B.ED. CURRICULUM OF C.C.S. UNIVERSITY:
AN EVALUATION

C. C. S. University, Meerut

ABSTRACT OF THE THESIS

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GHAZIABAD (U.P.)
ABSTRACT

INTRODUCTION

“People in this country have been slow to recognize that education is a profession for which intensive preparation is necessary as it is for any other profession.” This concern expressed in the report of the University Education Commission (1948-49) is alive in its relevance even today. The National Policy on Education (NPE 1986) avers: "The status of the teacher relicts the socio-cultural ethos of the society; it is said that no people can rise above the level of the teachers." Such exhortations are expressions of the recognition of the important role played by teachers as transmitters and as inspired of man's eternal quest for knowledge, of himself and of his external environment. If this role expectation is not to remain a mere rhetoric but is to be taken as a goal to be constantly striven for, we have to address ourselves a fresh to an examination of the issues related to the preparation of teachers as well as the theory and practice of teacher education, as has been undertaken in the historical past as it is operated in the living present and as it is likely to emerge in the developing future.

A large number of pertinent concerns in teacher education have been debated from time to time by various Education Commissions in the independent India. Time has come when decisions should be taken at national and sub national levels by universities, state departments of education and teacher education institutions to come to grips with the problems so that what is needed for reorganizing and restructuring teacher education is in the direction of positive implementation.

Teacher education as a whole needs urgent and comprehensive reform. There is need to bring greater convergence between professional preparation and continuing professional development of teachers at all stages of schooling in terms of level, duration and structure. Considering the complexity and significance of teaching as a professional practice, it is imperative that the entire enterprises of teacher education school be raised to university level and that the duration and rigour of programmes should be appropriately enhanced.

On the basis of above discussion, following recommendations are relevant for teacher education:

*Indian University Education Commission (1948-49)*

- More time should be given to practice in accessing the student performance.
Suitable schools be used for practical training

*National Commission on Teacher Education (1983-85)*
- The existing one-year B.Ed. course must be made effective by strengthening the time available and by revamping the current courses and curricula.

*NPE and POA (1986) on Teachers and Teacher Education*
Creation of a system of evaluation which will be open, participative and data based.
- Preparation of a code of professional for teacher education and its observance
- Overhauling the system of teacher education.
- Phasing out sub-standard institutions of teacher education.
- Upgrading selected teacher-training colleges to compliment the work of SCERTs.
- Networking between institutions of teacher education and university departments of education.

*Yashpal Committee (1993)*
- Restructuring of the cause content of teacher education longer duration of training, emphasis on self learning and independent thinking and making the whole teacher education programme more practicum oriented.

*Teacher Education Curriculum Framework (1978)*
- Curriculum must be revised on a regular basis to accommodate the changes new issues and innovation.
- Flexibility is urgently required not only to break the barriers black and white stagewise teacher education programme but also between different disciplines.
- Reform in practice teaching
- Semester system

*Teacher Education Curriculum Framework (1988)*
- Evolving a national system of education.

*Teacher Education Curriculum Framework (1998)*
- Emphasis on responsiveness to the common its needs culture specificity in pedagogy and preparing teachers as lifelong learners

*Teacher Education Curriculum Framework (2005)*
- Connecting knowledge to life outside the school.

*Teacher Education Curriculum Framework (2009)*
- The existing concept of practice, teaching needs to be reformulated and should be replaced by school experiences.
NEED AND SIGNIFICANCE OF RESEARCH

Teacher education must become sensitive to the demands of present school system. Curriculum should be evaluated time to time. It is very important process in educational programme.

Showing need of the curriculum evaluation
Nowadays school education's paradigm is shifted according to needs of the time. These are present in table (Panda, Pranati 1999):

**Paradigm shift in School education and Teacher education**

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Education</strong></td>
<td><strong>Decentralised / Local system of education</strong></td>
</tr>
<tr>
<td>Centralised system of Education</td>
<td>Child as a constructor of knowledge</td>
</tr>
<tr>
<td>o Child as a receiver of knowledge</td>
<td>o Knowledge as evolved or created</td>
</tr>
<tr>
<td>Knowledge as given and fixed</td>
<td>Interdisciplinary approach</td>
</tr>
<tr>
<td>o Disciplinary approach</td>
<td>o Specific / Individual curriculum</td>
</tr>
<tr>
<td>General / Common curriculum</td>
<td>Flexible curriculum</td>
</tr>
<tr>
<td>o Rigid curriculum</td>
<td>o Extended learning / beyond textbook learning</td>
</tr>
<tr>
<td>Textbook-oriented learning</td>
<td>Plurality of books</td>
</tr>
<tr>
<td>o Textbooks as only source</td>
<td>o Active participation in learning</td>
</tr>
<tr>
<td>Passive reception in learning</td>
<td>Technology proficiency</td>
</tr>
<tr>
<td>o Technology literacy</td>
<td>o User controlled programs</td>
</tr>
<tr>
<td>Designer controlled programs</td>
<td>TV / Radio, computer and Multi media approach Teleconferencing</td>
</tr>
<tr>
<td>o Simple text and lecture approach</td>
<td>o Two way or Multi point / Multicast Interaction</td>
</tr>
<tr>
<td>Face to face</td>
<td>• Convergence of medium / media integration</td>
</tr>
<tr>
<td>o One way telecast / Broadcasts</td>
<td></td>
</tr>
<tr>
<td>Use of media in isolation</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Education</strong></td>
<td>Flexible or need based evaluation</td>
</tr>
<tr>
<td>Fixed / rigid evaluation</td>
<td>Variables input and same achievement</td>
</tr>
<tr>
<td>o Same input and variable achievement</td>
<td>Science of teaching</td>
</tr>
<tr>
<td>Art of teaching</td>
<td>o School – based training</td>
</tr>
<tr>
<td>o Centralised training</td>
<td>Learner autonomy</td>
</tr>
<tr>
<td>Teacher direction and decision</td>
<td>o Multiple exposure</td>
</tr>
<tr>
<td>o Linear exposure</td>
<td>Direct interaction! Multiple approach</td>
</tr>
<tr>
<td>Cascade Model</td>
<td>o Reducing load with comprehension</td>
</tr>
<tr>
<td>o Loading child with information</td>
<td></td>
</tr>
</tbody>
</table>
Following points also show the need and emergency of research under taken by the researcher:

1. Teacher education needs to remain effective and functional to cope with changes occurring in quick succession in school and society and challenges to be faced in the new millennium.
2. The building of "new education" and the "new teacher role" call for integral and urgent measures directed towards expansion in the role of teachers necessitating changes in the teacher education structure, design and curriculum.
3. The global crusade to universalize basic education and improve its quality is now very much on the world agenda especially in the developing countries. Undoubtedly the quality of school education is the direct consequence of the outcomes of the qualities of the teachers and the teacher education system. Therefore, quality improvement of our teacher education programme is one of the indispensable needs.
4. There is need of redefining the teacher's role within the framework of the school system and education renewing the teacher education curriculum.
5. There is need to build a teacher's education system that views pre service and in service learning as a continuum and strategically shifting institutional arrangement by bringing the entire teacher education at university level.
6. It is important to note that 'teacher education can not transcend teaching practice'. Therefore, for quality improvement in teacher education it is imperative that teacher education act in partnership with families, industry, business, voluntary agencies, people active in cultural life and teacher organizations. Academic and social issues are interrelated and interdependent. In the contemporary context, any change visualized in the sphere of teacher education needs collaborative efforts from all. The school, community, teacher training institutions and the university system have to move collaboratively towards building a shared commitment for a paradigm shift in teacher education. Also, to ensure effective and efficient implementation of the teacher education programme, collaboration and networking are essential. The Kothari Commission (1964 - 1966) emphasized the need for teacher education to be brought into main stream academic life, but teacher education institutes continue to exist as insular organisations. Singh and Gardia (2008) reported that the process of updating the curriculum requires an extensive evaluation of the existing curriculum at any level. Hence, the researcher determined to conduct a study on, “B. Ed. Curriculum of C.C.S. University : An Evaluation”
STATEMENT OF THE PROBLEM
The present study can be stated as “B. Ed. CURRICULUM OF C.C.S. UNIVERSITY : AN EVALUATION”

OPERATIONAL DEFINITIONS OF THE KEY TERMS
The Key terms used in the research topic are defined as follows :-

1. B. ED.
Bachelor of Education the abbreviation form of B. Ed. It is a professional university degree. The Department of Education was established in 1970 in C.C.S. University, Meerut. A person with bachelor degree in Science, Art, Commerce and Agriculture discipline can enters in B. Ed. Course. Curriculum has been constructed for the programme that helps in developing the needed qualities in secondary teachers.

2. CURRICULUM
The term curriculum has come to means all the planned activities and experiences which are available to students under the direction of the school. Curriculum is quite an extensive and massive concept. In other words the curriculum includes all those materials taught in the class rooms, the experience imparted to the students besides all activities and efforts being given under the supervision of the institution for the realization of the related objectives.

    In the words of Kerney and Cook - "It is a complex more or less planned or controlled conditions under which students learn to behave and to behave in their various ways". In curriculum, new behavior may be acquired, present behavior may be modified, maintained or eliminated and desirable behaviour may become both persistent and viable curriculum includes both the curricular and cocurricular activities.

    In present study, curriculum means all the theory courses, teaching skills and sessional work prescribed for B.Ed. by C.C.S. University, Meerut. Present B.Ed. curriculum, taken in the research for evaluation is continued from 2004-05.

3. B. ED. CURRICULUM OF C.C.S. UNIVERSITY
Courses in papers included in B.Ed. curriculum of C.C.S. University are presented in following table :
<table>
<thead>
<tr>
<th>Course No.</th>
<th>Code No.</th>
<th>Name of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>E-101</td>
<td>Teacher in Emerging Indian Society</td>
</tr>
<tr>
<td>II</td>
<td>E-102</td>
<td>Development of Learner and Teaching Learning Process</td>
</tr>
<tr>
<td>III</td>
<td>E-103</td>
<td>Essentials of Educational Technology and Management</td>
</tr>
<tr>
<td>IV</td>
<td>E-104</td>
<td>Development of Educational System in India.</td>
</tr>
<tr>
<td>V</td>
<td></td>
<td>Any one from the following:</td>
</tr>
<tr>
<td></td>
<td>E-205</td>
<td>Educational, and Mental Measurement</td>
</tr>
<tr>
<td></td>
<td>E-206</td>
<td>Educational Management and Administration</td>
</tr>
<tr>
<td></td>
<td>E-207</td>
<td>Career Information and Career Guidance</td>
</tr>
<tr>
<td></td>
<td>E-208</td>
<td>Teaching Value</td>
</tr>
<tr>
<td></td>
<td>E-209</td>
<td>Environmental Education</td>
</tr>
<tr>
<td></td>
<td>E-210</td>
<td>Computer Education</td>
</tr>
<tr>
<td></td>
<td>E-211</td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td>E-212</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>VI and VII</td>
<td></td>
<td>Teaching Methodology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Any two school subjects to be studied as method papers.</td>
</tr>
<tr>
<td></td>
<td>E-313</td>
<td>Teaching of Hindi</td>
</tr>
<tr>
<td></td>
<td>E-314</td>
<td>Teaching of English</td>
</tr>
<tr>
<td></td>
<td>E-315</td>
<td>Teaching of Sanskrit</td>
</tr>
<tr>
<td></td>
<td>E-316</td>
<td>Teaching of Social Science</td>
</tr>
<tr>
<td></td>
<td>E-317</td>
<td>Teaching of Commerce</td>
</tr>
<tr>
<td></td>
<td>E-318</td>
<td>Teaching of Computer Science</td>
</tr>
<tr>
<td></td>
<td>E-319</td>
<td>Teaching of Mathematics</td>
</tr>
<tr>
<td></td>
<td>E-320</td>
<td>Teaching of Home Science</td>
</tr>
<tr>
<td></td>
<td>E-321</td>
<td>Teaching of Physical Science</td>
</tr>
<tr>
<td></td>
<td>E-322</td>
<td>Teaching of Biology Science</td>
</tr>
<tr>
<td>VIII</td>
<td>E-701</td>
<td>Practical : Sessional Work (Take any five of the following)</td>
</tr>
<tr>
<td></td>
<td>(a)</td>
<td>Administration, Scoring and Interpretation of Psychological Test.</td>
</tr>
<tr>
<td></td>
<td>(b)</td>
<td>Operation of Audio-Visual Equipments</td>
</tr>
<tr>
<td></td>
<td>(c)</td>
<td>Construction of Test Items and Examination Question Papers</td>
</tr>
<tr>
<td></td>
<td>(d)</td>
<td>Case Study/Action Research</td>
</tr>
<tr>
<td></td>
<td>(e)</td>
<td>Scouting and Guiding</td>
</tr>
<tr>
<td></td>
<td>(f)</td>
<td>Work with Community</td>
</tr>
<tr>
<td></td>
<td>(g)</td>
<td>Participating Cultural Activities</td>
</tr>
<tr>
<td></td>
<td>(h)</td>
<td>Physical Exercises, Games and Sports</td>
</tr>
<tr>
<td>IX</td>
<td>E-702</td>
<td>Teaching Skills/Practice Teaching</td>
</tr>
</tbody>
</table>
4. EVALUATION
Curriculum evaluation deals precisely with the systematic process of determining and appraising the proficiency level of the learning experience of a particular level of studies. The main aim of evaluation is to better the course for students of the future. In the present research, evaluation means to evaluate the content part of curriculum i.e. syllabus in which systematic analysis of different courses of is done.

OBJECTIVES OF THE STUDY
1. To evaluate B. Ed, curriculum with help of Prospective teachers.
2. To evaluate B. Ed, curriculum with help of Teacher Educators.
3. To find out curriculum requirements as perceived by Secondary School Principals of U.P. Board.
4. To find out curriculum requirements as perceived by Secondary School Principals of C.B.S.E. Board.
5. To find out curriculum requirements as perceived by Secondary School Teachers of U.P. Board.
6. To find out curriculum requirements as perceived by Secondary School Teachers of C.B.S.E. Board.
7. To prepare suggestive curriculum of B. Ed. Based on curriculum evaluation and curricular requirements.

ASSUMPTIONS OF THE RESEARCH
Assumptions are postulates, premises and prepositions that are accepted as operational for purposes of the research. Assumptions include the nature, analysis and interpretation of the data.
In the present research the researcher framed following assumptions:
1. It was assumed that teacher educators and B.Ed. students of NAAC accredited colleges can analyse curriculum of B.Ed. in relevant sense, because through the process of accreditation, they get opportunity to think over curriculum from different perspectives.
2. It was assumed that regular students (more than 65% attendance holder) can give better response on curriculum issues.
3. It is assumed that the best schools are those which perform best from viewpoint of student's results, ranking on internet and stakeholders' opinion. Only the teachers and
principals of these best schools have exposure to advise curricular requirements of the present time.

4. The interpretation of the data accurately reflected the perception of the respondents.

DELIMITATIONS OF THE PROBLEM
Delimitations are self-imposed boundaries set by the researcher on the purpose and scope of the study. The delimitations utilized by the researcher in this study were determined by a desire to better gain in evaluation of B.Ed. curriculum of C.C.S. University. The researcher delimited the research in following way:

1. Curriculum is delimited to only one component i.e., content theory, teaching skills and sessional work.
2. The researcher only sought participants in the study who were pupil teachers and teacher educators of NAAC accredited teacher education colleges.
3. The study was conducted on Secondary school Principals and teachers only.
4. Principals and teachers from CBSE and U.P. Board schools of Ghaziabad were drawn for study. ICSE Board was not included.
5. The curricular requirements are delimited to only district Ghaziabad.

RESEARCH DESIGN
Considering the nature and the objectives of the present study as well as the resources of the investigator, mixed methods research design that is quantitative as well as qualitative approach was used. (Johnson and Onwuegbuzies, 2004). It focused both on outcomes and meaning. In the present investigation, all the steps and characteristics have been followed which are essential in quantitative and qualitative approach. Researcher used descriptive (describing something new), holistic (looking at the bigger picture, interpretive (trying to understand meaning) and contextual (in the everyday setting) approach to evaluate B. Ed. Curriculum of C.C.S. University.

RESEARCH METHOD
Under the quantitative approach, descriptive survey method was used as method of inquiry and perception of pupil teachers and teacher educators regarding B. Ed. Curriculum was studied. Phenomenological research method was followed under qualitative approach using semi-structured interview in the form of interview schedule.
POPULATION AND SAMPLE OF THE STUDY

Any group of people or observation which includes all possible members to that category, is called population. According to Best and Kahn (1993) “A population is any group of individual that have alone or more characteristic in common that are of interest to the researcher. The population may be all the individuals of a particular type or a more restricted part of that group.”

In present study population is constituted of all principals and teachers of secondary schools of U.P. Board and C.B.S.E. Board of Ghaziabad and B.Ed. Trainees and Teacher Educators of B.Ed. Colleges affiliated with C.C.S. University. The present study includes four types of respondents:

1. B. Ed. Trainees
2. Teacher Educators
3. Secondary Schools Principals
4. Secondary School Teachers

Sampling is the process of selecting the sample from population to obtain information regarding a phenomenon in a way that ensures that the population will be represented. `The idea in the qualitative research is to select participants who are best able to give the researcher access to a special perspective, experience or condition, which the researcher wishes to understand. (Morse, 1994, Yegidis and Weinbach, 1996). The participants in this research were consciously and purposively selected by which the researcher could collect rich information on the topic of investigation. (Patton, 1990). First of all a list of B. Ed. Colleges was prepared from website of C.C.S. University, Meerut. Three government aided and five self financed colleges were selected purposively from the viewpoint of quality. The criteria of quality was considered as accreditation by NAAC and only NAAC accredited colleges were taken in the sample. However, under self financed section, colleges were selected through random purposive sampling.

1. Sample selection of B.Ed. Trainees and Teacher Educators

All teacher educators of three government aided colleges and all teachers from five self financed colleges were taken in the sample to get relevant and enriched informations regarding B. Ed. Curriculum.
On part of the teacher trainees 50 students from government aided colleges and self financed colleges were selected based on the criteria of regular attendance (minimum 65% attendance). Total 150 teacher trainees from government aided and 150 from self financed colleges were included in the study. Hence 300 teacher trainees were selected to evaluate B.Ed. curriculum. Here, purposive cluster sampling technique was followed.

College wise details of sample are given in table.

**Number of Teacher Educators and Teacher Trainees (from Government Aided and Self Financed Colleges)**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of Colleges</th>
<th>No. of Teacher Educators</th>
<th>No. of Teacher Trainees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Govt. Aided Colleges</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>NAS College, Meerut</td>
<td>08</td>
<td>50</td>
</tr>
<tr>
<td>2.</td>
<td>Meerut College, Meerut</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>3.</td>
<td>VMLG College, Ghaziabad</td>
<td>07</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>25</strong></td>
<td><strong>150</strong></td>
</tr>
<tr>
<td><strong>II. Self Financed Colleges</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>HLM College, Muradnagar</td>
<td>05</td>
<td>30</td>
</tr>
<tr>
<td>2.</td>
<td>Inmentec College, Dasna</td>
<td>06</td>
<td>35</td>
</tr>
<tr>
<td>3.</td>
<td>Saraswati College, NH-24</td>
<td>04</td>
<td>26</td>
</tr>
<tr>
<td>4.</td>
<td>Madhav College, Hapur</td>
<td>06</td>
<td>32</td>
</tr>
<tr>
<td>5.</td>
<td>Advance College, Mahrauli</td>
<td>04</td>
<td>27</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>25</strong></td>
<td><strong>150</strong></td>
</tr>
</tbody>
</table>
A schematic representation for sample selection is given as below:

```
List of B. Ed. colleges affiliated with C.C.S. University, Meerut

List of Self financed colleges
Random purposive sampling
(selection from NAAC Acc.)
Selection of 5 colleges
Cluster sampling
All Teacher Educators N=25

List of Govt. aided colleges
Purposive sampling
(selection from NAAC Acc.)
Selection of 3 colleges
Purposive Sampling
All Teacher Educators N=25
students from each colleges on the basis of regular Attendance N=150

Schematic Representation of Sample Selection
```

2. **Sample selection of Principals and Teachers from Schools**

First list of all secondary schools was made with the help of internet and on the basis of informations received by DIOS, Ghaziabad. Ranking of both types of schools was confirmed and best five schools from C.B.S.E. and U.P. Board were selected. Principal and 10 teachers from each school were taken in the sample. Only those teachers were selected in the sample who were reported sincere and best by the principal. Total 10 principals and 100 school teachers were interviewed to explore the B.Ed. curriculum requirements. Detailed layout is presented.
List of Secondary School of Ghaziabad

U.P. Board Schools

C.B.S.E. Board Schools

Purposive sampling

(Best School)

Selection of 5 schools

Purposive sampling

(Best School)

Selection of 5 schools

Quota sampling

Purposive sampling

Quota sampling

Purposive sampling

Principals

(N=5)

Best Teachers of IX and X Classes

(N=5)

(N=5)

Best Teachers of IX and X Classes

(N=50)

Layout of Sample Selection from Secondary Schools

School wise details of Sample are given in table.

Number of Principals and School Teachers from C.B.S.E. and U.P. Board.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>C.B.S.E. Board</th>
<th>U.P. Board</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Name of School</td>
<td>Principal</td>
</tr>
<tr>
<td>1.</td>
<td>Ryan International School, Dasna</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Bright Land School, Govindpuram</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>NWS, Shastri Nagar</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>GPS, Ghaziabad</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>SSD Jain Public School, Kavi Nagar</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5</td>
<td>50</td>
</tr>
</tbody>
</table>
Therefore, finally sample for the present research included 10 principals (5 from C.B.S.E. Board and 5 from U.P. Board), 100 teachers (50 from C.B.S.E. Board and 50 from U.P. Board), 50 teacher educators (25 from self financed and 25 from government aided colleges) and 300 B. Ed. students (150 from self financed and 150 from government aided colleges).

**TOOLS EMPLOYED**
The selection of tools for a particular study depends upon various considerations such as the objective of the study, the amount of time for disposal, availability of suitable test, personal competence of the researcher to administer, score and interpret the test results and like. Selection of the tool is very important and careful work for researcher because skills in choice and use of research instrument is crucial to the sources of the study and validity of its results. Therefore, researcher used self constructed tools for the study. Following tools were employed:

2. B. Ed. Trainees and Teacher Educators’ Interview schedule for curriculum evaluation of C.C.S. University, Meerut.
3. Interview schedule regarding curricular requirements for secondary school teachers.
4. Interview schedule regarding curricular requirements for principals.

**RELIABILITY**
Reliability refers to the accuracy or precision of a measurement procedure. Researcher used single administration method to estimate reliability. The procedure for estimating the reliability of a from a single administration of a single form depends on the consistency of each individual's performance from item to item and is based on the variance of the test scores and the variances of the separate items. This process is called *coefficient alpha*. Researcher calculated alpha (α) on sample of teacher educators and the value was found out as 0.666 and alpha (α) on sample of teacher trainees was found out as 0.631. Therefore, test is reliable for both teacher educators as well as teacher trainees.
VALIDITY
Validity of a test provides a direct indication of the degree to which a test scores actually measures what they intend to measure. Anastasi (1968) said, “The name of a test cannot be taken as a satisfactory index of validity because the names are usually vague and general.”

To ensure the content validity, the researcher tried to make the test items and scoring procedures on the basis of up to date theory procedures and researches available on the topic. The items were selected after in depth study of the expert’s view, their preferences, expectations, and deeply examining the relevance of particular items in different subareas of B. Ed. programme. Validity of the test was determined on the basis of following points:

(i) The items were pooled from preferences enunciated by the B. Ed. trainees and Teacher Educators.
(ii) Before the actual use of test, it was subjected to a systematic and critical inspection by experts.
(iii) B.Ed. trainees, Teacher Educators were asked to give free and candid comments regarding the usefulness of the items.

The researcher used ‘face validity’ which may when a test appears to measure what the test user wishes or intends to measure, it is said to possess face validity. Face validity refers not to what the test measure but what the test appears to measures. To ensure the face validity the researcher tried to make the test items based on B.Ed. curriculum.

STATISTICAL TECHNIQUES
1. Content analysis was done to arrive the curricular requirements of B. Ed. training programme on the basis of responses of Principals and teachers of secondary school on Interview Schedule.
2. Frequency, percentage and chi-square were used to analyse in data obtained on perception scale.

FINDINGS, CONCLUSIONS AND DISCUSSIONS OF THE RESEARCH
The findings of the research are systematically presented here in accordance with the objectives as mentioned below:
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 :

PERCEPTION OF B.ED. TRAINEES AND TEACHER EDUCATORS TOWARDS B.ED. CURRICULUM :

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Items</th>
<th>N</th>
<th>%</th>
<th>A</th>
<th>%</th>
<th>D</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>S.D.</th>
<th>%</th>
<th>χ² Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Present B.Ed. curriculum has the scope to meet the needs of local community.</td>
<td>41</td>
<td>13.67</td>
<td>15</td>
<td>5</td>
<td>75</td>
<td>25</td>
<td>169</td>
<td>56.33</td>
<td></td>
<td></td>
<td>181.22**</td>
</tr>
<tr>
<td>2.</td>
<td>Present curriculum is outdated as it does not cover the contemporary concepts and issues of education.</td>
<td>95</td>
<td>31.67</td>
<td>117</td>
<td>39</td>
<td>73</td>
<td>24.33</td>
<td>15</td>
<td>5</td>
<td></td>
<td></td>
<td>76.90**</td>
</tr>
<tr>
<td>3.</td>
<td>Present Curriculum fulfills educational needs of the society.</td>
<td>23</td>
<td>7.67</td>
<td>88</td>
<td>29.33</td>
<td>125</td>
<td>41.67</td>
<td>64</td>
<td>21.33</td>
<td></td>
<td></td>
<td>73.23**</td>
</tr>
<tr>
<td>4.</td>
<td>Curriculum is overcrowded without providing rich and significant contents.</td>
<td>69</td>
<td>23</td>
<td>102</td>
<td>34</td>
<td>81</td>
<td>27</td>
<td>48</td>
<td>16</td>
<td></td>
<td></td>
<td>20.47**</td>
</tr>
<tr>
<td>5.</td>
<td>Present syllabus has the scope to practice innovative methods of teaching.</td>
<td>53</td>
<td>17.67</td>
<td>23</td>
<td>7.66</td>
<td>68</td>
<td>22.67</td>
<td>156</td>
<td>52</td>
<td></td>
<td></td>
<td>130.63**</td>
</tr>
<tr>
<td>6.</td>
<td>Present curriculum is too theoretical.</td>
<td>98</td>
<td>32.67</td>
<td>123</td>
<td>41</td>
<td>46</td>
<td>15.33</td>
<td>33</td>
<td>11</td>
<td></td>
<td></td>
<td>72.58**</td>
</tr>
<tr>
<td>7.</td>
<td>Present curriculum is dominated too much by examination rather than skills needed for a good teacher.</td>
<td>55</td>
<td>18.33</td>
<td>82</td>
<td>27.33</td>
<td>101</td>
<td>33.67</td>
<td>62</td>
<td>20.67</td>
<td></td>
<td></td>
<td>17.24**</td>
</tr>
<tr>
<td>8.</td>
<td>Number of practice teaching lessons in curriculum is less than required.</td>
<td>98</td>
<td>32.67</td>
<td>96</td>
<td>32</td>
<td>32</td>
<td>10.66</td>
<td>74</td>
<td>24.67</td>
<td></td>
<td></td>
<td>37.59</td>
</tr>
<tr>
<td>9.</td>
<td>Teaching practice is interconnected with theory.</td>
<td>26</td>
<td>8.67</td>
<td>78</td>
<td>26</td>
<td>100</td>
<td>33.33</td>
<td>96</td>
<td>32</td>
<td></td>
<td></td>
<td>46.34**</td>
</tr>
<tr>
<td>10.</td>
<td>Number of micro teaching lessons in curriculum is less than required.</td>
<td>114</td>
<td>38</td>
<td>85</td>
<td>28.33</td>
<td>30</td>
<td>10</td>
<td>71</td>
<td>23.67</td>
<td></td>
<td></td>
<td>48.82**</td>
</tr>
<tr>
<td>11.</td>
<td>There is an equal weightage to theory and practical.</td>
<td>64</td>
<td>21.33</td>
<td>55</td>
<td>18.33</td>
<td>76</td>
<td>25.34</td>
<td>105</td>
<td>35</td>
<td></td>
<td></td>
<td>18.95**</td>
</tr>
<tr>
<td>12.</td>
<td>Present Curriculum has less provision for training in audio-visual aids.</td>
<td>116</td>
<td>38.67</td>
<td>67</td>
<td>22.33</td>
<td>52</td>
<td>17.33</td>
<td>65</td>
<td>21.67</td>
<td></td>
<td></td>
<td>31.64**</td>
</tr>
<tr>
<td>13.</td>
<td>Present Curriculum is fit to develop teaching competencies in student teachers.</td>
<td>52</td>
<td>17.33</td>
<td>27</td>
<td>9</td>
<td>110</td>
<td>36.67</td>
<td>111</td>
<td>37</td>
<td></td>
<td></td>
<td>71.38**</td>
</tr>
<tr>
<td>14.</td>
<td>Curriculum does not help student</td>
<td>84</td>
<td>28</td>
<td>116</td>
<td>38.67</td>
<td>87</td>
<td>29</td>
<td>13</td>
<td>4.33</td>
<td></td>
<td></td>
<td>76.66**</td>
</tr>
</tbody>
</table>
teachers in personality development.

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>S.A.</th>
<th>A.</th>
<th>D</th>
<th>S.D.</th>
<th>( \chi^2 ) Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>N %</td>
<td>N</td>
<td>N %</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Number of micro teaching lessons in curriculum is Sufficient.</td>
<td>53</td>
<td>17.66</td>
<td>52</td>
<td>17.33</td>
<td>85</td>
</tr>
<tr>
<td>16.</td>
<td>Present Curriculum has narrow scope to integrate computer technology.</td>
<td>100</td>
<td>33.33</td>
<td>80</td>
<td>26.67</td>
<td>51</td>
</tr>
<tr>
<td>17.</td>
<td>Curriculum helps student teachers in communication development.</td>
<td>65</td>
<td>21.67</td>
<td>15</td>
<td>5</td>
<td>58</td>
</tr>
<tr>
<td>18.</td>
<td>Present Curriculum gives no scope for training in action research.</td>
<td>111</td>
<td>37</td>
<td>71</td>
<td>23.67</td>
<td>46</td>
</tr>
<tr>
<td>19.</td>
<td>Number of practice teaching lessons in curriculum is adequate.</td>
<td>33</td>
<td>11</td>
<td>70</td>
<td>23.33</td>
<td>120</td>
</tr>
<tr>
<td>20.</td>
<td>Present Curriculum gives weightage to teaching practice.</td>
<td>45</td>
<td>15</td>
<td>63</td>
<td>21</td>
<td>126</td>
</tr>
</tbody>
</table>

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

### Perceptions of Teacher Educators on B. Ed. Curriculum

**Perception of Teacher Educators on B. Ed. Curriculum**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Items</th>
<th>S.A.</th>
<th>A.</th>
<th>D</th>
<th>S.D.</th>
<th>( \chi^2 ) Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Present B.Ed. curriculum has the scope to meet the needs of local community.</td>
<td>4</td>
<td>8</td>
<td>15</td>
<td>30</td>
<td>16</td>
</tr>
<tr>
<td>2.</td>
<td>Present curriculum is outdated as it does not cover the contemporary concepts and issues of education.</td>
<td>7</td>
<td>14</td>
<td>23</td>
<td>46</td>
<td>16</td>
</tr>
<tr>
<td>3.</td>
<td>Present Curriculum fulfills educational needs of the society.</td>
<td>4</td>
<td>8</td>
<td>14</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td>4.</td>
<td>Curriculum is overcrowded without providing rich and significant contents.</td>
<td>25</td>
<td>50</td>
<td>16</td>
<td>32</td>
<td>9</td>
</tr>
<tr>
<td>5.</td>
<td>Present syllabus has the scope to practice innovative methods of teaching.</td>
<td>3</td>
<td>6</td>
<td>12</td>
<td>24</td>
<td>18</td>
</tr>
<tr>
<td>6.</td>
<td>Present curriculum is too theoretical.</td>
<td>15</td>
<td>30</td>
<td>26</td>
<td>52</td>
<td>5</td>
</tr>
<tr>
<td>7.</td>
<td>Present curriculum is dominated too much by examination rather than skills needed for a good teacher.</td>
<td>22</td>
<td>44</td>
<td>14</td>
<td>28</td>
<td>5</td>
</tr>
<tr>
<td>8.</td>
<td>Number of practice teaching</td>
<td>21</td>
<td>42</td>
<td>18</td>
<td>36</td>
<td>10</td>
</tr>
</tbody>
</table>
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.
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.
3. Mostly B.Ed. trainees and teacher educators reported that present curriculum is unable to fulfill the educational needs of the society.
4. Both B.Ed. trainees and teacher educators perceived that present curriculum is overcrowded and does not have rich and significant contents.
5. Majority of student teachers and teacher educators believed that the new and innovative methodologies were not practiced in the B.Ed. curriculum.
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.
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.
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.
9. Mostly B.Ed. trainees and teacher educators felt that teaching practice is not integrated with theory.
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.
11. Majority of B.Ed. trainees and teacher educators said that present curriculum has less provision for training in audio-visual aids.
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.
13. B.Ed. trainees and teacher educators perceived that the present curriculum is unable to help in multifaceted personality development of B.Ed. trainees.
14. Mostly B.Ed. trainees and teacher educators said that present curriculum has
narrow scope to integrate computer technology in present B.Ed. curriculum.
15. Both B.Ed. trainees and teacher educators perceived that present curriculum does
not sufficient help student teachers in communication development.
16. Mostly teacher educators and B.Ed. trainees said that present curriculum has little
scope to train all student teachers in action research.
17. Most of teacher educators and B.Ed. trainees perceive that there is no proper
weightage given to teaching practice.

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:

EVALUATION OF COMPULSORY PAPERS/COURSES

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

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

Percentage-wise additions, deletions and corrections in compulsory papers/Courses by
B.Ed. Trainees

<table>
<thead>
<tr>
<th>Name of compulsory / Core Papers</th>
<th>Additions</th>
<th>Deletions</th>
<th>Corrections / No Change</th>
</tr>
</thead>
</table>
| 1. Teacher in Emerging Indian Society | Indian thinkers or Indian philosophies. (40% *)
○ Content related to role of education in development of country (12%)
| Western Thinkers (45%)
○ Naturalism, Pragmatism (25%)
○ Views of John Dewey (8%)
○ Philosophy of Russel | There is no need of any change. (15%)
○ Last two units need corrections. |
| 2. Development of Learner and Teaching Learning Process | Latest development in educational field (12%)  
- Concept of knowledge based society (20%)  
- Negative Education of Rousseau (24%) | 30% B.Ed. respondents did not want any change.  
- Sequence of unit IV i.e. exceptional children (35%) |
|-----------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| 2. Development of Learner and Teaching Learning Process | Child Psychology (60%)  
- New learning theories (40%)  
- Group dynamics (60%)  
- Emotional Intelligence (24%)  
- Practical knowledge of psychological test (40%)  
- Creativity (12%) | Statistical parts (50%)  
- Specially correlation  
- Unit of exceptional children (8%) |
|-----------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| 3. Educational Technology and Management | Basic knowledge of computer and practical knowledge (60%)  
- Applied technology (20%)  
- Classroom Management (20%)  
- Practical knowledge of programming (8%) | Some repeated topics like Motivation (40%)  
- Strategies of teaching (20%)  
- Evaluation of institution (last unit 24%)  
- Accountability (20%)  
- Fifth Unit professional norms and ethics (30%) |
|-----------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| 4. Development of Indian Education System | Sarv Shiksha Abhiyan (40%)  
- New Educational Programme (40%)  
- Educational Policies for SC/ST/OBC (24%)  
- Contemporary issues (40%)  
- Recommendations of Latest commission (20%) | 35% did not want any change in the syllabus.  
- Topics based on pre-independence period (40%)  
- Different Commission (12%)  
- 1986 policy (12%)  
- Vedic, budha and Muslim Education period (32%) |

*percentage of respondents i.e., student teachers is shown in brackets ( ).
## Percentage-Wise Addition, Deletion And Corrections In Compulsory Papers by Teacher Educators

<table>
<thead>
<tr>
<th>Name of Compulsory Papers</th>
<th>Additions</th>
<th>Deletions</th>
<th>Corrections / No Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Teacher in Emerging Indian Society</strong></td>
<td>New Indian Philosophers (54% respondents) - Constructivism (12%). Epistemology, meta physics and ethics (12%) - Role of teachers in our present social conditions (6%) - Latest development in educational field (6%).</td>
<td>- Pragmatism (40%) - Philosophy of celebration of Indian Festivals (35%) - Human Resource Development (20%) - Rousseau Philosophy (20%) - Russel Philosophy (12%) - Idealism (8%) - Repeated topic like Gandhi Ji (8%) - Indian thoughts and its contribution from 1st unit (8%)</td>
<td>- Ind and IIIrd unit should be merged. (12%) - Unit II (e) describes humanism – Historical and scientific and Buddhists. Make it clear (8%) - No need of any change (10%)</td>
</tr>
<tr>
<td><strong>2. Development of Learner and Teaching Learning Process</strong></td>
<td>Psychological Tests (20%) - Guidance and counseling (16%) - Constructivist view of learning (12%) - Piaget theory of intelligence (10%) - Mental health (10%) - Special education (8%) - Adult Education like Sex education (8%) - Concept of Inclusive education (8%) - Behavioural disorder (6%) - Constituants and approaches to personality - Applied Psychology (4%) - Emotional intelligence (4%) - Emotion, memory and forgetting (2%)</td>
<td>- Statistical portion (12%) - Type theories of personality (8%) - Exceptional Children (4%)</td>
<td>- Name of psychological tests should be mentioned (4%) - Intelligence theories should also include multiple intelligence theory (10%) - No need of any change (15%)</td>
</tr>
<tr>
<td><strong>3. Educational Technology and</strong></td>
<td>Practical knowledge of programming (40%).</td>
<td>- Strategies of Teaching (40%)</td>
<td>- Application aspects of</td>
</tr>
<tr>
<td>Management</td>
<td>Applied Technology e.g. New Application of Software and new Innovation in Technology as virtual university, open university, distance learning (12%)</td>
<td>Phases and models of teaching (12%) Computer related content (12%) Relationship between teaching and learning, operation of teaching (12%) Action research (6%) Role of effective communication in teaching process (28%) Current technological development (8%) Practicum in the form of: (15%) - Educational CD's on different topics - e-lesson planning (2%)</td>
<td>Norms and ethics (12%) Evaluation of students, teachers, institution (24%)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| 4. Development of Educational System in India | Current Changes in Education (46%) New Educational Programme in Education (20%) Educational policies for SC/ST/OBC (20%) National Knowledge Commission (12%) National Curriculum Framework (12%) National Curriculum Framework for Teacher Education (10%) | Topics related to pre-independence period (26%). Lengthy Topics like recommendations on National Education Policy 1986. (12%) | Units related to history of education can be divided into pre-independence period and after independence period. (4%) Emphasis should be on current educational policies and development as Right to
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"

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 teachees 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.

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.

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.

**Percentage-wise additions and deletions in Optional Papers suggested by B.Ed. trainees**

<table>
<thead>
<tr>
<th>Elective / Optional Papers</th>
<th>Additions</th>
<th>Deletions</th>
<th>Corrections / No Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Educational and Mental Measurement</td>
<td>Project work (40%)&lt;br&gt;○ Practical work related with statistics (20%)&lt;br&gt;Practical work in the form of Psychological tests like personality, intelligence and aptitude etc. (30%)</td>
<td>○ Theories of personality and intelligence (40%) because of repetition.&lt;br&gt;IIIrd Unit – Techniques of test conduct (24%)</td>
<td>○ 15% of B.Ed. trainees don’t want any change in the syllabus.&lt;br&gt;● Duplication of content in unit first and Unit fifth (10%).</td>
</tr>
<tr>
<td>2. Educational Management and Administration</td>
<td>Field work on role of teachers, administrators and principals in school and community. (40%)&lt;br&gt;○ School related problems (20%)&lt;br&gt;School report (20%)&lt;br&gt;○ Record maintenance (20%)</td>
<td>Role of Head master is placed in second and fourth unit both. (20%)</td>
<td>○ 35% respondent say no need of any change.&lt;br&gt;● Unit fourth should be properly managed (4%)</td>
</tr>
</tbody>
</table>
| 3. Career Information and Career Guidance | National and International level of work in the field of career guidance (45%)  
- Case study (15%)  
- Employment news (12%)  
- Counseling in detail (30%) | Career information (20%)  
- IIIrd and Vth unit should be merged.  
- 10% respondents did not give any suggestion. |
|---|---|---|
| 4. Environmental Education | Project work (24%)  
- Field work (40%)  
- Topic related to general awareness (20%)  
- Hygiene and Sanitation (8%)  
- National and International work in this area (40%) | Some general topic which are taught already in previous classes (40%)  
- Sequence of units (10%)  
- Pollution is taken in first and second unit (12%) |
| 5. Computer Education | Internet (30%)  
- Practical knowledge of computer programming (24%) | Theoretical portion as integers and fraction in computers (40%)  
- Films point and floating representation (8%)  
- Software and programming language should be specific. |

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

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

2. 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 enterpreneurship in education with particular emphasis on development of school establishments and management of school events.

3. 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.

4. Mostly respondents said that the optional paper on Environmental Education should include project work, field work, current affairs and current programems 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.

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

<table>
<thead>
<tr>
<th>Name of Teaching Methods</th>
<th>Additions</th>
<th>Deletions</th>
<th>Corrections / No Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Teaching of Hindi,</td>
<td>Content for skill development (60%)</td>
<td>Pronunciation correction</td>
<td>20% students gave no suggestions.</td>
</tr>
</tbody>
</table>
### ii. Teaching of English

<table>
<thead>
<tr>
<th>Techniques</th>
<th>No Changes</th>
</tr>
</thead>
</table>
| New teaching methods of English (22%)  
  - Content for skill development (45%) | 20% students gave no suggestions. |

### iii. Teaching of Mathematics

<table>
<thead>
<tr>
<th>Techniques</th>
<th>No Changes</th>
</tr>
</thead>
</table>
| Practical work (58%)  
  - Skills based content (20%) | 30% students did not want any change in this paper. |

### iv. Teaching of Physical Science

<table>
<thead>
<tr>
<th>Techniques</th>
<th>No Changes</th>
</tr>
</thead>
</table>
| Demonstration of teaching and audio-visual aids (50%)  
  - Practical knowledge (40%)  
  - Content of science (30%) | 25% students did not recommend any change in this paper. |

### v. Teaching of Biological Science

<table>
<thead>
<tr>
<th>Techniques</th>
<th>No Changes</th>
</tr>
</thead>
</table>
| Laboratory Work in Biological Science (50%)  
  - Demonstration method in teaching (40%)  
  - Content of Biology (25%) | 30% students did not give any change in the paper. |

### vi. Teaching of Commerce

<table>
<thead>
<tr>
<th>Techniques</th>
<th>No Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical knowledge (29%)</td>
<td>35% students provided no suggestion for change.</td>
</tr>
</tbody>
</table>

### vii. Teaching of Social Studies

<table>
<thead>
<tr>
<th>Techniques</th>
<th>No Changes</th>
</tr>
</thead>
</table>
| Field based activities (26%)  
  - Content from History and Geography (39%) | 42% students say for no change in syllabus. |

### Percentage wise addition, deletions and corrections in Teaching methods papers suggested by Teacher Educators

<table>
<thead>
<tr>
<th>Name of Teaching Method Papers</th>
<th>Additions</th>
<th>Deletions</th>
<th>Corrections / No Changes</th>
</tr>
</thead>
</table>
| i. Teaching of Hindi | Grammar based topic in the syllabus of Hindi (40%)  
  - Emphasis on teaching aids (12%).  
  - Four skills of Hindi languages (12%)  
  - Emphasis on language lab and lab use (20%) | Composition and Translation method (12%) |  
  - Unit IV, V and VII should be merged (12%)  
  - Lesson plans should be mentioned separately for prose, poetry, |
<table>
<thead>
<tr>
<th>ii. Teaching of English</th>
<th>Teaching of Hindi Lesson Plans only for prose and poetry (8%)</th>
<th>grammar, composition etc. (8%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grammar based topic (12%)</td>
<td>No need of any change (30%)</td>
</tr>
<tr>
<td></td>
<td>Topic on four fold skills of a language (12%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Add latest and practical approach of teaching English and emphasis should be on practical and constructive approach. (12%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Add historical background of language, literature, phonetics in Ist unit (20%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Latest teaching methods and approaches (15%)</td>
<td></td>
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<tr>
<td></td>
<td>Practical simple conversation or viva should be added (25%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluation of a text book (18%)</td>
<td></td>
</tr>
<tr>
<td>iii. Teaching of Mathematics</td>
<td>Practical based content (40%)</td>
<td>History of Maths from Ist unit (45%)</td>
</tr>
<tr>
<td></td>
<td>Mathematical lab work (12%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Content of maths (12%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>New innovative methods of teaching maths (15%)</td>
<td></td>
</tr>
<tr>
<td>iv. Teaching of Physical Science</td>
<td>Innovative practices (20%)</td>
<td>Nature and history of science from Ist unit (12%)</td>
</tr>
<tr>
<td></td>
<td>Application of Physical Science in daily life (12%)</td>
<td>Common topics like achievement test which are already given in paper of measurement (4%)</td>
</tr>
<tr>
<td></td>
<td>Project work in science (8%)</td>
<td>Use of Piaget Application in lesson plan (8%)</td>
</tr>
<tr>
<td></td>
<td>Organization of science club (8%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Constructive Approach in Science (8%)</td>
<td>Reorganization of unit VIII: Process and product outcomes should not separately mentioned</td>
</tr>
<tr>
<td>v. Teaching of Biological Science</td>
<td>Skill based content (18%)</td>
<td></td>
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<tr>
<td>----------------------------------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>Practicable Knowledge (20%)</td>
<td>• Test assumptions in unit VIII (8%)</td>
<td></td>
</tr>
<tr>
<td>• Interesting teaching method in details (12%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Workshop for improvised apparatus and teaching aids (8%)</td>
<td></td>
<td></td>
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<tr>
<td>• Lesson plans based on different methods of teaching (4%)</td>
<td></td>
<td></td>
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<tr>
<td>• Organization of Bio club and science fair (12%)</td>
<td></td>
<td></td>
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<tr>
<td>• Innovative practices in teaching (8%)</td>
<td></td>
<td></td>
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<tr>
<td>• Some important course content (8%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Nature and history of biological science (25%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• CAI – because it is included in E-103 (12%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Models of instructions (12%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No change in syllabus (12%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi. Teaching of Social Study</td>
<td>Social relationship in subject content (30%)</td>
<td></td>
</tr>
<tr>
<td>• Indian constitutions (28%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Qualities of social science teacher (8%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No need of change (35%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii. Teaching of Commerce</td>
<td>Topic based on commerce content (15%)</td>
<td></td>
</tr>
<tr>
<td>• New teaching methods (12%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Diagnostic test (12%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Constructivism in commerce teaching (10%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No need of any change (25%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lesson planning and unit planning should be separately mentioned (48%)</td>
<td></td>
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</tr>
</tbody>
</table>
5. 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.

6. 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.

7. 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.

8. 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.

9. 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 tht 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.

10. 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.

11. 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.

12. 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.

13. B.Ed. curriculum should 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.

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

15. 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.

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

17. 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.

18. B.Ed. curriculum must be semester based.

19. There should be proper practical work in each compulsory paper.
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.
2. Principals perceive that the most important skills for teachers are training in computer and using audio visual aids.
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.
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.
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.
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.

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.
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.
3. School teachers of both education boards are in favour of introducing new reforms in present B.Ed. curriculum. There is an urgent need of review and to gear it up for qualitative improvement.

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.

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.

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.

7. Mostly school teachers reported that training in computer assisted instruction, demonstration based instruction, delivering lecture are the most important areas for teacher trainees.

8. School teachers give importance to training in academic activities, field activities, art and music activities.

**SUGGESTIVE CURRICULUM OF B.ED. FOR C.C.S. UNIVERSITY**

Researcher has made an effort to develop B.Ed. curriculum for C.C.S. University on the basis of perception and evaluation of B.Ed. curriculum done by student teachers and teacher educators. Curriculum requirements and suggestions given by school teachers and principals regarding changing school context were included in model B.Ed. curriculum. Moreover, she has considered all the discussions and the informations sought from teachers, principal, student-teachers, teacher educators and other academicians during collection of the data and available literature related to it. Also other universities' B.Ed. curriculum and National Curriculum Framework for Teacher Education were reviewed from research point of view. About fifteen Indina universities' curriculum were analysed and also international university curriculum were reviewed. The attempt through research has been done on the corollary of the existing B.Ed. curriculum of different universities, to develop model B.Ed. curriculum in specific context of evaluation of B.Ed. curriculum done by their stakeholders.
On the basis of main suggestions given by all stakeholders, available literature and other universities’ curriculum, objectives were first set for B.Ed. curriculum. The objectives of teacher education can be made as follows:

1. To make prepare teachers for caring and loving children, develop sensitivity to the problems of the learners, commitment to justice and zeal for social construction.
2. To make aware teachers for perceiving child as constructor of knowledge and viewing learning as a search for meaning out of personal experiences and knowledge generation as a continuously evolving process of reflective learning.
3. To help pupil teachers in developing social sensitivity, consciousness and finer human sensibilities.
4. To provide opportunity to trainees for reflection and independent study.
5. To develop ability in trainees to integrate academic knowledge and professional training into a meaningful whole.
6. To develop ability in trainees to integrate ICT in their teaching learning process.
7. To develop ability in trainees to engage with the curriculum, syllabus and textbooks and to critically examine them rather than taking them as given and accepted without question.
8. To train trainees to organize learner–centred, activity based and participatory learning experiences, play, projects, discussions, dialogue, observations and visits etc.
9. To train and educate trainees to connect school knowledge with community knowledge and life outside the school.
10. To help pupil teachers to understand the psycho-social attributes and needs of learners, their special abilities and characteristics, their preferred mode of cognition, motivation and learning resulting from home and community socialization.

Thus, on the basis of these objectives, B.Ed. curriculum is developed by the researcher. Further, this curriculum is a Two year Model after graduation to integrate general education with professional development along with an intensive internship with schools. Here, the course structure is described ongoing pages:

B.Ed. TWO YEAR MODEL CURRICULUM

FIRST YEAR:
A : Core Paper
   I. Education in Emerging Indian Society
   II. Development of Learner and Teaching Learning Process.
   III. Educational Technology
   IV. Educational Measurement and Evaluation
   V. Teaching Method I- (i) Languages (Hindi/English) (ii) Physical Science (iii) Commerce
   VI. Teaching Method II – (i) Social Studies (ii) Biological Science (iii) Mathematics

B. Qualifying Paper :
   Computer Education (i) Theory (ii) Practical

C. Sessional Work / Other Activities
   I. Action Research /Case Study
   II. Work with Community
   III. Scouting / Guiding

D. Pre Internship :
   Visit to innovative centres of Pedagogy and Learning wherever feasible.
   ◦ Content Analysis
     Developing Teaching Learning Material
   ◦ Microteaching – 2 weeks for one method and 2 weeks for second method [Five Micro lessons ]
   ◦ Simulated Teaching – 2 weeks for one method and 2 weeks for second method. (Five Mega Lessons)

SECOND YEAR :
A. Core Papers
   I. Development of Educational System in India.
   II. School Administration and Management
   III. Teaching Method I- (i) Languages (Hindi / English) (ii) Physical Science (iii) Commerce
   IV. Teaching Method II – (i) Social Studies (ii) Biological Science (iii) Mathematics

B. Optional Paper (Any two)
I. Value Education
II. Special Education
III. Yoga and Health Education
IV. Environmental Education
V. Career Guidance and Counseling

C. Sessional Work / Other Activities
I. Personality Development Programme
II. Cultural Activities
III. Sports

D. School Internship – 8 weeks
   
   Delivery of lessons – 30 lessons in each teaching subject, one criticism lesson at the end of fourteenth lessons and other at the end.
   
   ○ Participation in school activities.
   ○ Related practicum
      ○ Achievement test constructions and administration.
      ○ Observation of lessons.
      ○ Case study and action research.
      ○ Analysis of text book.

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 practitioner.
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 Programme should be included in B.Ed. curriculum.

13. There should be inclusion of life skills, constructive approach, inclusive education in the B.Ed. curriculum.

**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.

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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