage of frequency, it can be said that the curriculum has no scope to meet the needs of local community from the view point of teacher educators.

60% of teacher educators are agreed with the statement, "Present curriculum is outdated as it does not cover the contemporary concept and issues of education" because they opine that, contemporary concepts and issues of education are not included in the B.Ed. curriculum but 40% of the teacher educators disagreed with this statement. Table 4.7.0 shows that majority of teachers fall into the category of agreed phase and 40% show disagreement towards the statement. \( \chi^2 \) value (17.98) is significant at both levels of significance. Therefore, on the basis of \( \chi^2 \) value and percentage of teacher it can be interpreted that curriculum demands changes to make it upto date and add new contemporary concepts and issues of education.

64% of teacher educators disagreed with the statement, "Present curriculum fulfills society educational needs". According to them, present B.Ed. curriculum does not fulfill the
society's educational needs. But 36% of teacher educators agreed with this statement and perceive that the curriculum fulfils society educational needs. The value of $\chi^2 (23.92)$ is significant at both the level and agreed teacher educators are less than disagreed. Therefore, it can be interpreted that teacher educators accept that curriculum is unable to fulfill the today’s needs and demands of the society.

82% of teacher educators agreed with this statement that curriculum is overcrowded without providing rich and significant contents. But 18% of teacher educators disagreed with this statement. Moreover, $\chi^2$ value (26.96) is significantly different at both the level of significance. It leads to the interpretation that the teacher educators perceive that the present B.Ed. curriculum is overcrowded with irrelevant content.

70% of teacher educators perceive that the present syllabus has no scope to practice innovative methods of teaching. But 30% of teacher educators agree with this statement because they accept that B.Ed. students are trained in some types of teaching methods. Therefore, it is very clear from the $\chi^2$ value (11.28) which is significant at 0.05 level, that there exists a perceptual difference between the agreed and disagreed teacher educators. They can very well perceive and accept today’s needs and demands. Therefore, there is need to change in present curriculum regarding innovative methods of teaching.

Table 4.7.0 shows 82% of teacher educators believe that present B.Ed. curriculum is too theoretical. While 18% of teacher educators are disagreed on this statement and they accept that present B.Ed. Curriculum is not too theoretical. It can be observed with $\chi^2$ value (25.36) that the perception of teacher educators differs significantly at both levels of significance regarding the statement. So, mostly teachers perceive that curriculum has more theoretical portion in comparison to practical part.

Table 4.7.0 indicates that 72% of teacher educators agreed that B.Ed. curriculum is dominated too much by examination rather than skills needed for a good teacher. It may be due to fact that main emphasis is given only on examination not for skill development. But 18% of teacher educators do not agree with this statement i.e., they felt satisfaction with present
curriculum. The table value of chi-square (12.88) for this statement, shows that perception of teacher educators are significantly different at both the level. Agreed students are much more than disagreed. Thus, it can be interpreted that the present B.Ed. curriculum are more dominated by examination rather than skill development which is important for B.Ed. trainees.

78% of teacher educators agreed with this statement that number of practice teaching lessons in curriculum is less than required. Duration of teaching practice session must be increased. But whereas 22% of teacher educators disagreed with this statement, and they perceive that twenty lessons are sufficient for B.Ed. trainees in each method. The value of chisquare (19.28) indicates the perception of teacher educators is significantly differ at both the levels of significance i.e., teacher educators are in favour of increasing practice teaching lessons.

70% of teacher educators disagreed with the statement, "Teaching practice is interconnected with theory". They perceive that there is no link between theory and teaching practice. But 30% of teacher educators agreed with this statement and they believe that there is proper connection between theory and teaching practice. Moreover, $\chi^2$ value (9.04) for this statement is significant at 0.05 level. It indicates that teacher educators show significant perceptual difference between the agreed and disagreed teacher educators at 0.05 level and it can be interpreted that there is no interconnection between theory and teaching practice but it is not true at the 0.01 level of significance.

88% of teacher educators are agreed that number of micro teaching lessons in curriculum is less than required. But 12% of teacher educators are satisfied with five micro lesson plans. It can be observed with the table No. 4.7.0 the value of chisquare (32.08) is significant at both the level of significance. Therefore, it can be interpreted that mostly teachers are in favour of increasing micro lesson because they accept that five micro teaching lessons are less than required to develop teaching skills in students teachers.

62% of teacher educators disagreed on the statement, "There is an equal weightage to theory and practical". It may due to the effect there are seven theory papers of 100 marks each and practical exams of 300 marks and during teaching session, more hours are given to theory
content in comparison to practical. Therefore, no equal weightage is given to theory and practical. On otherside, 38% of teacher educators agreed with this statement. The table value of \( \chi^2 \) (10.00) shows that this value is significant at 0.05 level only. This value discloses the fact that the perception of teacher educators are varied significantly. Therefore, it can be said that teachers approve that there is no equal weightage given to theory and practical in B. Ed. curriculum.

56% of teacher educators are disagreed with the statement, "Present curriculum has less provision for training in audio-visual aids". They support that B.Ed. students get more opportunities to use audio-visual aids and how to handle them properly. 44% of teacher educators agreed with this statement i.e., they perceive that curriculum do not provide opportunities to students to use different modern audio-visual aids and also to train them. The table value of \( \chi^2 \) (8.72) shows the value is significant only at 0.05 level. Therefore, it can concluded that teacher educators are in favour of curriculum having the provision to train student teachers in audio-video aids.

52% of teacher educators disagreed on the statement, "Present curriculum is fit to develop teaching competencies among the student teachers". But 48% of teacher educators agreed with this statement. It is clear from table No. 4.7.0 that the perception of disagreed teacher educators are much more than agreed teacher educators and \( \chi^2 \) value (25.2) is different significantly at both the level of significance. Thus, it can be concluded that teacher educators perceive that B.Ed. curriculum is not properly fit to develop teaching competencies in student teachers.

60% of teacher educators disagreed with this statement that present curriculum does not help student teachers in personality development but 40% of teacher educators agreed with this statement. So, mostly teacher educators accept that B.Ed. curriculum helps students teachers in personality development. But \( \chi^2 \) value (2.32) does not show any significant difference between the perception of teachers educators. So, it can be interpreted on the basis of percentage that teachers seem to protect the curriculum in relation to quality of personality development.
86% of teacher educators are disagreed on the statement that number of micro teaching lessons in curriculum is sufficient. 14% of teacher educators are agreed with this statement and they are satisfied with number of micro teaching lessons in curriculum. Moreover, $\chi^2$ value (30.8) for this statement indicates that teacher educators show significant difference in their perception at both the level of significance. It can be explained that mostly teacher educators perceive that they are not satisfied with number of micro teaching lessons taught in the present B. Ed. Curriculum and number of micro teaching lessons should be increased to train student teachers in more teaching skills.

70% of teacher educators agreed with this statement that present curriculum has narrow scope to integrate computer technology. 30% of teacher educators disagreed with this statement. It can be observed from the table that $\chi^2$ value (22.8) shows that teacher educators differ significantly at both levels of significance. Because agreed teacher educators are more than disagreed teacher educators, it can be said that there is very limited scope to integrate computer technology in B.Ed. Curriculum. Therefore, curriculum should be wide and include computer technology integration in it.

72% of teacher educators are disagreed on the statement, "Present curriculum helps student teachers in communication development." They do not find sufficient content related to development of communication skills. But 28% of teacher educators agreed with this statement. Moreover, it is clear from table 4.7.0 that the perception of teacher educators significantly differ at both the levels of significance. Hence, it may be concluded that teacher educators express their consent for inclusion of content related to development of communication skills in student teachers.

Table 4.7.0 indicates that 70% of teacher educators have shown disagreement on the statement that present curriculum gives scope of training in action research. It may be due to the fact that action research is an optional sessional work which is not through studied by all student teachers and this paper is no theoretically included in curriculum, only studied in practicum. But 30% of teacher educators agreed with this statement. Value of $\chi^2$ (8.4) shows that disagreed and agreed teacher are significantly different at 0.05 level. Hence, it can be interpreted that present
curriculum has no scope to train all student teachers in action research. Which should be included in curriculum.

84% of teacher educators are disagreed with this statement, "Number of practice teaching lessons in curriculum is adequate." It may be due to the reason that they believe that only teaching 20 lessons can not prepare a competent teacher. There should be proper proportion in theory and practical. 16% of teacher educators are agreed with the statement. Chi-square value of 27.28 indicates that there is significant difference in the perception of teacher educators at both the level. This shows that the majority of teachers are not satisfied with number of practice teaching lessons included in the curriculum and it is not adequate to prepare competent and effective teachers.

Table 4.7.0 indicates that 48% of teacher educators agreed with the statement that present curriculum gives proper weightage to teaching practice. Probably they accept that during B.Ed. training, students learn how to teach, how to use audio-visual aids in teaching practice. But 52% of teacher educators are disagreed with this statement and they believe that the proper weightage to teaching practice is given in curriculum. Moreover, $\chi^2$ value (11.76) for this statement allows us to interpret that teacher educators show significant differences in their perception at both the level of significance. Therefore, it can be said that mostly teachers perceive that teaching practice in B.Ed. has no proper weightage. Teaching practice is important part and its weightage should be increased.

4.2.2 EVALUATION OF DIFFERENT PAPERS INCLUDED IN B.ED. CURRICULUM BY TEACHER EDUCATORS

Interview Schedule was constructed to evaluate B.Ed. syllabus specifically. Teacher educators were asked for paper wise addition, deletion and corrections, preferences for sessional work, suggestions for teaching practices and other suggestions for B.Ed. Syllabus. Analysis of Teacher Educators' responses was done adopting qualitative cum quantitative approach.
4.2.2.1 EVALUATION OF COMPULSORY PAPERS / COURSES

There are four core / compulsory papers in B.Ed. syllabus: Teacher in Emerging Indian Society (E-101), Development of Learner and Teaching Learning Process (E-102), Educational Technology and Management (E-103) and Development of Educational System in India (E-104). On each core paper teacher educators were asked for addition, deletion and correction in B.Ed. syllabus of C.C.S. University. Percentage wise Addition, Deletion and Corrections suggested in compulsory papers by Teacher Educators are shown in following table:

### TABLE 4.8.0: Percentage-Wise Addition, Deletion And Corrections In Compulsory Papers

<table>
<thead>
<tr>
<th>Name of Compulsory Papers</th>
<th>Additions</th>
<th>Deletions</th>
<th>Corrections / No Change</th>
</tr>
</thead>
</table>
| 1. Teacher in Emerging Indian Society | New Indian Philosophers (54% respondents)  
○ Constructivism (12%).  
Epistemology, meta physics and ethics (12%)  
○ Role of teachers in our present social conditions (6%).  
Latest development in educational field (6%). | ○ Pragmatism (40%)  
Philosophy of celebration of Indian Festivals (35%)  
○ Human Resource Development (20%)  
Roussoeu Philosophy (20%)  
○ Russel Philosophy (12%)  
Idealism (8%)  
○ Repeated topic like Gandhi Ji (8%)  
Indian thoughts and its contribution from 1st unit (8%) | ○ Ind and IIIrd unit should be merged. (12%)  
Unit II (e) describes humanism – Historical and scientific and Buddhists. Make it clear (8%)  
○ No need of any change (10%) |
| 2. Development of Learner and Teaching Learning Process | Psychological Tests (20%)  
○ Guidance and counseling (16%)  
Constructivist view of learning (12%)  
○ Piaget theory of intelligence (10%)  
Mental health (10%)  
○ Special education (8%) | Statistical portion (12%)  
○ Type theories of personality (8%)  
Exceptional Children (4%) | ○ Name of psychological tests should be mentioned (4%)  
● Intelligence theories should also include multiple intelligence theory (10%) |
<table>
<thead>
<tr>
<th>Adult Education like Sex education (8%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept of Inclusive education (8%)</td>
</tr>
<tr>
<td>Behavioural disorder (6%)</td>
</tr>
<tr>
<td>Constituants and approaches to personality</td>
</tr>
<tr>
<td>Applied Psychology (4%)</td>
</tr>
<tr>
<td>Emotional intelligence (4%)</td>
</tr>
<tr>
<td>Emotion, memory and forgetting (2%)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>实务知识 of programming (40%).</td>
</tr>
<tr>
<td>Applied Technology e.g.</td>
</tr>
<tr>
<td>New Application of Software and new</td>
</tr>
<tr>
<td>Innovation in Technology as virtual</td>
</tr>
<tr>
<td>university, open university, distance</td>
</tr>
<tr>
<td>learning (12%)</td>
</tr>
<tr>
<td>Phases and models of teaching (12%)</td>
</tr>
<tr>
<td>Computer related content (12%)</td>
</tr>
<tr>
<td>Relationship between teaching and</td>
</tr>
<tr>
<td>learning, operation of teaching (12%)</td>
</tr>
<tr>
<td>Action research (6%)</td>
</tr>
<tr>
<td>Role of effective communication in</td>
</tr>
<tr>
<td>teaching process (28%)</td>
</tr>
<tr>
<td>Current technological development (8%)</td>
</tr>
<tr>
<td>Practicum in the form of:</td>
</tr>
<tr>
<td>(15%)</td>
</tr>
<tr>
<td>- Educational CD's on</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>No need of any change (15%)</td>
</tr>
</tbody>
</table>

| Strategies of Teaching (40%)            |
| Norms and ethics (12%)                  |
| Evaluation of students, teachers,       |
| institution (24%)                       |

| Application aspects of hardware in      |
| teaching learning process               |
| Specifications in teaching methods and  |
| strategies                               |
| Keep programme instruction at only one  |
| place (12%)                             |
| No change in syllabus (25%)             |
Above table shows that 54% of teacher educators want to add some new thoughts of Indian Thinkers and Philosophers. 6% of teacher educators advised to add role of teachers in our present social conditions and latest development in educational field. 12% of teacher educators suggested to include constructivism, Epistemology, Metaphysics and Ethics. 40% of teacher educators asked to delete some topic like pragmatism. Whereas 8% of teacher educators suggested to remove idealism. 20% of teacher educators want to delete Western Philosopher like philosophy of Russel, negative education of Roussoeu because they thought Indian Philosophy is more valuable for the B.Ed. students. 35% of teacher educators want to delete Philosophy of celebration of Indian Festival and Human Resource Development. Probably they felt that every B.Ed. trainees know about Indian Festivals and their values so no needs of discuss in details these topics. 8% of teacher educators suggested to delete some repeated topic like Gandhi Ji and Indian thought and its contribution which is given in Ist unit and also mentioned in IIIrd unit in detail. It should include at one place only. 12% of teacher educators want IIrd and IIIrd unit
should be merged due to the fact that both units are of same nature and 8% of teacher educators want to corrections in Unit II(e). Actually IIInd unit (e) describes Humanism-historical, scientific and Buddhists. But 10% of teacher educators don’t want any change in the syllabus, probably they felt satisfaction with the syllabus.

Table 4.8.0 reveals that in the IIInd paper "Development of learners and teaching learning process" teachers gave various suggestions. 20% of teacher educators want to add some Psychological tests in detail because they feel that practical knowledge of the psychological tests is necessary for B.Ed. trainees for their usage in future. 16% of teacher educators give emphasis on guidance and counseling in this paper. 8% of teacher educators suggested to add a chapter on Adult Education specially sex education by which teachers can understand the problems and needs of adolescent age group students. 6% of teacher educators demanded content on behavioural disorder, inclusive education and special education. Whereas 12% of teacher educators believed that constructionist view of learning in this paper would be beneficial for student teachers. 4% of teacher educators also emphasized on addition of emotional intelligence. 10% of teacher educators suggested addition of mental hygiene and Piaget theory of intelligence in this paper. 4% of teacher educators want to add product moment correlation and graphical representation in the statistical part in this paper, whereas 12% of teacher educators are interested in deleting statistical portion because mostly B.Ed. students don’t have background of mathematical knowledge and directly they do not require statistical calculation. 4% of teacher educators advised to delete unit of Exceptional Children. Probably thy do not give importance to those special needs children. 8% of teacher educators suggested to delete type theories of personality and 4% of teacher educators want corrections in this unit like addition of constituents of personality and approaches to personality. Also they want specific name of personality tests in syllabus. 15% of teacher educators did not give any suggestion, probably they are satisfied with the syllabus.

Further table 4.8.0 shows that 40% teacher educators emphasized practical knowledge of hardware, software and programming mainly computer related content in the syllabus. 12% of teacher educators want to add information communication technology in this paper. 12% of teacher educators suggested to include Applied Technology e.g. new application of software and
new innovations in technology as virtual university, open university, distance learning. 12% of teacher educators advised for addition of phases, operations and models of teaching in the B.Ed. syllabus. 8% of teacher educators want to add current technological development in this paper whereas 6% of teacher educators advised add topic of action research. An important for a teacher as role of effective communication in teaching process should be included in syllabus suggested by 28% of teacher educators. 40% of teacher educators thing that "strategies of teaching" should be deleted from the syllabus because of duplication in methods paper. 12% teacher educator suggested to delete topic of norms and ethics from this paper. 24% of teacher educators believed that there is no importance of 5th Unit that is evaluation of students, teachers and institution therefore, it should be removed. 12% teacher educators want corrections in application aspects of hardware in teaching learning process. Actually application of hardware technologies is given to syllabus and many equipments' name are mentioned but application part is generally deal theoretically not practically. Therefore, it can be included in practicum separately and proper weightage can be given. Hardware technologies can be updated also. 25% of teacher educators like the syllabus of as it is. They don't want any change in the syllabus.

Table 4.8.0 indicates that 46% of teacher educators recommended for addition of current/recent changes in education and 20% of teacher educators want to add topic on New Educational Programme in Education. Actually this paper does not include contemporary issues in education, educational developments till 1992 are included only. Due to this fact, this is suggested by number of teachers. 12% of teacher educators suggested to add topic of National Knowledge Commission, National Curriculum Framework (2005) in detail. Also teacher educators 10% demanded National Curriculum Framework for Teacher Education, 2009. 20% of teacher educators advised to include different educational policies for SC, ST, OBC. 8% of teacher educators emphasized to teach role of UGC of Higher Education to B.Ed. students. But 26% of teacher educator said that educational development in pre-independence period should be deleted from the paper. According to them, history should be less and syllabus should be based on contemporary changes and requirement of education. 12% of teacher educators want to delimit lengthy topics like National Educational Policy 1986. Teachers emphasized the importance of Right to education and suggested to include in syllabus (12%). 12% teacher educators do not want change in syllabus.
4.2.2.2 EVALUATION OF PAPERS ON TEACHING METHOD

Responses on Interview Schedule regarding evaluation of papers on different Teaching Methods are described in following table:

Table 4.9.0 : Percentage wise addition, deletions and corrections in Teaching methods papers suggested by Teacher Educators

<table>
<thead>
<tr>
<th>Name of Teaching Method Papers</th>
<th>Additions</th>
<th>Deletions</th>
<th>Corrections / No Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Teaching of Hindi</td>
<td>Grammar based topic in the syllabus of Hindi (40%)</td>
<td>Composition and Translation method (12%)</td>
<td>Unit IV, V and VII should be merged (12%)</td>
</tr>
<tr>
<td></td>
<td>o Emphasis on teaching aids (12%).</td>
<td></td>
<td>o Lesson plans should be mentioned separately for prose, poetry, grammar, composition etc. (8%)</td>
</tr>
<tr>
<td></td>
<td>o Four skills of Hindi languages (12%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Emphasis on language lab and lab use (20%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Teaching of Hindi Lesson Plans only for prose and poetry (8%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i i. Teaching of English</td>
<td>Grammar based topic (12%)</td>
<td></td>
<td>No need of any change (30%)</td>
</tr>
<tr>
<td></td>
<td>o Topic on four fold skills of a language (12%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Add latest and practical approach of teaching English and emphasis should be on practical and constructive approach. (12%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Add historical background of language, literature, phonetics in Ist unit (20%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Latest teaching methods and approaches (15%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Practical simple conversation or viva should</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Practical Content</td>
<td>History of Maths from 1st unit</td>
<td>Notes</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------------------------------</td>
<td>-------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>iii. Teaching of Mathematics</td>
<td>Practical based content (40%)</td>
<td></td>
<td>No change in syllabus (20%)</td>
</tr>
<tr>
<td></td>
<td>o Mathematical lab work (12%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Content of maths (12%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o New innovative methods of teaching maths (15%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. Teaching of Physical Science</td>
<td>Innovative practices (20%)</td>
<td></td>
<td>Reorganization of unit VIII: Process and product outcomes should not be separately mentioned (12%)</td>
</tr>
<tr>
<td></td>
<td>o Application of Physical Science in daily life (12%)</td>
<td></td>
<td>No change in syllabus (12%)</td>
</tr>
<tr>
<td></td>
<td>o Project work in science (8%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Organization of science club (8%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Constructive Approach in Science (8%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Skill based content (18%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. Teaching of Biological Science</td>
<td>Practical knowledge (20%)</td>
<td></td>
<td>Merging of unit IXth lesson planning and lesson plan from unit Vth. (24%)</td>
</tr>
<tr>
<td></td>
<td>o Interesting teaching method in details (12%)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>o Workshop for improvised apparatus and teaching aids (8%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Lesson plans based on different methods of teaching (4%)</td>
<td></td>
<td>No suggestion (10%)</td>
</tr>
<tr>
<td></td>
<td>o Nature and history of biological science (25%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o CAI – because it is included in E-103 (12%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Models of instructions (12%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Percentage</td>
<td>Comments</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Organization of Bio club and science fair.</td>
<td>(12%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innovative practices in teaching</td>
<td>(8%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some important course content</td>
<td>(8%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social relationship in subject content</td>
<td>(30%)</td>
<td>No need of change (35%)</td>
<td></td>
</tr>
<tr>
<td>Indian constitutions</td>
<td>(28%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualities of social science teacher</td>
<td>(8%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching of Social Study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social relationship in subject content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indian constitutions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualities of social science teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching of commerce</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic based on commerce content</td>
<td>(15%)</td>
<td>No need of any change (25%)</td>
<td></td>
</tr>
<tr>
<td>New teaching methods</td>
<td>(12%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnostic test</td>
<td>(12%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constructivism in commerce teaching</td>
<td>(10%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Above table indicates that 40% Teacher Educators want to add some grammar based topic in the syllabus of Hindi and English. 12% of Teacher Educators gave emphasis on teaching aids. 8% of teacher educators want to add Hindi as regional and foreign languages and they want to add lesson planning separately in the syllabus for prose, poetry and grammar composition. 12% of Teacher Educators suggested to delete composition and translation methods from the syllabus. Whereas 12% of teacher educators give emphasis on use of languages lab in language and they also want to corrections in unit IV and V i.e. fgUnh Hkk"kk dk /ofu foKku] #i foKku o okD; foKkuA fgUnh f'k{k.k esa izFke pj.k] fofHkUu Lrjksa ij lajpukRed fof/k ds ykHk] mPpkj.k ,oa Lojkjksg] gLrys[k] orZuh ,oa la'ksk/ku ds f'k{k.k dh fof/k;kjA
20% of Teacher Educators want to add historical background of languages, literature, phonetics in English languages. Whereas 15% of Teacher Educators want to add latest methods and approach of teaching English and 12% of Teacher Educators suggested to add some grammar based topics and latest and practical approaches of teaching English in teaching of English paper. 18% of Teacher Educators said to add constructions / evaluation of a text book in this paper. Whereas 12% of Teacher Educators want to add topic on four fold skills of a language and constructive approach in teaching of English. 25% of Teacher Educators want to add practicum in the form of simple conversation or viva should be add in the B.Ed. syllabus. While 30% of Teacher Educators don’t want any change in this syllabus.

40% of Teacher Educators want to add practical based contents in the syllabus of mathematics, 15% of Teacher Educators want to add new innovative methods of teaching mathematics and 12% of Teacher Educators suggested to add mathematics lab work in the B.Ed. syllabus. Whereas 45% of Teacher Educators want to delete the first unit specially history of mathematics in the syllabus. While 20% of Teacher Educators don't want any change in the syllabus of mathematics

20% of Teacher Educators want to add innovative practices in syllabus of physical science whereas 12% of Teacher Educators want to add applications of physical science in daily life. 8% of Teacher Educators suggested to add project work in science, organization of science club, skills based content, constructive approach and self made audio-visual aids. Whereas 12% of Teacher Educators want to delete Ist unit like nature of science, effect of science in the syllabus and common topics like achievement test which are already given in another paper. 8% of Teacher Educators want to delete use of Piaget application in lesson plan and test assumptions in VIIIth unit. Whereas 12% of Teacher Educators want to re-organized of unit VIIIth and want to correction in unit Vth and unit IXth. They are also want to correction in VIIIth unit i.e. developing test for measuring specific outcomes in cognitive outcomes, affective outcomes and psychomotor outcomes. 12% of Teacher educators did not give any suggestions and said that no change is required in this course.
20% of Teacher Educators want to add practical knowledge in biological science syllabus. 12% of Teacher Educators suggested to add interesting teaching methods of teaching biology in details and organization of bio-club, science fair, seminar, self made teaching aids. 8% of Teacher Educators want to add innovative practices, multiplicity approach and work shop for improvised apparatus and teaching aids. Whereas 25% of Teacher Educators want to delete the first unit i.e. nature and history of biological science. They also want to delete the topic of CAI because it is already discussed in the IIIrd compulsory paper (E-103). 20% of Teacher Educators want to correction in practicum of microteaching lesson plan should be of same skills for every subject of teaching. 24% of teacher educators want merging of unit IXth and lesson plan from unit Vth. 10% of teacher educators don’t give any suggestion on this paper.

40% of Teacher Educators want to add detailed practical knowledge of the content in commerce and social studies papers. Mostly Teacher Educators want to delete same common or repetitive topic from the syllabus which are already discus is another paper. Mostly Teacher Educators 50% were satisfied with the syllabus. They don't want any change in these paper.

4.2.2.3 EVALUATION OF ELECTIVE / OPTIONAL PAPERS
In the B.Ed. curriculum of C.C.S. University there are eight optional papers from which B.Ed. trainees can opt any one. It was found during the data collection that generally four elective / optional papers are elected by teacher trainees: Educational and Mental Measurement, Educational Management and Administration, Career information and career guidance and Environmental Education. On these papers teacher educators gave the valuable suggestions as expressed in table No. 4.2.2.3.

**Table 4.10.0 Percentage Wise Additions, Deletions And Corrections In Optional Papers Suggested By Teacher Educators**

<table>
<thead>
<tr>
<th>Name of Elective / Optional Paper</th>
<th>Additions</th>
<th>Deletions</th>
<th>Corrections / No change</th>
</tr>
</thead>
</table>
| 1. Educational and Mental Measurement | Some practical work (15%)  
- Use of statistics in different types of research (12%)  
- Psychological test name should be properly | Theory of personality and intelligence (30%)  
Techniques of Administration of Exams (12%) | N.P.C. (40%)  
Don't want any change (10%)  
No suggestions (2%) |
| 1. Practical work in the form of administration of psychological test like personality, intelligence, and interest (12%)  
  | Anecdotal Records (8%)  
  | Continuous comprehensive evaluation (28%)  
  | mentioned (4%) |
| 2. Educational Management and Administration | Some project work on school based problems (50%).  
  | Maintenance of student attendance (8%)  
  | Preparation of school report (8%)  
  | Construction of school timetable (16%)  
  | Organisation of different programmes in schools (8%)  
  | Administrative structure of NCERT (45)  
  | IInd and IV unit should be merged and reorganized (12%)  
  | Part a and c of unit 1st should be merged (8%)  
  | No suggestion (4%) |
| 3. Career information in career guidance | Current knowledge about the content (15%)  
  | Practical knowledge (8%)  
  | Case study (8%)  
  | Occupational information services (4%)  
  | Organization of guidance and counseling services (16%)  
  | Cumulative Records (8%)  
  | Theory of counseling (4%)  
  | Repeated topics like Unit II (8%)  
  | IIIrd and IV unit should be merged (14%)  
  | V and VI unit can be merged and to be modified (12%)  
  | Comprehensive curriculum (8%)  
  | No need of any change (14%) |
| 4. Environmental Education | Environment based field work (12%)  
  | Project work (10%)  
  | Current affairs and current programmes related to environmental conservation  
  | Some general topic which are taught already in previous classes (12%)  
  | IInd and IV unit should be merged and reorganized (12%)  
  | V and VI unit can be merged and to be modified (12%)  
  | Comprehensive curriculum (8%)  
  | No need of any change (14%)  
  | No change required (20%)  
<p>| No suggestions (6%) |</p>
<table>
<thead>
<tr>
<th>(20%)</th>
<th>Disasters and disaster management (12%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present status of environmental education in school curriculum (14%)</td>
<td></td>
</tr>
<tr>
<td>Role of media for promoting environmental awareness (12%)</td>
<td></td>
</tr>
<tr>
<td>Organization of eco club (8%)</td>
<td></td>
</tr>
</tbody>
</table>

Above table reveals that 28% of teacher educators want to add continues comprehensive evaluation in the syllabus. 15% of teacher educators want to add practical work in measurement paper. 12% of teacher educators want to include new statistics use in different type of research and practical work in the form psychological test like personality, intelligence and interest. 12% of teacher educators also want to include criterion and norm referenced test and researches in the syllabus. Whereas 30% of teacher educators want to delete theory of personality and intelligence. 12% of teacher educators want to delete techniques of administration of exams. 2% of teacher educators don’t give any suggestion on this paper.

Mostly Teacher Educators (50%) want to add project work and practical work on school based problem in the syllabus of educational management and administration. 8% of teacher educators suggested to include the content about maintenance of students attendance, preparation of school report and construction of school time table. 8% of teacher educators want to add organization of different programme in schools in the syllabus. 4% of teacher educators also want to include administrative structure of NCERT in this paper. While 12% of Teacher Educators want IIInd and IV unit should be merged and reorganized. While 4% of teachers did not give any suggestion on this paper.

15% of teacher educators want to add current knowledge about the content should be add in career information and career guidance paper. 16% of teacher educators advised to organized guidance and counseling services in the paper. 8% of teacher educators want to add practical work like case study in this paper. 4% of teacher educators want to add occupational information
services in this paper. 12% of teacher educators were agreed that IVth and Vth unit should be mingled and to be modified. 8% of teacher educators want to delete some repeated topic like unit IIInd (meaning and types of careers and vocational information). Whereas 15% of teacher educators want IIIrd and IV unit should be merged. 14% of teacher educators don’t want any change in the syllabus.

Majority of teacher educators (50%) want to add environmental based field work and project work in environment education whereas 24% of teacher educators want to add current affairs and current programmes related to environmental conservation. 12% of teacher educators suggested to include disaster and disaster management and role of media for promoting environmental awareness in detail. 15% of teacher educators advised to include present status of environmental education in school curriculum. 8% of teacher educators were agreed to add organization of eco club and eco lab in the syllabus. 40% of teacher educators said to delete some lengthy and general topics like pollution, conservation, which are taught already in previous classes. Whereas 20% of teacher educators don’t want any change in the syllabus and 6% teacher did not give any suggestion on this paper.

4.11.0 : INCLUSION OF NEW COMPULSORY OR ELECTIVE / SPECIAL PAPER IN B.ED. CURRICULUM AS SUGGESTED BY TEACHER EDUCATORS.

Teacher educators were asked for inclusion of new compulsory or special paper in curriculum. They suggested some papers. Which are shown in following table

<table>
<thead>
<tr>
<th>Name of paper / courses to be included in curriculum</th>
<th>Percentage of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Compulsory papers</td>
<td></td>
</tr>
<tr>
<td>(i) Administration and Management</td>
<td>64%</td>
</tr>
<tr>
<td>(ii) Education and Mental Measurement</td>
<td>58%</td>
</tr>
<tr>
<td>(iii) Computer Education</td>
<td>56%</td>
</tr>
<tr>
<td>(iv) Action research</td>
<td>32%</td>
</tr>
<tr>
<td>(v) Personality Development</td>
<td>32%</td>
</tr>
</tbody>
</table>

Table 4.11.0 : New recommended papers in B.Ed. curriculum
II. Elective Papers

(i) Health Education  28%
(ii) Special Education  24%
(iii) Moral Education  20%
(iv) Yoga Education  16%

Above table presents the view of teacher educators regarding inclusion of new compulsory or elective course. They suggested five compulsory papers to be included in curriculum. These are: Administration and Management, Education and Mental Measurement, Computer Education, Action research and Personality Development. Also they advised four courses as new elective papers: Health Education, Special Education, Moral Education and Yoga Education. Probably, these courses are suggested due to fact because teachers understands emerging demands of present time and they want to prepare efficient teachers in this age of knowledge.

4.12.0 : EVALUATION OF SESSIONAL WORK
Teacher Educators were asked to give preference order for sessional work. They suggested –

Table 4.12.0 : Preference order given by Teacher Educator to sessional work

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of Sessional Work</th>
<th>Respondents percentage and Preference Order</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I (%) II (%) III (%) IV (%) V (%) VI (%) VII (%) VIII (%)</td>
</tr>
<tr>
<td>1.</td>
<td>Administration, scoring and interpretation of Psychological Tests.</td>
<td>40 12 20 - 4 4 16 4</td>
</tr>
<tr>
<td>2.</td>
<td>Operations of Audio Visual Equipments</td>
<td>32 24 28 12 - 4 - -</td>
</tr>
<tr>
<td>3.</td>
<td>Construction of Test Items and examination question paper.</td>
<td>20 52 12 - 12 - 4 -</td>
</tr>
<tr>
<td>4.</td>
<td>Case Study / Action Research</td>
<td>4 4 8 16 20 32 8 8</td>
</tr>
<tr>
<td>5.</td>
<td>Scouting and Guiding</td>
<td>- - 16 12 12 16 16 28</td>
</tr>
<tr>
<td>6.</td>
<td>Work with Community</td>
<td>- - 16 16 12 4 36 16</td>
</tr>
<tr>
<td>7.</td>
<td>Participating in Cultural Activities</td>
<td>4 4 20 28 20 8 12</td>
</tr>
<tr>
<td>8.</td>
<td>Physical exercise, Games and Sports File</td>
<td>- - 12 20 12 24 12 20</td>
</tr>
</tbody>
</table>
Above table reveals that mostly teacher educators gave 1st preference to construction of test items and question paper. This shows this sessional work is in much demanding. Whereas 40% of teacher educator gave second preference to "Administration, Scoring and Interpretation of Psychological Test" and 20% of teacher educators gave it IIIrd ranked. This types of response make it very important and most demanding sessional work. "Operation of Audio-Visual Equipments" got fist rank by 32% teacher educator but second rank by 24% teacher educators and IIIrd rank by 28% of teacher educators. Hence, this sessional work also in much demand. 16% of teacher educators gave ranked "Work with Community" as IIIrd and IV. 36% of teacher educators gave ranked it as seventh, 16% of teacher educators gave it eight rank. So it is clear from these responses that it also an important and demanding sessional work. 16% of teacher educators gave ranked "Case Study and Action Research" as IVth and 20% of teacher educators gave ranked as Vth and 32% of teacher educators ranked it as VIth. This means this work is also in demand by teacher educators. So, it can interpret that these five sessional work can be made compulsory for all B.Ed. students.

4.2.2.6 SUGGESTIONS REGARDING TEACHING PRACTICE IN PRESENT B.ED. CURRICULUM.

Teacher Educators gave following suggestions regarding teaching practice in present B.Ed. Curriculum:

- Number of Lesson Plans must be increased.
- Time duration of Lesson delivered must be increased (which are mostly given 15 to 20 minutes)
  - Duration of teaching practice should be increased (more than twenty days) and it should be sincerely done, properly supervised by the observer or supervisor or team of experts.
- There must be provision of teaching practice in the form of internship.
  - Teaching practice in 2 or 3 phases should be organized in different schools.
- It should be more realistic, students do it without feel as a formality.
- Some teachers suggested that ten micro and ten simulated teaching and thirty lessons in classroom teaching are to be required in one teaching method.
Performa of lesson planning for teaching practice should be sent by the university for all B.Ed. colleges approved by C.C.S. University to avoid variation and miscommunication amongst subject teachers and experts.

4.2.2.7 SUGGESTIONS REGARDING NEW B.ED. CURRICULUM TO BE PROPOSED

Suggestions of teacher educators regarding new B.Ed. curriculum as follows:

- Mostly teacher educators (90%) suggested that B.Ed. curriculum should be more practical rather than theoretical.
  70% teacher educators said that B.Ed. curriculum should be based on semester system.
- 55% of teacher educators want to add new affairs about education time to time, include practical knowledge based teaching activities.
  According to 56% Teacher Educators, emphasis should be given to ICT and knowledge of programming.
- There must be provision for Special programme for personality development of B.Ed. Trainees (38%).
  B.Ed. curriculum should be of two years (62%).
- Meditation camp and yoga camp should be essential for seven days.
  There should be provision of practical work in each compulsory paper (for better understanding of students)
- Curriculum should focus on developing constructivists teacher.
- Proper weightage should be given to theory and practicum.

4.3.0 B.ED. CURRICULUM REQUIREMENTS AS PERCEIVED BY SECONDARY SCHOOL PRINCIPALS

To find out curriculum requirements as perceived by secondary school principals of U.P. Board and C.B.S.E. Board, Interview schedule was constructed. Interview Schedule consists 6 items. Secondary Schools’ principals of U.P. Board and C.B.S.E. Board were asked for demands and skills expected from their school teachers and some valuable suggestions regarding B. Ed. Curriculum. Analysis of Secondary school principals responses was done qualitatively item wise:
Item No. 1 : What do you think for roles of school teacher?

**Responses of U.P. Board's Principals:**

Open ended responses on question no. 1 extended the roles of school teachers. According to principals of U.P. Board, school teachers should play following roles:

The largest number (3 out of 5) principals replied that school teachers should be:

- Expert in subject knowledge.
- Trained in computer aided instructions.
- Trained in Cultural activities.
- Skillful and co-operative.
- Knowledge that how content can be effectively delivered to the class.

Two principals said that:

- School teacher should be dynamic according to the present need of the global society.
- The teacher should be trained in life skills.
- Teacher should be emotionally balanced and knowledgeable.

Moreover, the school teacher should act as "social reformer" in the era of rapid social development in Indian scenario as one principal responded.

**Responses of C.B.S.E. Board's Principals**

On question no. 1, principals of C.B.S.E. Board, responded in such a manner that four principals' responses out of five were related to the subject knowledge, for example:

- School teachers must have subject command and good explanation power.
- True dedication towards their profession.
- Enough innovative to teach their subject.
- Have patience to attend every student of class including weakest one.

One principal responded that teacher should be work responsible, interact easily with their students.

Therefore, it can be interpreted that the principals expect from school teachers as master in their subject, skillful, co-operative, emotionally balanced, dynamic and innovative, trained in life skills, cultural activities and Computer Assisted Instruction.
Item No. 2: Which skills are required in teachers for successful dealing with present curriculum?

**Responses of U.P. Board's Principals:**

Principals of U.P. Board schools were asked to mention specific skills required for their school teachers for successful dealing with the present curriculum. Two principals out of five believed in following skills:

- *Computer competency.*
- *Using Audio Visual aids.*
- *Giving demonstration based presentation or instruction.*
- *Communication Skills.*

One principal said that school teacher must be trained in:

*Delivering lecture with good way of explanation with available teaching aids.*

Two principals said that:

- *Skills in the form of software and hardware technologies which are useful to maximize the learning outputs are essential for teachers.*

**Responses of C.B.S.E. Board's Principals:**

C.B.S.E. Board schools' principals were asked to mention specific skill essential for their school teachers for successful dealing with the present curriculum. The largest group (3 out of 5) replied that:

- *Teaching should plan previously whatever he/she is going to teach.*
- *Teach with easy method and with practical.*

Two out of five principals replied that:

- *Teachers must know modern way of teaching.*
- *Knowledge of computer and internet.*
- *Teacher should be very specific having reasoning power and convincing power (Communication skills)*
- *Teacher must aware about their surroundings (General awareness).*

It can be concluded that the most important skills for teachers are using different method and modern method of teaching, training in computer and using audio–visual aids. Teacher must equipped with communication and demonstration skills.
Item No. 3 : Whether you find difference in trained and non trained teachers ? What differences have you seen ?

Responses of U.P. Board's Principals :
Mostly Principals (4 out of 5 ) of U.P. Board told that B. Ed. teachers are more effective than non-B. Ed teachers. They mentioned following difference in them :

- Trained teachers teach the content in specific manner. So that students can understand easily.
- They are more skillful.
- B.Ed. teachers understand students' behavior pattern and deal in good way.

But one principal said :
- Non-B. Ed. Teachers may be more effective, because according to them teaching is an art and experience makes a teacher more effective and perfect.

Responses of C.B.S.E. Board's Principals
Principals (4 out of 5) of C.B.S.E. Board replied that B. Ed. teachers are more effective than non-B. Ed. teachers :
They are trained in many skills as-
- They know the various techniques of teaching.
- They know how to teach students according to Psychological status.
  - They are well versed how teaching aids are used for students in class.
- Trained teachers know the science of teaching.

But 20% of Principals i.e., one principal said that "it depends upon teacher because sometimes non-B. Ed. Teachers are more effective if they join this profession by interest. Nowadays no much difference is seen whatever the reason is."

Majority of principals of both secondary education board were in favour of trained teachers. According to them trained teachers are more skillful and having different techniques of method of teaching. They also know the science of teaching. But one CBSE board principal questioned against B.Ed. curriculum when he says that no much difference is found beteen teaching of B.Ed. and non B.Ed. teachers.
Item No. 4: What is the link between current B.Ed. Training programme experiences and school practices?

**Responses of U.P. Board's Principals:**

Principals of U.P. Board responded above the link between training programme experiences and school practices are as follows:

- *Training programme experiences helps in school practices. It’s the link between a theoretical and practical deeds.*
- *The trained school teachers are using their training practices but they are very few in number.*
- *Maximum trained teachers follow the general trends.*

**Responses of C.B.S.E. Board's Principals:**

Principals of C.B.S.E. Board viewed regarding the link between training programme experiences and school practices are as:

- *One principal said :*

  - *Training programmes are based on requirements of a particular job. After training of course people gain different experiences and use them in school teaching practices.*

- *Another principal remarked :*

  - *Training programme speak of very ideal situations while school practices reflect the reality of dealing with 40-60 students (from different backgrounds and different I.Q.) in 40-45 minutes within frame set by school. For these situations teaches should be prepared.*

- *One principal opined :*

  - *Today's school concentrates on multifaceted personality development, but all teachers are not prepared on these lines.*

- *Two principals believed*

  - *All experiences gained during training programme are useful in school practices.*

It can be concluded that some principals are satisfied with training programme experiences for school activities but few principals expect more from B.Ed. training as training to deal large class with diversities and training for multi faceted personality development.
Item No. 5: What topics/content should be included essentially in teacher training program according to present society needs?

Responses of U.P. Board's Principals:
Principals of U.P. Board suggested for the content which should be included essentially in teacher program according to the present society needs as mentioned below:
Mostly (4 out of 5) principals accepted that it needs some reform in syllabus. Some "new techniques and technology", are to be included. For example:

- Teaching in Smart classes.
- Teaching through Power Point Presentation.
  
  E-Learning should be included in teacher training program.

Two principals suggested following courses to be included in B.Ed. programme:

- Yoga Education
- Moral Education
- Value Education

Responses of C.B.S.E. Board's Principals:
Principals of C.B.S.E. Board schools suggested that some content should be included essentially in teacher program according to the present society needs. Mostly 4 out of 5 principals give following suggestions:

- Those candidates should go for B.Ed. who have real interest in teaching.
- Teaching of vocational syllabus, Education should be included.
  
  Mental health and hygiene and social adjustment is necessary for pupil teacher.
- Scientific thinking is to be included.
  
  Prepare a pupil teacher to face the problems in a real classroom of 40-60 students.
- During their teaching practice, they should involve in all school activities as assemblies, competitions and tests.

One of them said there is no need of any change in B. Ed. Curriculum.

Therefore, it can be said that B.Ed. curriculum should include new techniques and technology in the classroom, E-learning, Yoga Education, Moral Education, Vocational Education and Health
Education in B.Ed. attitude, interest and scientific thinking is important. Also their teaching involvement in school activity should be decided.

**Item No. 6 : What activities should be included in teacher training programme in present time?**

**Responses of U.P. Board's Principals:**

Principals of U.P. Board suggested that some more activities should be included essentially in teacher training program according to the present time. They replied in following manner:

- Social awareness programme should be included.
- Personality development programme should be started in B.Ed.
  NSS and NCC can made also be open for B.Ed. trainees.
- Seminar and workshop should be organized for pupil teachers
  Such type of activities should be conducted with the help of which they can be aware with international scenario.
- Meditation should be on the regular basis.

**Responses of C.B.S.E. Board's Principals**

C.B.S.E. Board principals suggests:

- Orientation programme should be organized for B. Ed. trainees to tell them to develop a view that this is a great job which requires hard work, dedication and patience.
- Art, craft and creativity based activities are given more important in schools.
  Teachers must be trained in organizations of all activities as debate, quiz, cultural programme and other co-curricular activities

One principal responded that activities which help in the “holistic growth of the students” should be included as:

- Computer based activities.
- Science based activities.
- Social services based activities.

Therefore, it can be interpreted that principals of both board are in favour of inclusion of computer based instructions, Personality Development Programme, Social Awareness
Programme, NCC, NSS different types of activities like, Yoga, medical camp, art and craft classes in B.Ed. According to them, more emphasis must be given to the practicals rather than theory. Also they advised to increase duration of teaching practice session in the form of internship.

4.4.0 B.ED. CURRICULUM REQUIREMENTS AS PERCEIVED BY SCHOOL TEACHERS

Interview schedule was constructed to judge their perception regarding B. Ed. Curriculum requirements. Interview schedule consists 8 questions and secondary school teachers of U.P. Board and C.B.S.E. Board were asked questions individually. Analysis of data is done item wise given as follows:-

Item No. 1 : Is the existing structure of B. Ed. programme competent enough to prepare the teachers of desired quality ? (Yes/No). Give reason also.

Responses of U.P. Board’s Teachers:
Most of the Secondary school teachers (60%) considered B.Ed. programme competent enough to prepare the teachers of desired quality. They gave following reasons regarding it–

- *It develops teaching attitude among the pupil teachers (61%)*
- *Development of different teaching skills among the pupil teachers is done through B.Ed. (59%)*
- *It gives training to use new teaching techniques in effective way (49%)*

While 40% of Secondary school teachers of U.P Board denied to consider B.Ed. programme competent to prepare teachers of desired quality. They gave following reasons for it:

- *Curriculum is not up to date. (40%)*
- *Application of Educational technology is not in use. (43%)*
- *More emphasis is given on theory. (36%)*
- *There is a lack of computer component in the course. (34%)*
- *Absence of recent child Psychological principles and theories. (38%)*
Responses of C.B.S.E. Board’s Teachers:
76% teacher gave answer in negative and suggested that it should be more practical based and its quality must be improved. Following reasons are given by them –

- No training is given for other languages as international languages. (70%)
- B. Ed. Curriculum is not empowering the candidates for technical skills required for teachers capacity building. (46%)
- B. Ed. Curriculum is so old. (72%)
- Traditional method of teaching is followed. (68%)
  - One year course is not sufficient to prepare an effective and competent teacher of desired teacher quality. (76%)
- Curriculum is more theoretical. (24%)
  - Practice teaching is not be implemented practically in ideal way. (22%)

24% of secondary school teachers responded positively to some extent but there is need to involve more practical training. Their suggestions are:

- Training of different types of teaching skills is given to the pupil teachers during B.Ed. programme. (20%)
  - It helps in understanding of psychology of students (12%)

Item No. 2 Do you agree that B.Ed. teachers are more effective than Non-B.Ed. teachers. (Yes / No). Give reasons also.

Responses of U.P. Board’s Teachers:
Mostly teachers (86%) of U.P. Board agreed that B. Ed. trained teachers are more efficient, they are effective. Teachers gave following reasons for it:

- They are trained. (78%)
- They have proper methods of teaching. (83%)
  - B. Ed. trained teachers are aware of different techniques and methodology required for teaching. (37%)
- B. Ed. trained teachers are trained to deliver the contents in various ways. (61%)
  - They also have knowledge to give remedial teaching to improve the students’ problems. (57%)
- Good knowledge of teaching aids. (71%)
B. Ed. trained teachers know the basis of teaching and they have learnt in order to prepare the students for their future life. (25%)

Only 14% of teachers said that non-B. Ed. teachers are more effective. They believed that some teachers have good teaching sense and teaching attitude without any training.

**Responses of C.B.S.E. Board’s Teachers:**

61% of CBSE Board secondary school teachers agree that B.Ed. teachers are more effective than non B.Ed. teachers. According to them:

- They know how to react their students in a proper way. (55%)
- They have different teaching skills. (58%)
- They have knowledge of audio-visual aids. (54%)

39% of C.B.S.E. Board Secondary School teachers don’t agree that B. Ed. teachers are more effective than Non-B. Ed. teachers. They opine that –

- Without teaching attitude, the B. Ed. Degree is useless. (38%)
- Many teachers who are experienced and not having B.Ed. degree are more effective than who having B. Ed. degree. (35%)
- Every teacher has unique way of teaching which can’t be learnt in any course. (39%)
- Many B.Ed. teachers have no knowledge to deal with students daily class problems. (30%)
- Some non-B.Ed. teachers use technological aids more effectively than B.Ed. teachers. (36%)
- B.Ed. teachers are not trained in taking smart classes while some non-B.Ed. teachers have this experience through some other training courses. (35%)

**Item No. 3 :** Is there a need to introduce some new reforms in the existing B.Ed. Curriculum? (Yes/No). Give suggestion also.

**Responses of U.P. Board’s Teachers:**

87% of U.P. Board Secondary School teachers are in favour of introducing new reforms in existing B.Ed. curriculum. They suggested following reforms to be done in B.Ed. curriculum:

- There is a need to introduce Moral Education. (82%)
There is a need to introduce new principles of Child Psychology. (62%)
- Introduce new innovative techniques of teaching. (85%)
  Introduce computer based education. (83%)
- Increase practical work in B. Ed. Programme. (68%)
- Introduce the field based activities and action research. (61%)

While 13% of U.P. Board school teachers were satisfied with this curriculum. They don't want any change or reform in the present curriculum.

Responses of C.B.S.E. Board’s Teachers:
93% of C.B.S.E. Board Secondary School teachers want to changes in existing B.Ed. curriculum. Every curriculum should be reformed time to time. There is a need to change the curriculum. They gave following suggestions:
- There should be added some latest teaching techniques. (84%)
- Introduce teaching attitude and personality development programme. (80%)
  A foreign language should be introduced. (78%)
- Emphasis should be given how to use Audio Visual aids effectively. (81%)
  Emphasis should be given on practical work instead of making trainees preparing files only. (74%)
- Advanced programme should be introduced to give training teachers to use computer and use of projectors in teaching. (85%)
  They should be given training in smart class teaching. (76%)
- Continuous comprehensive evaluation techniques should be include (59%).

Only 7% of CBSE Board teachers did not give suggestions regarding reforms in B.Ed. curriculum. Probably they opined that the present curriculum covers all theoretical aspect.

Item No. 4 : Which specific skills are required in present time teachers ?

Responses of U.P. Board’s Teachers:
U.P. Board school teachers suggested following skills required in present time teachers :
- Expert in subject and skill to make teaching more interesting. (79%)
- Good explanation. (84%)
Responses of C.B.S.E. Board’s Teachers:
According to CBSE Board school teachers teacher must be expert in following skills:

- Subject command. (89%)
- Good Black Board writing. (81%)
- Good communication skills. (84%)
- Effective way of explanation. (77%)
- Usages of new teaching aids. (71%)
- Trained in Computer Assisted Instruction. (81%)
- Leadership Skill. (67%)
- Oratory skill (35%)

Item No. 5 : What do you expect from new coming B. Ed. Trainees ?
Responses of U.P. Board’s Teachers:
The expectations of U.P. Board teachers from new coming B.Ed. trainees are as follows:

- Trained in organization of different academic activities. (68%)
- Having computer knowledge. (70%)
- Ability to organize seminar and debates. (65%)
- Fully dedicated towards teaching. (63%)
- More effortful for making students future bright. (61%)
- Good personality. (70%)
- Accountability towards their profession. (59%)
- Ability to solve the problems of their students. (57%)

Responses of C.B.S.E. Board’s Teachers:
The expectations of CBSE Board teachers from new coming B.Ed. trainees are:
Proper trained in different types of teaching skills. (92%)

- Expert in teaching learning process. (89%)
- Having the knowledge of child Psychology. (86%)
- Excited to introduced new innovative ideas. (93%)
  - They should have progressive attitude. (88%)
- Having more passion, energetic, enthusiastic. (91%)
  - Groomed personality. (81%)
- Good sense of humour. (73%)
  - More responsible. (56%)
- They should always ready to accept new environment and new challenges. (65%)
  - Eager to learn new techniques of teaching. (83%)

Item No. 6: Secondary Schools teachers were asked to give other suggestions regarding B.Ed. Training.

**Responses of U.P. Board’s Teachers:**

Secondary school teachers of U.P. Board gave following suggestions regarding B.Ed. training:

- Duration of teaching practice session should be increase. (89%)
- Pupil teachers should be given practical knowledge of teaching in actual classroom (internship) (80%)
  - Curriculum should be practical oriented. (78%)
- Curriculum should be regularly update or revised. (69%)

**Responses of C.B.S.E Board’s Teachers:**

Secondary school teachers of CBSE Board gave following suggestions regarding B.Ed. training:

- Teaching practice session should be increased. (91%)
- Proper weightage should be given to practical work. (82%)
- Introduce some innovative teaching methods. (85%)

In interview schedule, there are two items No. 7, 8 having three choices: most important, second important and least important on some training areas. Percentage of teachers on different choices are shown in two tables 4.13.0 and 4.14.0
Table No. 4.13.0: Percentage of teachers of different Teaching skills for training

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Teaching skills for training</th>
<th>U.P. Board Teachers</th>
<th>C.B.S.E. Board Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>MI</td>
<td>SI</td>
</tr>
<tr>
<td>1.</td>
<td>Training in Computer Assisted Instructions</td>
<td>64%</td>
<td>16%</td>
</tr>
<tr>
<td>2.</td>
<td>Training in Demonstration based instruction.</td>
<td>28%</td>
<td>48%</td>
</tr>
<tr>
<td>3.</td>
<td>Training in using Teaching aids – chart, model.</td>
<td>28%</td>
<td>38%</td>
</tr>
<tr>
<td>4.</td>
<td>Training in delivering lecture.</td>
<td>32%</td>
<td>44%</td>
</tr>
<tr>
<td>5.</td>
<td>Training in evaluating students performance.</td>
<td>12%</td>
<td>49%</td>
</tr>
</tbody>
</table>

Above table shows that that 64% teachers of U.P. Board and 42% teachers of CBSE Board remarked most important for training in Computer Assisted Instruction for better teaching. Whereas only 20% of secondary school teachers of both board give Computer Assisted Instruction as least important area. Therefore, it can be said that training in Computer Assisted Instruction should be the most important component of B.Ed curriculum.

Further tables reveals that 28% from U.P. Board and 40% from C.B.S.E. board teachers considered demonstration based instruction as most important. While 48% teachers from both boards considered it as second important. Thus, it can be interpreted C.B.S.E. Board teachers are in more favour of training in demonstration based instruction in comparison to U.P. Board teachers. But both are interested in it keeping as important part of B.Ed. training.

As table 4.13.0 depicts that 28% of U.P. Board teachers and 4% of C.B.S.E. Board teachers give more importance to train B.Ed. students in using teaching aid in their classes and Whereas 34% of U.P. Board teachers and 20% of C.B.S.E. board teachers give least importance to it. Therefore, it can be said that maximum teachers of both boards give importance to provide training in using audio-visual aids.
Table 4.13.0 shows that 32% of U.P. Board teachers and 24% of CBSE Board teachers considered delivering lecture as most important and Second importance is given to delivering lecture by 44% UP Board teachers and 40% of CBSE Board teachers. Therefore, it can be said that mostly teachers of secondary schools of both boards give not priority in comparison to computer assistant instructions, demonstration based instruction. Probably they opine that lecture can be automatically effectively delivered if teachers is well equipped with such trainings.

Moreover, it is clear from table 4.13.0 12% of U.P. Board teachers and 32% of CBSE Board teachers says that most important training are is to evaluate students performance. While 48% of U.P. Board teachers and 44% of CBSE Board teachers keep this training area as least important. This type of data leads to interpret that teachers consider this area as least important area in comparison to other for training area. Probably teachers think that a teacher who is properly trained for modern teaching learning situations, can evaluate students' performance and do not want separate training programme for it. Therefore, it can be concluded that generally teachers from both education board (CBSE and UP) emphasize training in computer assisted instruction, demonstration based instruction and lecture delivering.

**Table No. 4.14.0 : Percentage of Teachers on Training in Different Activities**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Training areas</th>
<th>U.P. Board Teachers</th>
<th>C.B.S.E. Board Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Training in Academic activities – seminar debates, symposium</td>
<td>92% 8% --</td>
<td>100% 64% 36%</td>
</tr>
<tr>
<td>2.</td>
<td>Training in Art and Music activities.</td>
<td>4% 40% 56%</td>
<td>--</td>
</tr>
<tr>
<td>3.</td>
<td>Training in Field activities.</td>
<td>12% 56% 32%</td>
<td>8% 32% 60%</td>
</tr>
<tr>
<td>4.</td>
<td>Training in Yoga/Meditation.</td>
<td>24% 44% 32%</td>
<td>20% 36% 44%</td>
</tr>
<tr>
<td>5.</td>
<td>Training in Cultural activities.</td>
<td>20% 40% 40%</td>
<td>3% 52% 44%</td>
</tr>
</tbody>
</table>

Above table shows that majority of teachers of U.P. Board and CBSE Board give most importance to training in academic activities like seminar, debates, quiz, symposium. According to them, these types of activities are most important for the academic growth of the students. It makes the students more skillful, confident and knowledgeable, able to make the students to face the challenges of present need. While only 8% of U.P. Board teachers give second importance to
it. Therefore, it can be said that all teachers consider training in seminar, debate and symposium as most important area for teacher training.

40% of U.P. Board teachers and 64% of CBSE Board teachers give second importance to training in Art and Music activities. 56% teachers from U.P. Board and 36% teachers from CBSE Board give least importance. Probably they accept that these activities are the part of co-curricular activities so that to some extent, their knowledge is also necessary for the teachers but not at priority.

Only 12% of UP Board teachers and 8% CBSE Board teachers give more importance to training in field activities like sports whereas 56% of U.P. Board and 32% of CBSE Board teachers give second importance to training in field activities. According to them training in field activities is important for B.Ed. trainees. But 32% of UP Board teachers and 60% of CBSE board teachers considered it as least important. Therefore, it can be said that majority of CBSE board teachers were not in favour of training in field based activities. Probably they believe that when situations come, teacher face them automatically.

Table 4.14.0 shows that 24% of teachers of UP Board and 20% of CBSE Board teachers give importance to training in yoga and meditation. According to them, yoga makes body physically fit and meditation makes overcome the stress. It also increase the body resistance power. So training in these activities are more important for the B.Ed. trainees. Whereas only 32% of UP Board teachers and 44% of CBSE Board teachers give least importance training in yoga and meditation. Thus, it can be interpreted that mostly teachers are in favour of Yoga and meditation training.

Table 4.14.0 unveils that 20% of UP Board teachers and 4% of CBSE Board teachers give more important for training in cultural activities and 14% of U.P. Board and 52% of CBSE Board teachers keep it as second important so they considered these activities as the part of the B.Ed. curriculum and teachers must be trained in cultural activities. While 40% of UP Board teachers and 44% of CBSE board teachers give least importance to training in cultural activities.
According to them, cultural activities are not so important. Therefore, it can be concluded that majority of teachers of both board are in favour of training in cultural activities.

At least, it can be concluded that teachers consider training in academic activities as most important. It may be due to the fact that these activities became routine and compulsory activities for all round development of students. Moreover, these activities enhance students' self concept, communication ability, analytical and synthetical abilities. Therefore, training in academic activities should be given to trainees compulsorily. However, they give importance to training in yoga and cultural activities but not too important in training in Art, music and field activities for including in the B.Ed. curriculum.

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