Introduction:

The whole purpose of education in a country is to develop and enhance the potential of human resource and progressively transform it into a knowledge society. Every nation wants to produce students who ultimately become the knowledge workers in their own economy. In the 21st century the need for competitiveness in the field of higher and teacher education knows no bounds.

A cursory look at the number of researches more and more studies are being conducted in the area of teacher education. National Education policy (1986) has opened new avenues of research in the field of teacher education programme. The observed trend of researches in teacher education has made it quite clear that researchers viewed teacher education from a narrow angle. They studied teacher education in relation to isolated aspects of the total process. They hardly went in for relating policies and practices of teacher education. A large number of commissions and committees on education enumerated goals for teacher education in different sets of circumstances. But researchers rarely went in for finding out how far these goals have been realized. Now that the National Education Policy (1986) has laid special emphasis on education of teachers and detailed out the role of teacher in guiding students, building their character, promoting innovation etc, it has become obligatory on the part of researchers to provide empirical evidence of how far existing teacher education is helpful in promoting such ideals.
The trend research work done in the area of curriculum context reveals that this has been one of the most neglected areas in teacher education. The work that has been done is haphazard and ill-conceived, unconnected with the real problems of teacher education. There is also a dire need to critically review the secondary teacher education system. The one-year secondary B.Ed model seems to have outlived its relevance. With the proliferation of B.ED College, particularly with privatization and commercialization, B.ED programmes which keep struggling to make this programme meaning to overcome the structural constraints that the short duration of the programme poses. The major problem that has been troubling the educationists is the weightage to be fixed for different theory and practical aspects of courses at B.ED level. Educationist have chalked out a programme in the form of ‘Curriculum Framework’ and fixed a particular system of weightage for the different aspects, but all this they did not on the basis of their thinking and experience. In the absence of empirical research data, such a frame work may not provide for a particular aspect of the teacher education course that will help student-teacher to acquire a certain degree of competence to deal with pupils of different ages and abilities. Many problems of this nature need to be addressed to make the curriculum relevance-based. The present study is conducted with a view to compare the curriculum framework followed by the B. Ed colleges of west Bengal and Assam.
Rationale of the study:

Curriculum is the core component of teacher education programme. The development of an appropriate curriculum is indispensable for improving the quality of teacher that affects the education system in long run. Teacher education curriculum is a professional investment made to cater to the needs of the society and the individual teacher. Suitable curriculum experience would make the prospective teacher worthwhile professional in the society. It is said that no system of education is better than its teachers, because the quality of education depends upon the teachers who serves it. The teachers form an indispensable part of any system of education. If the teachers are to fulfill their obligations as potential nation builders, they must be properly educated professionally. One of the most vital issues in the field of teacher education is the role of the curriculum of the teacher education programme. The qualities required of the teachers can be achieved to a large extent by designing suitable curriculum. The degree of effectiveness of the curriculum of teacher education depends upon the extent to which the needs and value of our society are met. Our needs do not cover the present needs only. In a developing country like ours, the future needs also be visualized and met in light of the social conditions of the time.

Under the pressure of the changing conditions of our society, the necessity of a comprehensive teacher education curriculum has been keenly felt. The government of India constituted the National Council for Teacher Education (NCTE) to advise the government on matters relating
to teacher education. Accordingly the NCTE develop the ‘Teacher Education Curriculum- A Framework’ in 1978 for different is a general consensus that the NCTE curriculum attempts to bring out the teacher education from its age-old shackles, putting it on a more progressive path. They have also stated that the all India seminar on teacher education held at Jammu in March 1981, reiterated the need for this change when it recommended that there is an urgent need to implement the National Policy on Teacher Education as framed by the NCTE and the recommendations made by the National Committee for Curriculum Development in Education 1990(UGC cell). Again, after the establishment of NCTE in 1993 as a statutory body it has developed a Curriculum Framework for quality teacher education in 1988. Now the question is –to what extent this curriculum is followed by the department of education In the Universities in India. Mere change in the curriculum and syllabus for the sake of modernization and their revision to make it up-to –date is not enough to achieve the desired goal of teacher education in the country. With it, development of the necessary infrastructure at each University Education Department or its (affiliated) teacher education institutes for an effective implementation of the curriculum is of equal importance. Otherwise, all the curriculum reform attempts will go in vain, and result into a futile exercise of the experts. Periodical revision and reform of curriculum and syllabus must be carried out to make it fit for the emerging needs of the country, for the goals of the teacher education and for the contemporary professional world.
Therefore, a thorough inquiry about the practice of the teacher education curriculum development by NCTE in 1996 and finalized it in 1998 the teacher education institutes/ departments of the country is necessary. The present study will be conducted with a view to answering certain question relating to the practice of the above mentioned curriculum in the Universities of West Bengal and Assam. The growth of secondary education in pre-independence period was very limited. In the post independence period, the growth has been noticed satisfactorily. The state government followed a progressive policy for the development of education always shifting emphasis from quantitative to qualitative improvement. The implementation of different schemes under the five year plans contributed greatly to the promotion and development of education at various stages in the India. In the recent past, there has been a rapid increase in number of training institutions. But, the inadequate supply of trained teachers is still a problem engaging the attention of the academicians and of the authorities of the states.

A qualitative teaching-learning situation is expected to promote the social environmental as well as to meet the national goal. The effective and qualitative aspect of teaching learning depends upon the component teachers. In this connection, the role of secondary teacher education colleges is quite significant.

Now, it feels essential overhaul the activities of secondary teacher education programme in India. Evaluation is to be viewed as a process, which is meant for improvement. Unless they are prevails an efficient and
effective evaluation system, it will not be justifiable to make suggestions for improvement. But, it is a matter of regret that very little study has been made on teacher education programmes in India. In secondary teacher education level, this perhaps the first attempt for evaluating the curriculum for secondary teacher education.

While noting the facts outlined above, it is felt necessary to undertake a study upon the secondary teacher education programme in Assam and West Bengal. It will be matter of great pragmatic value if this study can provide a little help in the improvement of the programme and also to find out the answer of the following research questions.

**Research questions:**

- What tape of curriculum is being practiced in the secondary teacher education institutes in each of the states in West Bengal and Assam?
- What is the procedure and mechanism followed for preparing the B.Ed curriculum in each state of the West Bengal and Assam?
- Is the curriculum flexible?
- Is there any scope in the curriculum for diversity and heterogeneity?
- What is the duration of the B.ED programme?
- Does the curriculum provide the scope transmit cultural heritage?
- Is there any provision for the renewal of curriculum?
- What are the programmes run in each of the state?
- Do the teacher education curricula have the provision of feed back?
- Is there any uniqueness to be reflected in the curriculum designed for secondary teacher education in west Bengal and Assam.
Objectives of the study:

0.1 To examine the curriculum prescribed and practiced for Bachelor of education in the secondary teacher education institutions (STEI) under the universities of Assam and West Bengal.

0.2 To study how far the courses of studies are in consonance with the prescribed curriculum of the NCTE.

0.3 To ascertain the status of implementation of the curriculum and instructional materials in the secondary teacher education institutes of Assam and West Bengal with regard to the following aspects.
   a) Physical facilities
   b) Academic calendar and time table
   c) Teacher’s qualifications and professional training, teaching experience and class load etc.

0.4 To study the evaluation procedure followed in the institutions and by the teachers for measuring the achievements of the student-teacher.

0.5 To study problems faced by the institutions and the teacher educators in implementing the curriculum as recommended by the NCTE.

De-limitations of the study:

It is neither humanly possible nor it is desirable for any research to study a set of phenomenon at all level and from every possible angles. There are number of constraints which delimit the researcher’s work from various angles such as- time, energy, power, man-power, finance etc. which compel the researcher to limit his/her work within a certain boundary. The present research is not an exception and it has been delimited in the following aspects:
The present study has been limited to the different B.Ed colleges / education departments of the universities in W.B. and Assam

The study has been limited to 16 Teacher Education Colleges of the W.B. and Assam.

**Methodology of the study:**

The study is primarily intended to make a comprehensive analysis of the B. Ed curriculum in West Bengal and Assam. The curricula that are being analysed in the present study have already been in use by the Gauhati University, Dibrugarh University, Assam University in Assam and Vidyasagar University, Calcutta University, Rabindra Bharati University, Kalyani University, Burdwan University, North Bengal University in West Bengal. It has therefore been thought fit to take up a preliminary documentary analysis. The basic documents that have been explored are –

a) Teacher Education Curriculum. A Framework (1978)

b) National Curriculum for Teacher Education. A Framework (1988)

c) UGC Curriculum Committee Recommendations.

d) Syllabus of the Universities in W.B.

e) Syllabus of the Universities in Assam.

On going through the curricula outline developed by these Universities it is found that each of the University Departments of Education has clearly specified the content for each area and course along with the distribution of time for different subjects. Thus, having explored the approved courses of the above mentioned Universities and the recommended courses as going by the NCTE, an attempt has been
made to carry out a comparative analysis of the course outlined by preparing a flow chart and analysis sheet. The analysis has been done mainly in qualitative and quantitative fashion.

In order to analyse the courses it would be necessary to specify the criteria on the basis of which one could evaluate its suitability. Therefore, an attempt has been made to derive a set of criteria from the Teacher Education Curriculum – A Framework developed by NCTE in 1978 and 1988, and also the Recommendations of the UGC curriculum Committee for Teacher Education. The curriculum framework of NCTE (1978), for the B. Ed level, particularly for the secondary school teachers contains the following features.

Objectives of Teacher education for the secondary stage are in line with new ten year curriculum. It has given clear direction to the B. Ed programme by providing nine specific objectives followed by the structure of the teacher education for the secondary stage. The detailed course structure has been provided for achieving the objectives of the programme. It has also improved the course outline so that the trained teacher may effectively teach the new curriculum of the ten-year school. The methods and techniques for organizing the theory course as well as organization of content-cum-methodology and Practice Teaching including related practical work and working with the community have been clearly spelt out by the NCTE curriculum framework. It has also suggested the possible procedure and techniques of evaluation. The process of Internal Evaluation, Evaluation of pedagogical theory working with the Community, Evaluation of Practice Teaching, Practical work,
Tutorial System and introduction of Grade system in evaluation have been suggested in the curriculum of NCTE (1978).

**Table - 6**

**Methodological description of the study**

<table>
<thead>
<tr>
<th>Objectives of the study</th>
<th>Description of tools / techniques</th>
<th>Nature of data</th>
</tr>
</thead>
<tbody>
<tr>
<td>To examine whether the curriculum prescribed and practiced for B. Ed in the secondary Teacher Education Institutions in the Universities of Assam &amp; W.B.</td>
<td>College information, official records, website books, journals.</td>
<td>Qualitative &amp; Quantitative</td>
</tr>
<tr>
<td>To study how for the course of the syllabus are in consonance with the prescribed content of the NCTE.</td>
<td>Website, books, journals.</td>
<td>Qualitative</td>
</tr>
<tr>
<td>To ascertain the status of implementation of the curriculum and instructional materials in the Secondary Teacher Education Institutes of Assam and West Bengal with regard to the physical facilities academic calendar and time table, teachers’ qualifications, professional training, teacher experience and class load etc.</td>
<td>College information, Teachers’ information, Interview schedule, website, books, journals.</td>
<td>Qualitative</td>
</tr>
<tr>
<td>To study the assessment procedure followed in the institutions and by the teachers for measuring the achievements of the student teacher.</td>
<td>College information, Teachers’ information, Interview schedule.</td>
<td>Quantitative</td>
</tr>
<tr>
<td>To study the problems faced by the institutions and the teacher educators in implementing the curriculum as recommended by the NCTE.</td>
<td>College information, Problem check list, website, books, journals</td>
<td>Quantitative &amp; Qualitative</td>
</tr>
</tbody>
</table>
Survey:

The present study conducted by the investigator is the comparative analysis of secondary teacher education curriculum in W.B. and Assam. The present study is a survey study aimed for collecting detailed descriptions of existing phenomena with an intention of employing data to justify the current conditions and practices. This study is responsible for determining the overall effectiveness of the secondary teacher education curriculum and would make suggestions for improvement if it is necessary. This is a comprehensive survey study with an aim to look into the process and progress of secondary teacher education programme related to NCTE prescribed curricula and curricula prescribed by Universities of W.B. and Assam. Regarding its constituents namely physical facilities, curriculum prevailed, time table, source of teaching, problem related to the achievement of qualitative improvement, evaluation procedure etc. Further, the significance of the investigation lies in the fact that more than 224 studies have been conducted on teacher education in India, out of which more than 50 studies have been conducted on secondary teacher education in the country but hardly any study has been carried out on the secondary teacher education in West Bengal and Assam. Not even a single study has been carried out on secondary teacher education curriculum in West Bengal and Assam.

In order to study the secondary teacher education curriculum in W.B. & Assam, the investigator used to collect the exact lists of the population. At the time of investigation, the investigator personally
collected the data and used for collection of the random sample. 13% colleges from West Bengal and 16% colleges from Assam were taken in the sample.

**Construction of tools:**

In any research the investigator requires many data-gathering tools or techniques. Each tool is appropriate for the collection of certain type of evidence or information. In case, non-availability or readymade tools, the investigator has to prepare tools which will be suited her purpose.

For studying the STEC in Assam & W.B., the investigator made use of the following tools and techniques:

A. College Information Schedule blank.

B. Questionnaire for Teachers for the Secondary Teacher Education Colleges. The expert opinion will also be collected through interview schedule.

C. Problems for the teachers will be developed by the investigator.

**College Information Schedule :**

In teacher education programme the NCTE has prescribed norms which must be followed in the Teachers’ Training Colleges, So general information of various colleges are very important. General information from 8 colleges of W.B. and 8 colleges of Assam are collected by the researcher from the Teachers Training College. The authorities were requested to provide information’s relating to the following components of the blank.
(1) Establishment.
(2) Year of NCTE recognition and University affiliation.
(3) Management.
(4) Type of institution.
(5) Strength of trainees.
(6) Name of the course and duration.
(7) Working day.
(8) Category wise student strength (2010 – 2011)
(9) Percentage of trainees since last 3 years
(10) Qualification and relaxation for admission in the course.
(11) Selecting trainees
(12) Admission Procedure
(13) Qualification of the trainees (2010 – 2011)
(14) Residential status of the trainees (2010 – 2011)
(15) Teaching staff
(16) Non- teaching staffs
(17) Method wise faculty position
(18) Teaching method
(19) Practice teaching
(20) Supervision of Practice Teaching
(21) Extra curriculum / co-curricular activities
(22) Evaluation system
(23) Infra structure
(24) Library
(25) Teaching Aids
(26) Science laboratories and special subjects’ room.
Questionnaires for teacher educators:

In teacher education programme the role of the teacher is more important. The teachers in the teachers’ training institute have a special role to play because he or she evolves the strategy for the transaction procedure of teaching and learning. Successful teaching depends upon the effectiveness of the teacher. That is why the NCTE has prescribed some norms to be followed in the Teachers’ Training Colleges by the teachers. Such as their academic qualification, professional qualification, experience, teaching load, teaching methods, evaluation etc.

In the present study investigator prepare a questionnaire keeping in view that it collects the reliable and useful information. The questionnaire for the teacher educators of STE colleges contains the following information in its components.

1. Sex.
2. Teaching experience.
3. Qualification.
4. Teaching hour.
5. Curriculum development.
6. Practice teaching.
7. Teaching method.
8. Teaching learning procedure.
10. Evaluation Technique etc.
Problem check list:

This is another tool used for the present study is the problem check list. It is a type of questioner sub-divided into six problems. The respondents had to response by checking (√) tick mark against each statement, in any one of three alternatives namely always, sometimes and not at all.

The checklist was administered to 103 secondary teacher educators in West Bengal and Assam. The problem checklist contains the following six problems.

1. Problems related to physical facilities.
2. Problems related to time table.
3. Problems related to syllabus.
4. Problems related to source of teaching
5. Problems related to the Achievement of qualitative improvement and

Each of the above problems contains five items. The respondents were ask to give their opinion against each item and assured them to keep their individual choices strictly confidential.

Sample of the study:

A sample is a representative of the entire population as possible and ideally it must provide the whole of the information about the population from which the sample has been drawn. The population is properly defined so that there is no ambiguity as to whether a given unit
belongs to the population. If a population is not properly defined, an investigator does not know what units to consider when selecting the sample. In order to select a sample from a given population it also necessary to have a complete, accurate and up-to-date list of all the units in the population, such a list known as sampling frame. Hence, the representative units which formed the sample of a particular study and inference can be made for the whole population. So, the investigator needs to prepare a plan for framing the sample.

    A stratified random sampling technique was adopted to deduce the human sample for the study which was considering the following strata i. e. State; University to which Secondary Teachers’ Education colleges are affiliated; General information of Teacher educators, their experience, subject background and Proformas from NCTE and University. So far non-human sample (curricula) is concerned an absolute sampling technique is to be adopted incorporating NCTE prescribed curricula and Curricula prescribed by universities.

    There are 63 secondary teacher education colleges in W.B. & 50 secondary teacher education colleges in Assam under various Universities in both the states. Eight colleges and of their teacher educators from West Bengal and eight colleges and of their teacher educators from Assam constitute the sample of the study.

    The colleges in West Bengal are –

    1. Vidyasagar Teachers’ Training College, Vidyasagar University.
    2. David Hare Training College, Calcutta University.
3. B. Ed department Uluberia College, Calcutta University
5. Shimurali Sachinanda colleges of Education, Kalyani University.
6. B. Ed department, Kalyani University.
7. B. Ed department, Rabindra Bharati University.
8. Govt. Teachers’ Training College, North Bengal University.

The colleges in Assam are –

1. Dr. Sashibhusan College of Education, Assam University.
2. Dr. Shyamaprasad College of Education, Assam University.
3. Vivekananda College of Education, Assam University.
4. Diphu College of Education, Assam University.
5. Kokrajhar B. Ed College, Gouhati University
8. Chayduar Shikshan Mahavidyalaya, Dibrugarh University.

Thus, the sample constitutes Secondary Teacher Education Curriculum followed by nine Universities in West Bengal and Assam and 16 Secondary Teacher Education Colleges from both the state and also 103 teacher educators from those sampled colleges.

Population for the present study incorporates.

1. Curricula for B. Ed as prescribed by NCTE.
2. Curricula for B. Ed as prescribed by the Universities in the states of Assam and West Bengal.
3. Human components associated with Secondary Teacher Education colleges viz.
   
   (a) Teacher educators.
   
   (b) Persons involved in implementation of Secondary Teacher Education Programmes.
   
   (c) Proformas of NCTE, associated with monitoring Secondary Teacher Education Programmes.

**Data Collection:**

After having the completion of selected sample and preparation of data gathering tools, the next step is to proceed for collecting data. Both qualitative and quantitative data were collected by the investigator. As stated earlier the sample for the study included 16 Secondary Teacher Education Institutions in Assam and W.B. The investigator had to visit personally to all the 16 colleges. The investigator managed to meet the principals of the respective colleges and conducted an interview for filling up the information blank during the visit. The teachers’ information and problem checklist were also distributed to teacher educators of the colleges as the investigator visited and asked to submit the fill in forms next week. The investigator made possible to collect teachers’ information and problem checklist from 55 teachers from West Bengal and 48 teachers from Assam.
**Major findings and conclusions:**

i) Few B.Ed Colleges have developed their courses by mentioning the objectives of each of the courses which are followed by the contents for achieving those objectives while other colleges did not state the objectives of any of the prescribed courses and had not provided any scope to relate its course with the community.

ii) Few B.Ed. Colleges have introduced the additional specializations keeping in view the NCTE curriculum. Although the other colleges have provided scope for working with the community.

iii) The colleges of Assam syllabi have given weightage to the content in developing the method subject by providing clear cut units on content in each school subject along with the teaching methods, the colleges of West Bengal have not provided any content in the method subjects.

iv) The number of elective subject is two in few B.Ed. Colleges which is in consonance with the NCTE norms. But, all the rest B.Ed Colleges in West Bengal and Assam offered only one elective / Additional Subject.

v) The Practical sessional work syllabus of the B.Ed Colleges in Assam is very systemic. This type of clear prescription helped the teacher as well as the student to implement and practice.

vi) The few B.Ed Colleges have adopted the Grade System in their evaluation scheme in Practice Teaching and practical work which
is in consonance with the NCTE recommendation. However, the other colleges of West Bengal and Assam followed the pattern of marking system in all the course.

vii) The courses of most of the B.Ed Colleges in West Bengal and Assam is consonance with the NCTE course. The only modification required in few colleges of Assam is with regard to practical work and more specification with respect to working with the community.

viii) All the B.Ed Colleges do not give importance to the internship in teaching including field assignment.

ix) The semester system does not introduce for effective participation and practice of the content in most of the B.Ed. colleges.

x) At present, the duration of course is one year in all the B.Ed. Colleges but, the UGC curriculum committee has recommended two years duration for B.Ed Programme.

xi) The existing course in all the colleges is mainly for the in-service teacher, although pre-service students are participating in the programme.

xii) All the colleges of Assam and West Bengal are recognized by NCTE and also University affiliation.

xiii) Maximum colleges are having hundred seats recognized by the NCTE and of the respective Universities. Only few colleges are above hundred seats.
xiv) Total number of working days, working days for practice teaching, for other activities and working hours are properly maintained by each of the institution in accordance with the NCTE norms in both the state West Bengal and Assam.

xv) The general candidates are admitted to the B.Ed course with at least fifty percent marks in accordance with the NCTE norms in both the state.

xvi) Highly qualified candidates are admitted to the B.Ed course in both the state which is in accordance with the NCTE norms. It reveals the trends that candidate with higher qualification are also interested for B.Ed course.

xvii) Out of the sanctioned post of the 76 teacher educator, 55 teacher educator is employed in W.B. where as in Assam the Vacant post is 24. No colleges have the minimum number of teaching staff which is required for smooth conducting the teaching learning procedure in every secondary teacher training Institution in West Bengal and Assam. So, the NCTE norms are not properly followed by the colleges.

xviii) Most of the colleges do not have sufficient number of supporting staff as determined by NCTE. In case of non-teaching staff strength it also shows not satisfactory. The vacant post is 44 in W.B. and 51 in Assam. So, the colleges of West Bengal and Assam are not fully equipped with the supporting staffs.
xix) At least one teacher with specialization in each methodology subject is not present in the institutions which is not in accordance with the NCTE norms.

xx) The University prescribed curriculum is followed by all of the Teachers’ Training Institutions in West Bengal and Assam.

xxi) The teachers assign different subject and classes to individual students by authority discussion and by the confidential report of the head of the institution. Generally, practice teaching programme is done towards the end of the academic session and a trainee is to give twenty lessons in an academic session in each of the method course. So, it shows that the NCTE norms is fulfilled and the practice teaching programme is satisfactory in both the state.

xxii) Generally, the teachers are supervised the lesson of the trainees as per schedule. Often they bring their lesson in teachers’ training college after completing the each day lesson and supervision is completed by the teachers’ of both the state.

xxiii) Every sixteen colleges are organized the different types of co-curricular activities, such as, cultural programme, debate competition, annual sports, gardening, exhibition etc. There are no student organization, clubs, unions or association in the institutions of the both state.

xxiv) Evaluation system is more scientific and up to date in Assam
xxv) The built up area covers the three percent land area in West Bengal where as in Assam, it covers only the two percent land area.

xxvi) The infrastructure of the selected colleges are satisfactory in both the state.

xxvii) The number of books in the library is satisfactory but seating capacity is inadequate in both the state.

xxviii) All the sixteen colleges use the black-board, books, pictures, charts, encyclopedia etc. as a teaching aid in both the state.

xxix) Science laboratories and special subject rooms in the institution is well equipped in the colleges of West Bengal, But in Assam, it is not well equipped.

xxx) In the both state, the appointment of lecturer in both foundation or methodology course is found particular as prescribed by the NCTE

xxxii) In an average, twenty one percent teachers spend ten to twelve hrs teaching hour in a week. Which is not satisfactory according to the NCTE norms.

xxxii) The present curriculum has not given due waitage to practice and practicals in comparison to theory. Practical classes and practical examinations demand much more time, labour and expenses without any additional gain in marks in both the state.
Though the lecture method is the most common method in the training colleges, inductive, deductive and experimental methods are also found in some colleges of West Bengal.

The teachers are engaged their trainees in survey, Project work, task allotment, excursion, exhibition or fair, seminar in both the state West Bengal and Assam with accordance to the NCTE norms.

The colleges have not sufficient furniture in all its rooms and these are inadequate in number. The sufficient buildings for class rooms are not satisfactory. The library has not subscribe the journals and up to date data. So physical facilities are not necessarily sufficient in the sixteen teachers’ training colleges of West Bengal and Assam.

The time table is flexible in nature and sometimes it is very rigid. Besides, irregular attendance of trainees is not satisfactory. The time table is in consonance according to the need in both the state.

The content of syllabus of training colleges are excessive. The course of study undertaken in the colleges are sometimes rigid. According to most of the teachers, the course of study introduced in the programme is sometimes vague and sometimes knowledge of content creates problem but most of the teachers do have proper knowledge of objectives of different subjects in both the state West Bengal and Assam.
xxxviii) The Availability of teaching aids, improving of teaching aids and availability of trainees with their text books are not consonance according to the need. At least fifty percent teachers have no problem regarding hand book and knowledge of operating the teaching aids in both the state.

xxxix) The teachers generally live with the slow and passive trainees in the classroom. Maximum number of teachers are motivating the under achievers, identification of poor achievement among the trainees are done sometimes in the both state. The scope of remedial teaching is satisfactory but qualitative improvement among the trainees is not satisfactory in West Bengal and Assam.

x) In-service training programme is too theopitical and traditional in both the state. Most of the teachers were found to be skilled in handing their trainees but regarding reading habit, it has been observed that most of the trainees do not cultivate it. There prevail congeneal environment in the training colleges for teaching and learning and also influential support is there in the training colleges from the community and parents in both the state Assam and West Bengal.

xli) The teacher-student ration in the B. Ed Colleges of West Bengal is 1:15 where as in Assam, it is 1:18

xlii) It is significant that, the management structure of the most of the B.Ed Colleges in West Bengal are Govt. aided. But, in
Assam, the management structure is different. Most of the B.Ed Colleges are self financing.

xliii) The re-evaluation of the B.Ed Curriculum is not maintained three years interval neither the NCTE nor the Universities.

xliv) It is found that, the B.Ed curriculum is inadequate and unrevised for a long time in the maximum number of education colleges of West Bengal and Assam.

xlv) The teacher education curriculum framework brought out by the NCTE in 2009 is not implemented even now in the colleges of West Bengal and Assam.

It is obvious from the recommendations of UGC Curriculum Committee that they have given importance to the practice and internship which is lacking in the existing teacher education programme. The courses of the Universities under the present study are mostly in line with the course designed by the UGC, only the duration of the course is one year at present. The existing course in all the nine Universities is mainly for the in-service teacher, although pre-service students are participating in the programme. If the recommendations of the UGC curriculum committee are to be introduced in these Universities then, infrastructural changes will not be required except the implementation of practical and internship work.
Suggestions and implications:

The suggestions based on the findings of the investigation are given below:

i) It is urgently required developing the course by mentioning the objectives of each of the courses which are followed by the contents for achieving those objectives.

ii) It is necessary and urgent to introduce the additional specialization keeping in view the NCTE curriculum.

iii) Another strategy may be the syllabi have to give weightage to the content in developing the method subject by providing clear cut units on content in each school subject along with the teaching method.

iv) It is necessary and urgent to introduce two elective subjects in the B. Ed course.

v) The practical sessional work syllabus of each B. Ed College should be very systematic.

vi) Adoption of grading system in the evaluation scheme is essential for all the Universities.

vii) All the B. Ed colleges must give importance to the internship in teaching including field assignment.

viii) The semester system should be introduced for effective participation and practice of the content in all the Universities.

ix) According to the recommendations of the UGC Curriculum Committee the B. Ed course must be of two years duration.
x) Special care must be taken in filling up of the vacant post in teaching and supporting staff.

xi) It is necessary to improve to the evaluation system more scientific and up to date.

xii) More, better and cheaper hostel facilities for the trainees should be provided.

xiii) Stress should be given in practical rather than theory.

xiv) Up to date library with its sufficient seating capacity is essential for all the B. Ed colleges.

xv) The college which are established prior to the establishment of NCTE must be up graded with regard to built up area and of the land for the purpose

xvi) It needs sufficient number of furniture, buildings for class rooms etc.

xvii) Some sort of guidance and special care may be arranged for the slow and passive trainees.

xviii) Infrastructure condition of the colleges should be attractive and seating arrangement and also other necessary arrangement should be made properly.

xix) It is necessary that the teacher-student ratio should be 1:10.

xx) A little gain can be expected from the part time teachers of teacher education colleges. Therefore, it is necessary to minimize the percentage of part time teacher.
xxi) There should be a ‘school complex’ under each secondary teacher education institution and workshop, seminar, discussion etc. should be organized in schools initiated by the secondary teacher education institutions.

xxii) A teacher education college must be equipped with all resources before going to start its academic activity.

xxiii) Innovative approaches, such as, team teaching, simulated teaching, computer assisted instruction, individualized instruction etc. should be introduced in the B. Ed colleges.

xxiv) Every B. Ed College should possess an educational laboratory and a well equipped room for practice teaching class.

xxv) Working hour should be implemented minimum twenty hours in a week for each and every teacher of the B. Ed College.

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