CHAPTER – VI

FINDINGS, CONCLUSIONS, DISCUSSIONS AND EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

6.0.0 INTRODUCTION

Every research project entails a lot of hard work and hearted dedication to explore and solve the underlying complications. One is sure to success and ready to get the rich harvest of her industry by following various steps systematically and carefully. Thus finally each and every investigation appears with its own findings and conclusions. Findings are the final step where researcher can draw inferences on the basis of the results and interpretations.

On the basis of analysis and interpretations, discussed in the fourth chapter, certain findings were sought in relation to B.Ed. curriculum of C.C.S. University, Meerut.

6.1.0 FINDINGS, CONCLUSIONS AND DISCUSSIONS OF THE RESEARCH

The findings of the research are systematically presented here in accordance with the objectives as mentioned below :

6.1.1 EVALUATION OF B.ED. CURRICULUM OF C.C.S UNIVERSITY BY B.ED. TRAINEES AND TEACHER EDUCATORS

To evaluate B.Ed curriculum of C.C.S. University, student teachers and teacher educators' perception towards curriculum was measured and evaluation of syllabus was also done with the help of Interview Schedule. Main findings related to perception and evaluation of syllabus are described under two points are given as below :
6.1.1.1 PERCEPTION OF B.ED. TRAINEES AND TEACHER EDUCATORS TOWARDS B.ED. CURRICULUM:

Perception was measured with the help of perception scale consisting 20 items. For all items, \( \chi^2 \) value was calculated to find out significant difference in agreed and disagreed responses. The perception of B.Ed. trainees on all 20 items, \( \chi^2 \) value was found significant. Whereas the perception of teacher educators, \( \chi^2 \) value was found significant on 13 items and teachers' perceptions was significant at 0.05 level on five items while non-significant on two items. On the basis of which following findings were sought out:

1. **Majority of student teachers and teacher educators perceived that present curriculum has no scope to meet the needs of local community.**

   This finding leads to the conclusion that B.Ed. curriculum does not fulfill needs of local community. This may be due to the fact that both stakeholders know very well that there is a gap between school education and B.Ed. curriculum. It is not directly connected with local community needs because more theoretical portion is included in it instead of practical and hands on experiences which can be provided in nearby areas. Bhatia (2007) mentioned in her study also that community based approach is not followed in B.Ed. curriculum. Roy (1952) found that the curriculum of secondary training colleges was too bookish and has very little connection with the requirements of life. Goswami (2008) also reported that there is need for a drastic change in all aspects of teacher education so as to facilitate teachers for the challenges of the dynamic new world. Thus, the quality of teacher education should be improved to prepare teachers for local, national and global demands. NCF (2009) also promotes the inclusion of locally relevant content in the curriculum as well as pedagogy.
2. **Most of the student teachers and teacher educators believed that present curriculum is outdated as it does not cover the contemporary concepts and issues of education.**

This finding may be explained in view of the problems faced by teacher trainees and teacher educators who are not well versed with recent issues and concerns in teacher education due to unrevised curriculum. It is very true that the B.Ed. curriculum of C.C.S. University is not revised during last 10 years. While curriculum requires updation in atleast every five years due to the rapid changes in the society and education as a result of fast technological developments.

3. **Mostly B.Ed. trainees and teacher educators reported that present curriculum is unable to fulfill the educational needs of the society.**

It may be concluded that curriculum is not able to fulfill educational needs of the stakeholders. There is a need to identify emerging areas, where teacher's knowledge and skills may need to developed teacher educators must keep pace with changes in education and in society. Present findings are also supported with the findings of **Siddiqui** (2008) who found that the training received by student teachers fails to prepare them satisfactory to face the challenges of the profession and successfully play new roles being assigned to them by the education system and the society. **Bhatia** (2008) found that the curriculum of teacher education needs to strike an appropriate balance between preparation for the practicalities of a local context and entry to a worldwide profession.

4. **Both B.Ed. trainees and teacher educators perceived that present curriculum is overcrowded and does not have rich and significant contents.**

This findings leads to conclude that present B.Ed. curriculum is overcrowded with irrelevant and non-significant contents from viewpoint of present time demands. Because
the present B.Ed. curriculum is based on behaviouristic model and we need a constructivist teacher education programme. This finding is also justified by the study of Marr Enclyn and Singh (1968), in which the B.Ed. syllabus was found too lengthy and there was overlap between the different subjects. Pal (2005) found in his study that, the overcrowded curriculum has to be reduced in size and information is to be converted into knowledge.

5. **Majority of student teachers and teacher educators believed that the new and innovative methodologies were not practiced in the B.Ed. curriculum.**

It may be concluded that B.Ed. curriculum does not include innovative methodology. During interview, B.Ed. students have expressed that proper and modern technological devices should be used, to make the classroom teaching more interesting and effective. Teacher educators viewed that there is a need to change in present curriculum regarding innovative methods of teaching. This finding is also supported by the study of Mani (1988) that B.Ed. programme did not make any specific provision for teachers with regard to new teaching methodology.

6. **Most of students teachers and teacher educators perceived that present curriculum is too theoretical. They also confirmed this perceptions on statement number eleven on which they said that there is no equal weightage given to theory and practical.**

It can be concluded that curriculum is lengthy and theoretical. This response may be due to the fact that there are seven theory papers of 100 marks each and practical of 300 marks in B.Ed. curriculum which shows imbalance in theory and practical. Furthermore, more time is given to theoretical part in B.Ed. in comparison to practical part. To be a reflective practitioner, a teacher trainee needs sound theoretical base but the theory
should be properly engaged in practice. Therefore, both theory and practical part should be given proper emphasis. But present B.Ed. curriculum includes more theory than practical. Bhatia (1987) also reported that B.Ed. curriculum is mechanical and book oriented. He suggested that the ratio of the theory and practical should be 50:50. Also Marr Enclyn and Singh (1968) also found curriculum as theoretical. Kohli (1974) was also in favour of reducing 50% of the theory and practical work should be increased accordingly. Need was felt to extent the duration of training to 2 years instead of the existing one year system. Bordoloi (1990) also suggested that B.Ed. curriculum was found to be too heavy for one academic year. The curriculum seemed to be practical in outlook theoretical in practices. Yadav (2009) found that more emphasis was laid on the theory course than practical work. Curriculum was lengthy and content in many subjects was not required. This findings is also justified by the study of Padhi and Kumar (2011) that there is a need to make a balance between theory and practical papers to make the programe more effective.

7. Majority of B.Ed. trainees and teacher educators emphasized that present B.Ed. curriculum is examination dominated rather than skills needed for a good teachers.

This findings may be justified on the examination system followed in B.Ed. The performance of the student teachers in B.Ed. is evaluated by conducting external and internal examination. Written test, assignments, practical files, observing teaching methodology, viva-voice are largely used as tools for examination. Only 20 lesson plans in each method are to be taught by teacher trainee, while theory classes of B.Ed. students are conducted during whole session. So, main emphasis is given only preparation of
trainees for examination not for profession where they required different skills for their good performance. Student are getting only degree, they have no school experiences.

8. Most of the respondents both students teachers and teacher educators said that the number of practice teaching lesson in curriculum is less than required which is confirmed on item number nineteen also.

Because both accept that duration of the practice teaching is less. Only 20 lesson plans in each method is to be taught by B.Ed. trainees. It is difficult to observe the natural behavior of student teachers during a such short span of practice. On the basis of experience, it may be said that number of lessons and process of supervision does not fulfill objectives in real, due to defective process and counting of lessons in curriculum. There is no opportunity given for students for sustained engagement with children in school situation experiences of teaching children and observing them and regular teaches in classrooms. Only 20 lessons teaching cannot train trainees for functioning like a regular teacher who takes 7-8 periods continuously in the school. Therefore, number of practice teaching lessons are less than required for professional competency of teacher trainees. Walia (1992) study also support the present findings that one year duration of B.Ed. curriculum is inadequate. Rai (1982) also found in his study that the objectives of student teaching were not realized due to less time given for practice teaching.

9. Mostly B.Ed. trainees and teacher educators felt that teaching practice is not integrated with theory.

In can be concluded that B.Ed. curriculum does not integrate or blend academic and professional skills into a composite whole. This finding can be justified on the basis of NCFTE document (2009) in which it is pointed out that present teacher education
programme assumes that links between learning theories and models and teaching methods are automatically formed in the understanding developed by student teachers. Theory courses have no clear articulation with practical work and ground realities.

10. **Mostly B.Ed. trainees and Teacher educators are agreed that number of micro teaching lessons in curriculum is less than required that is also confirmed by responses on item number fifteen.**

Conclusively it can be said that microteaching lessons are not sufficient for development of teaching skills. Actually professionalism requires knowledge as well as skills to provide the exclusive expert service. In present curriculum, five micro lesson plans are necessary which is only the formality in teacher education today. Number does not matter but important thing is to equip trainees with teaching skills. Therefore, instead of number of micro lessons, certain teaching skills can be determined in curriculum. **Patel** (1978) also found that the micro teaching treatment was significantly better than the traditional teacher training programme in developing the general teaching competencies. **Bhatia** (1987) felt that micro teaching should be taken more seriously. **Singh** (1984) also suggest that micro teaching should be used in developing teaching skills in B.Ed. curriculum. **Chathley** (1984) viewed that there was a significant improvement in the general teaching competency of trainees as a result of training of micro skills. There was a further improvement in general teaching competency to trainees as a result of training in integrated skills.

11. **Majority of B.Ed. trainees and teacher educators said that present curriculum has less provision for training in audio-visual aids.**
Chaterjee (2008) strongly recommended to use audio-visual aids at all levels to make teaching learning system more lively and dynamic but B.Ed. curriculum gives less scope to train and use audio-visual aids. Because to train them in using audio-visual aids. They are provided space only in workshop of two or three days. They do not get training generally for preparation and uses. They prepare teaching aid themselves and use in the classes during practice teaching of twenty lessons. They have less time as well as training to be equipped in modernized technological teaching aids. Mohanty (2008) also reported that our B.Ed. trainees are not adequately trained in using Audio-visual aids. Research is needed on the extent of utilization of teaching aids in training and on the skills developed through them including computer etc. be helpful in improving quality of teacher's training programme. Also the findings are supported by Mani (1988) who found that specific training was needed in methodology in use and repair of audio visual aids and techniques of education for higher secondary teachers.

12. Both B.Ed. trainees and teacher educators thought that present B.Ed. curriculum is unfit to develop teaching competencies among the B.Ed. trainees.

Modern time demands teachers who are competent in understanding the students, facilitating the learning process for construction of knowledge. Such roles and demands of teacher need drastic changes in curriculum because present curriculum is not following competency based and process based teacher education programme. It provides no opportunity to learn to keep observational records, to analyse their observations and interpret reality within varying theoretical and experiential frameworks. Only such engagements can prepare competent and reflective teacher for present school education.
Rai (1982) also found out that teacher educators generally lacked competence in respect of giving guidance.

13. B.Ed. trainees and teacher educators perceived that the present curriculum is unable to help in multifaceted personality development of B.Ed. trainees.

Personality is the important factor of an efficient teacher and present B.Ed. curriculum does not include the all personality development components which are necessary to deal with smart and constructive learners. Siddiqui (2008) supported the present finding that present B.Ed. curriculum hardly help their student teachers in all round development of their personalities and in their development as a good human resource with a distinctive enhance productivity.

14. Mostly B.Ed. trainees and teacher educators said that present curriculum has narrow scope to integrate computer technology in present B.Ed. curriculum.

Student teachers realized that there is very little scope to train them in computer technology. It is the fact that B.Ed. curriculum has not specific paper of computer education by which they can learn use of computer technology in teaching learning. A paper titled Essentials of Educational Technology and Management gives a little and theoretical knowledge about computer technology which is not sufficient to prepare ICT equipped teacher that is the urgent need of present education. Sahni (2011) also supported to this finding that ICT is not integrated into curriculum. The aim of teacher education is to develop skills and appropriate knowledge among teacher trainees for using and integrating right technology in an appropriate manner. So focus should be shifted from learning from technology to learning with technology in order to facilitate learning for children having different learning styles and making learning more effective.
involving more senses in a multimedia context. Goswami (2008) suggested that teacher should be trained to use the technological innovations to make their teaching more suitable in the modern context.

15. Both B.Ed. trainees and teacher educators perceived that present curriculum does not sufficient help student teachers in communication development.

It can be concluded based on this finding that present curriculum does not focus on and accord high priority to the development of teacher trainees' communication skills. This finding is due to the reason that probably teachers and trainees both are well versed with the process which is continuing in B.Ed programme, that only theoretical knowledge of communication process and teaching some lessons cannot develop teachers with competency in language and communication skills. It demands an appropriate and content specific use of language and regular long time contact with learners.

16. Mostly teacher educators and B.Ed. trainees said that present curriculum has little scope to train all student teachers in action research.

Conclusively it my be said that curriculum does not equip trainees with research skills while research activity in teacher education and related areas are essential for critical observation and reflective analysis of the class as a research field and outcome of research may be used as input to the teaching-learning process. So, there must be more focus on training in action research in B.Ed. curriculum. Because present curriculum includes action research as a sessional work and that is optional and a number of students do not select the action research. Kakkad (1983) also studied that there should be compulsory provision for theory and practical in action research or classroom research in
secondary teacher education programme. Goswami (2008) and Sahni (2011) also suggested to integrate action research project into curriculum.

17. Most of teacher educators and B.Ed. trainees perceive that there is no proper weightage given to teaching practice.

It can be concluded that present curriculum does not give required importance to teaching practice. An analysis of teacher education programme reveal that the practice teaching is usually of a short duration, no more than five to six weeks. Foundational and skill inputs introduced earlier are expected to be integrated and applied during this period. It is commonly held that there is not sufficient time of learning either the conceptual or the skill components of teaching for them to manifest in the individual and his/her performance.

6.1.1.2 EVALUATION OF DIFFERENT PAPERS INCLUDED IN B.ED. CURRICULUM

BY B.ED. TRAINEES AND TEACHER EDUCATORS

On the basis of responses of B.Ed. trainees and teacher educators on interview schedule, evaluation of B.Ed. curriculum is done. The main findings of evaluation are described as follows:

1. Most of student teachers and teacher educators reported that Indian philosophies, concept of knowledge based society, latest developments in the field of education are to be added in the core paper-Teacher in Emerging Indian Society. Teacher Educators also suggested that New Indian Philosophies, concept of constructivism, content related to emerging teachers and role of teachers in our present social condition are to be added in the paper. While they said that concept of Idealism, Pragmatism, Western Philosophy, Philosophy
of Rousseau and Russel are to be deleted. Mostly students and teachers are not in favour to emphasize western philosophy. Probably they responded in such a way because no doubt, curriculum must be Indian philosophy oriented but western philosophy also gives guidelines to us for education, therefore it can't be deleted totally. Few teachers suggested new name of the paper as "Education in Emerging Indian Society" Singh and Gardia (2008) also found in his study that the core papers on Teacher and Education in the Emerging Indian Society should include crises and challenges, structure of school education and issues related to contemporary Indian scenario. NCFTE (2009) gave focus to issues related to the social context of learning, aims of education, diversity and equity, ideas of educational thinkers are the common core of teacher education for all stages of school education. This would enable teachers to contextualize education and evolve a deeper understanding of its purpose and its relationship with society and humanity. It is also important to understand the classroom as a social context, as it provides a setting for interaction, generation of dialogue and the opportunity to appreciate diverse perspective on a give issue. The reason behind including constructivism in B.Ed. curriculum is that constructivist teaching fosters critical thinking and creates active and motivated learners. Zemelman, Daniels and Hyde (1993) tell us that learning in all subjects areas involves inventing and constructing new ideas. They suggest that constructivist theory be incorporated into curriculum and advocate that teachers create environments in which children can construct their own understandings.

2. Majority of teacher trainees and teacher educators suggested that the core paper on "Development of the Learner and Teaching Learning process" should include child psychology, emotional intelligence, inclusive education, guidance and counseling,
constructivist view of learners, piaget theory of intelligence, mental hygiene, special education, Adult Education, behavior disorder, Applied psychology. The practicum like sociometry, development record, creativity, adjustment and intelligence testing are suggested while unit of exceptional children is to be deleted as suggested by few number of teaches and teacher trainees. It may be due to the reason that they do not give priority to special needs children. Probably they consider that this is a separate branch of education. But Right to Education says for inclusive education, therefore, it can not be deleted from curriculum. NCFTE (2009) also suggested data teacher education institutions will need to reframe their programme course to include the prospective, concept and strategies of inclusive education, pre service teacher programme at all levels should be design to include the observation and study of young children in order to appreciate the developmental process as a continuum. Deo (1985) reported that there was no provision for psychology practicals which would give students teachers opportunities for application of theories of learning. Bhatia (2008) also supported to this finding that teachers must have a wide repertoire of knowledge, skills and abilities to provide challenging learning experiences to meet the diverse student needs.

3. Mostly teacher Educators and B.Ed. trainees supported that practical knowledge of programming, unit of applied technology, operations, phases and models of teaching, action research, Information Communication Technology, role of effective communication in teaching process, current technological development, concept of classroom management, and basic knowledge of computer, emphasis on development of micro lesson plans and mega lesson plans using electronic media must be added in the core paper of Educational Technology and Management. A nominal percentage of
teachers and teacher trainees suggested to delete strategies of teaching, hardware technologies, norms and ethics, evaluation of student teaching institution. It may be the reason that they opine that hardware technology is not necessary for teacher. Norms and ethics can be understood by themselves. But these both are important for teachers in present circumstances. Also strategies of teaching is the important aspect of the paper. So it can not be deleted from the curriculum. Bhatia (2008) also stated in her study that schools are changing their focus to meet the demands of society. Such teachers are required who can fulfil the requirements of the schools. Teachers of today should have repertoire of teaching strategies, ability to teach with and about new technologies, strong curriculum development skills and interpersonal and communication skills. Singh and Gardia (2008) also suggested that the core paper on technology of teaching and learning should include the concept of classroom management. It should also include practical emphasis on development of micro-lesson plans and full lesson plans using electronic media. Practicum lesson should include project related to school and focus on practicability of events. NCFTE (2009) also emphasized the use of ICT in B.Ed. programme.

4. Mostly teacher educators and B.Ed. trainees emphasize that current changes in education, new educational programme, educational policies for SC/ST/OBC, National Knowledge Commission, Serva Shiksha Abhiyan, contemporary issues, National Curriculum Framework, National Curriculum Framework for Teacher Education, Role of UGC must be added in the core paper of development of educational system in India. Topic related to preindependence period, National Education Policy are to be deleted. The reason behind these suggestions may be the demand of knowledge of recent trends and issues in
education. B.Ed. trainees want to be fully aware with all the progressive changes in educational field. So there is no need of topics related preindependence period in curriculum. But the knowledge of National Education Policy is necessary for B.Ed. trainees. Therefore, it can not be deleted from the syllabus. NCFTE (2009) reported that, the education of socially and economically disadvantaged groups, especially the SCs/STs and minorities has remained a primary national concern of education for several years. Therefore, teachers will have to be equipped if social deprivation has to be overcome through education and constitutional goals of social justice are to be achieved.

5. Teacher educators and B.Ed. trainees suggested that the elective paper on Educational and Mental Measurement should include practical work related with statistics and in the form of psychological test like personality and intelligence, interest, aptitude etc. while theories of personality, intelligence and techniques of administrating examination should be deleted. 24% teacher trainees also said that theories or personality of intelligence are already given in second core paper also. A high percentage of teachers and teacher trainees considered this paper as so important that it should be treated as compulsory / core paper in B.Ed. programme.

6. Teacher educators and B.Ed. trainees said that the optional paper on Educational Management and Administration should include field work as role of teachers, principals, administrators and solution of school related problems. Students must be prepared for making school report, practicals and project work based on school problems. The problem solving and practical knowledge of school based problems will be more beneficial for B.Ed. trainees. Many respondents suggested this paper as compulsory paper in B.Ed. syllabus. This may be due to the fact that this paper helps B.Ed. trainees in
development of enterprenurship in education with particular emphasis on development of school establishments and management of school events.

7. Teacher educators and B.Ed. trainees suggested that national and international level of work in guidance, case study, occupational information services, current knowledge about the content should be added in the optional paper of Career Information and Career Guidance. While some respondents said that third and fourth unit should be merged and Vth and VIth unit are mingled and to be modified.

8. Mostly respondents said that the optional paper on Environmental Education should include project work, field work, current affairs and current programs related to environmental conservation, present status of environmental awareness, disasters and disaster management, role of media for promoting environmental education. They also suggested that some lengthy and general topics which are taught already in previous classes to be deleted in the paper. Bhatia (2008) also supported this finding that emerging trends like ecological imbalance, environmental degradation also have to be studied in their socio-cultural and economic context.

9. Most of B.Ed. trainees and teacher educators emphasized that the content of skill development, grammar and use of Hindi or English languages as regional and foreign language is to be added in papers on Methodology of languages, Composition and translation method is to be deleted. Teacher Educators also suggested that practical approach of teaching, historical background of language, literature, phonetics, latest methods and approaches, evaluation and construction of text book should be added in Teaching of English paper. According to NCFTE, this course should be designed to include enhance on experience in using the language in different context, metalinguistic
awareness with a focus on listening, speaking, reading, comprehension and writing for varying contexts.

10. Student teachers and teacher educators reported that skill based content and practical work lab work, innovative method of teaching must be included in the paper of Teaching of mathematics. While history of mathematics is to be deleted. *NCFTE* (2009) stated that mathematical concepts and operations are reconstructed through activities and problems using concrete materials from everyday experiences as well as from mathematical kits, to arrive at solutions or conduct investigations. These need to be followed by reflective discussions on the concepts, solutions, results and the methods used, both 'right' and 'wrong'. A variety of investigative projects can be designed for this purpose.

11. Mostly B.Ed. trainees and teacher educators emphasized that laboratory work, practical knowledge, demonstration method, innovative teaching methods, multiplicity approaches, lesson plans based on different method of teaching, innovative practices, application of physical science in daily life, project work, constructive approach, skill based content must be added in the paper of teaching of physical and biological science. Nature and history of science, use of Piaget approach in lesson plan are to be deleted. It may be due to the fact that students are already well known with nature and historical background of science as they studied it in previous classes. On other hand, their opinion regarding piaget approach in lesson plan may be due to the reason that it is not followed in present time. Moreover *NCFTE* (2009) emphasized on the involvement of laboratory work, library and references, field surveys, groups discussions, seeking expert opinion to investigate into questions that students often ask. They also suggested that in science reconstructing concepts help student teachers and teacher practitioners to appreciate the
nature of subject knowledge and to link it with appropriate pedagogic processes that communicate meaningfully with students. Student teachers can undertake projects in oral history, appropriate technologies; pedagogies of informal learning situations in order to grasp the diverse nature of knowledge.

12. Most of teacher educators and student teachers suggested that practical based approach, and social relationships must be added in paper of teaching of social science. Importance should be given to usage of teaching aids. According to *NCFTE* (2009), practicum activities for social sciences could be based on organizing and planning for excursions, drawing upon local source of evidence in history, project on oral history, collection and presentation of specimens of rocks, leaves, stamps, flags, using reports, newspapers, documents, local maps, atlas in the classroom. They also suggested that student teachers can undertake projects and studying the various factors of geography, economics, politics, history and sociology that may have influenced it in one way or another. Projects can be complemented with workshops, seminars, assignments and group discussions around issues and concepts studied in theory.

13. Mostly respondents want to include topic based on commerce content, new teaching methods, diagnostic test, constructivism approach in commerce teaching. B.Ed. trainees also want to delete the topic on scope of commerce in developing and developed countries. Whereas 48% of teacher educators expressed that lesson planing and unit planing should be separately mentioned. Teacher educators also suggested that student teacher can undertake project such as tracing the process by which a consumer product is made available from its raw-from to a finished product.
14. Mostly Teachers Educators want to include Administrations and Management, Computer Education, Measurement and Evaluation and Personality Development paper as compulsory paper whereas B.Ed. trainees suggested Action Research, Special Education and Yoga Education as special paper in B.Ed. syllabus. Mostly teacher educators and B.Ed. trainees suggested that Health and Yoga Education and Moral Education should be included as special paper in B.Ed. curriculum but teacher educators also emphasized inclusion of Action Research paper as compulsory paper in B.Ed. syllabus.

15. Most of B.Ed. trainees told the most demanding sessional work are operations of audio visual equipments, construction of test items and question papers, administration, scoring and interpretation of psychological test file. While participation in cultural activities and work with community are least in demand. According to Teacher Educators operations of audio visual equipments, construction of test items and question papers, administration, scoring and interpretation of psychological test file, work with community, case study and action research all five sessional work all are important for B.Ed. trainees in B.Ed. syllabus.

16. Majority of student teachers suggested that the duration of teaching practice should be increased. It should be supervised properly through a team of experts. Proper time should be given to the pupil teachers during teaching practice. More weightage should be given to practice teaching. Teaching practice should be in internship form. The National policy on Education Review Committee (1990) and National Advisory Committee on learning without Burden (1993) have also drawn attention to the need for qualitative reform of teacher education and recommended adoption of the internship model for teacher education.
17. B.Ed. curriculum should be revised regularly and new reforms should be added in B.Ed. syllabus, suggested by mostly respondents. Duration of one year teacher education programme is inadequate. NCFTE also state that, it is desirable within a finite time frame that the existing one year B.Ed. degree programme is structurally transformed to a two year one, with deeper and more protected engagement with school based experiences and reflective and critical engagement with theory.

18. Model school concept must be followed as suggested by respondents.

19. Number of micro and simulated lesson plan should be increased for communication skill development. Also NCFTE suggested to focus on student teachers language competency and communication skills.

20. B.Ed. curriculum should more practical rather than theoretical.

21. Special programme must be organized for personality development for B.Ed. trainees. The reason behind this suggestion that effective personality development programme can help the students to face and meet the challenges of the outside world more effectively and efficiently.

22. B.Ed. curriculum must be semester based. Das (1991) also found that continuous evaluation and the semester system should be adopted in all teacher training colleges.

23. There should be proper practical work in each compulsory paper.

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

Findings related to curriculum requirements as perceived by principals of U.P. Board and C.B.S.E. Board on interview schedule are as follows:

1. Principals emphasized that the school teachers should be master in their subjects. They should be skillful, co-operative, emotionally balanced, dynamic and innovative and
equipped with life skills. Actually the present teacher education programme is based on behaviouristic model and today there is need of constructivist teacher education programme. By which students can learn in flexible and creative environment. Constructivist teaching fosters critical thinking and crates motivated and independent learners. Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationship, empathize with others and cope with managing their life lives in a healthy and prospective manners.

Also principals suggest that the school teachers must be trained in organization of cultural activities. This finding is due to that the need of modern era is to develop cultural values among the B.Ed. trainees. Chauhan (1962) and Ramamurthy (1985) also reported that extra curricular activities are necessary for B.Ed. trainees.

2. Principals perceive that the most important skills for teachers are training in computer and using audio visual aids. The reason behind this finding is that the use of computer and audio-visual aids makes the teaching easy, interesting and understandable. So training of using and dealing with audio-visual aids is essential for B.Ed. trainees. Sahni (2011) also suggested to integrate information communication technology into curriculum. The aim of teacher education programme is to develops skills and appropriate knowledge among the student teachers for using and integrating right technology in an appropriate manner. So focus should be shifted from learning from technology to learning with technology in order to facilitate learning for children having different learning styles and making learning more effective involving more senses in a multimedia context.
3. Majority of principals accepted that there is difference in trained and untrained teachers because trained teachers are more skillful and having knowledge of different methods of teaching. Sinha (1980) seems to support the present finding that trained teachers are better than untrained teachers in relation to effectiveness of classroom teaching. Rosenshine and Stevens (1996) also supported the finding that the new or untrained teacher experienced difficulties in organizing active teaching. But some principals responded in a way that there is no difference in teaching of trained and untrained teachers probably it is due to lack of co-ordination in school curriculum and B.Ed. programme.

4. Principals opine that B.Ed. training programme experiences helps the school teachers in school practices but very few teachers use their training experiences in school practices. Present school presentation concentrates on multifaceted personality development, but teachers are not prepared on these lines, therefore B.Ed. training programme has many lacunas by which these requirements of school as to develop multifaceted personality and to deal large class wit diversities are not fulfilled. Moreover, principals viewed that there is no link in schools and teacher educational colleges. According to NCFTE (2009), the internship needs to be worked as a partnership model with the school rather than a continuation of the current model of practice teaching during which the trainees merely 'use' the school for their own "formal degree requirements". Because the school internship programme provides the plateform for the interns to give expression to their learning while planning and reflecting on their own practices.

5. Principals suggested that B.Ed. curriculum should include new techniques and technology in the classroom. Yoga and health education, moral education, E-learning
should be the component of B.Ed. curriculum. This finding is due to reason that present time is period of techniques and technology and use of E-class, smart classes and new techniques of teaching are in demand of schools. *Chatterjee* (2008) also supported the present findings that to make the teaching learning system more lively and dynamic, concepts of educational technology are to be implemented. *Goswami* (2008) also supported to this finding that effective use of information communication technology in teacher education quality of teacher. Teacher should be trained to use the technological innovations to make their teaching more suitable in the modern context. The reason behind the inclusion of yoga Health, physical and moral education in B.Ed. curriculum is that it is fact that Health, physical moral and yoga constitute an important part of the core curriculum at the primary, secondary and senior secondary school levels. Hence, principals suggested these papers in B.Ed. syllabus. The preparation of teachers in this area has to be considered keeping in view the holistic definition of health and overall development of the individual. So there is an urgent need, to generate health awareness and cultivate habits conducive to healthy living. It is suggested in *NCFTE* (2009) that comprehensive, systematic and scientific approaches to health education and health awareness be included in teacher education curricula.

6. Principals suggested inclusion of computer based instructions, personality development programme, social awareness programme, N.C.C. and N.S.S. activities like Art and craft classes, science and social activities in B.Ed. programme. *Padhi and Kumar* (2011) also supported this finding that B.Ed. trainees have to conduct an at least five days of community experience in an academic session.
6.1.3 B.ED. CURRICULUM REQUIREMENTS AS PERCEIVED BY SCHOOL TEACHERS

Interview schedule is used to explore the B.Ed. curriculum requirements as perceived by secondary school teachers. On the basis of their responses the main findings are as follows:

1. School teachers of U.P. Board are in favour of that the existing structure of B.Ed. programme is competent enough to prepare the teachers of desired quality because it develops teaching attitude, teaching skills among the B.Ed. trainees. Whereas mostly teachers of C.B.S.E. Board say that more emphasis is given on theory, curriculum is old and not up to date. They also suggested the one year course is not sufficient to prepare an effective and competent teacher of desired quality.

2. CBSE and UP Board school teachers opine that B.Ed. teachers are more effective than non B.Ed. teachers; because they are trained, aware different techniques and methodology requires for teaching. While one fourth of school teachers don’t agree with it. According to them, some non B.Ed. teachers are more effective in their teaching due to their experience, unique teaching and equippedness in using technological aids and smart classes trained through some other training course. Mishra (2007) also reported that majority of student teachers considered teacher training as an essential input for becoming a successful teacher.

3. School teachers of both education boards are in favour of introducing new reforms in present B.Ed. curriculum. Because they perceived that the quality of teacher education programme is far from satisfactory. There is an urgent need of review and to gear it up for qualitative improvement. They suggested moral education, new principles of child psychology, new innovative techniques of teaching, field based activities, personality
development programme, foreign language teaching and use of projectors and smart classes to be include in present B.Ed. curriculum. They said that teacher education programme should train teachers in continuous comprehensive evaluation. Singh and Gardia (2008) also supported the present finding that, the process of updating the curriculum requires an extensive evaluation of the existing curriculum at any level.

4. Teachers said that specific skills required in present time teachers are: training in academic activities, expert in explanation skill, fully dedicated towards their profession, ability to solve the problems of their students, progressive attitude and eager to learn new techniques of teaching. Teacher must be expert in communication skills, computer assisted instruction, leadership skills and oratory skills. Bhatia (2008) also suggested in her study that the goal of education today is to equip young people with the knowledge, skills and other attributes needed for effective life long participation in an evolving, "digital knowledge society."

5. Most of school teachers' expectations from new coming B.Ed. trainees are that they must be trained in organization of different academic activities like seminar, debates, having knowledge of computer. Teachers should have good personality with progressive attitude accountability towards profession more passion, energetic more effortful and ready to accept the new challenges for making students future bright. They should have good sense of humor.

6. Majority of school teachers gave suggestions regarding B.Ed. training that the duration of teaching practice lesson should be increased, curriculum should be practical oriented and regularly revised. Teaching practice must be in the form of internship. Bordoloi and Dutta (1990) also supported this study that B.Ed. curriculum was found to be too heavy
and should be revised regularly. **NCFTE** (2009) state that, teacher education as a whole needs urgent and comprehensive reform. There is need to bring greater convergence between professional preparation and continuing professions development of teachers at all stages of schooling in terms of level, duration and structure. Duration and rigour of B.Ed. programme should be appropriately enhanced.

7. Mostly school teachers reported that training in computer assisted instruction, demonstration based instruction, delivering lecture are the most important areas for teacher trainees. Lecture method is used frequently for transacting the curriculum besides this according to need of the day teacher must be trained in computer assisted instructions. Students grasp the content through demonstration and teachers strongly recommended this transaction method for training. Also teachers give important to training in using teaching aids and evaluating student performance.

8. School teachers give importance to training in academic activities, field activities, art and music activities. 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 student's 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. This finding is also justified by **Yadav** (2009) in his study he found that social activities, drama, health awareness programme and science fairs should be organized in more serious in systematic manner. So that B.Ed. trainees get more exposure
and experience during B.Ed. programme. The study of Singh (2013) also supported to the present finding that participation in the co-curricular activities should made compulsory at all levels. In the B.Ed. curriculum 50% curricular and 50% co-curricular syllabus should be introduced.

Looking at the above results of the study, it can be concluded that there is urgent need to reconstruct B.Ed. curriculum of C.C.S. University on the lines of teacher trainees and teacher educators’ perception. School principals and teachers’ curriculum requirements should be considered while revamping the curriculum by which effective, reflective, responsible teacher can be developed for school education.

**6.2.0 EDUCATIONAL IMPLICATIONS**

Educational research is a systematic attempt to gain a better understanding of educational process, generally with a view to improve its efficiency. Research is of no value until its findings are applied for anything that may have same practical importance. Certain educational implications can be derived from the findings of the present investigation. These are as under:

1. B.Ed. syllabus should be revised regularly.

2. Duration of the teacher education programme should be increased from one year to two years, so that the necessary knowledge and skills can be inculcated among the student teachers during this programme. By increasing duration for practice teaching, student teacher can understand their-learners, observe them and develop as a reflective practioner.

3. The schools and the teacher education institutions are working in isolation. Even, there is no relationship between the B.Ed. curriculum and the school curriculum. Both the
curriculum should have close linkages and co-ordination. Therefore, internship model in B.Ed. curriculum should be followed. A sustained contact through internship would help teachers to choose design, organize and conduct meaningful classroom activities, critically reflect upon their own practices through observations, record keeping and analysis and develop strategies for evaluating student's learning for feedback into curriculum and pedagogic practices.

4. All the core papers and teaching subjects prescribed in the B.Ed. programme should give space to the practical work including assignments and projects by which the diverse nature of knowledge can be understood.

5. Equal weightage should be given to school based experience and practical work.

6. ICT should be integrated during teaching learning process. The concept of smart class, e-learning must be included in teacher training programme.

7. Foreign language may be included in B.Ed. syllabus.

8. Organization of various academic activities in B.Ed. curriculum should be make compulsory.

9. Yoga health and moral education paper should be included as special paper in B.Ed. curriculum.

10. Measurement and Evaluation paper and Administration and Management paper can be included as compulsory paper in B.Ed. syllabus of C.C.S. University, Meerut.

11. Computer education paper must be included as qualifying paper for B.Ed. trainees.

12. Personality Development Porgramme should be included in B.Ed. curriculum.

13. There should be inclusion of life skills, constructive approach, inclusive education in the B.Ed. curriculum.
6.3.0 LIMITATIONS OF THE STUDY

Limitations are factors that may have an effect on the interpretation of the findings or on the generalizability of the results, but there are not under the control of the researcher. The limitations in the present study are as follows:

1. The sample of pupil teachers and teachers educators was drawn from NAAC accredited teacher education institutions, therefore, results may not be generalizable to all colleges.
2. Quantitative cum qualitative research approach was followed in the research. Therefore, sample size of school teachers and principals was small.
3. Interview schedule used for inquiring curricular requirements may be more comprehensive.
4. Model B.Ed. curriculum is suggested in separate chapter on the basis of findings but it was not practically implemented and effects were not sought out.
5. All teaching methods of B.Ed. curriculum were not included in the study. Teaching of Home Science, Sanskrit and computer were not included due to unavailability of data. These are rare teaching subjects and any NAAC accredited college which are sought in sample, nowhere these courses were continuing.

6.4.0 SUGGESTIONS FOR FURTHER RESEARCH

The present investigation is mere a step towards evaluation of B.Ed. curriculum further research may be carried out to throw light on the unsolved issues of this study and to confirm or modify its results:

1. The present investigation was carried out upon the B.Ed. students of some NAAC accredited colleges of C.C.S. University, Meerut. In order to give more conclusive results, the study can be carried out on a non-NAAC accredited B.Ed. colleges.
2. The present investigation can be replicated by taking students of other universities.

3. A comparative study of review of curriculum of different universities may be undertaken.

4. All stakeholders (community members, parents, guardian of students) can also be included in the study.

5. Experimental study may be conducted with the help of given model curriculum.

6. Suggestions of teachers educators and B.Ed. trainees on Home Science, Computer Science, Sanskrit Methodology may be also taken in the study.

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