CHAPTER – I
CONCEPTUAL FRAMEWORK OF TEACHER EDUCATION CURRICULUM

1.1.0 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.

1.1.1 HISTORICAL PERSPECTIVE IN TEACHER EDUCATION

The modern teacher education programme in India had its beginning in 1826 when the first normal school was established in Madras under the management and financial assistance of the Presidency government. Initially it prepared teachers for district schools. In 1828, the committee of Public instruction in Madras suggested an improvement in the training of teachers of language
learning. Later, this developed into the presidency college. In 1847, Bombay also started a normal school and in 1849, Calcutta too had a normal school.

From the day, these teacher education institutions were established, the organizers and government began to feel the requirement to improve upon the teacher education system so as to make it relevant to the education system and the society. Later, Wood's despatch in 1854 made some valuable suggestions for improvement of education of teachers. It suggested that allowance be given to persons who possess aptitude for teaching and are willing to devote themselves to the profession of school teaching. The Indian Education Commission (1882) insisted on a certificate in teacher training and made pedagogical courses more prominent. The Education Policy Resolution (1904) endorsed the views of the commission emphasizing close relationship between theory and practice. The recommendations brought about a change in the field of teacher education. Rethinking on the syllabus, improvement in facilities, etc. were the outcomes of the resolution. The second resolution on education policy (1913) again pinpointed the weakness of the system and suggested some useful measures. Calcutta University Commission (1917) also pointed out some glaring inadequacies of the training institutions and the poor quality of the training provided in these programmes. Working on the recommendations of the commission, 13 out of the 18 Universities set up faculties of education.

In 1937, Abbott-wood suggested some valuable changes in teacher education like inclusion of social responsibility for teachers and the idea of community work and community service into the curriculum of teacher's colleges. The Sargent Plan (1944) made some practical suggestions for teacher training programme recommending non-graduate teachers in high schools to go for 2 years training and the graduates for one year training. The first year of 2 years training was to be devoted to the study of general and professional subjects supported by school visits, discussion and other experiences to kindle the trainees interest in education.

Teachers Education has always attracted considerable attention of our educational thinkers, experts and policy makers. In India, the first commission appointed in the post-independence period, known as the University Education Commission (1948) under the
chairmanship of Dr. S. Radhakrishnan reviewed the development of higher education in the country and made proposals for its future expansion and improvement.

After independence the University Education Commission (1948) observed that the training colleges had no basic orientation in the essential for improvement of teacher training, it suggested that theory and practice should support each other. As a result of the large number of workshops, seminars and conferences conducted on teacher education during the fifties. A similar function for secondary education was performed by the Secondary education commission (1952) under the chairmanship of A. Lakshmana Swami Mudaliar. It recommended that there should be only two types of institutions for teacher training:

- For those who have taken School Leaving Certificate or Higher Secondary School Leaving Certificate, the period of training should be two years, and
- For graduate for whom the training may for the present be of one academic year, but extended as a long term programme to two academic years.

It also recommended that training colleges should, as a normal part of their work, arrange refresher course, short intensive courses in special subjects, practical training in workshops, professional conferences and should also conduct research work in important aspects of pedagogy. There was a strong demand, in the late fifties and early sixties of the last century, that the Government of Indian should appoint an education commission to look education as a whole instead of in a compartmentalized fashion. In response to this demand, an Education Commission (1964-66) was appointed under the chairmanship of Prof. D.S. Kothari by the Government of India. The report contained two exclusive chapters, one, on teacher status and another, on teacher education. The Education Commission observed that the destiny of the nation is shaped in the classroom, that education is an important instrument of national development and that money spent on teacher education is a sound investment to ensure better school education.

After the Education Commission (1964-66), some Universities introduced summer schools and correspondence courses to clear the back log of untrained teachers and some states set up state boards of teacher education. The planning commission, in the fourth five years plan
(1969-74) laid emphasis on improving the quality of teacher education and suggested co-
ordination between the NCERT and SIEs for organizing training programmers for teacher 
educators.

Later the National Commission on Teachers - 1 (1983-85) also recommended widespread 
reforms, particularly in the duration and content of training. It emphasized the need for longer 
duration teacher preparation programmes by integrating the education of content and pedagogy 
in a single programme. Regarding the teaching practice or internship programmes, the concern 
has often been expressed not only about its inadequacy but also about its organization in a 
reutilized and ritualistic manner. It has also been pointed out that the teacher education 
programmes are more theory oriented and less practice oriented. The theory courses are taught in 
a manner which instead of stimulating critical and reflective thinking, encourages memorization 
and reproduction without understanding. The student teachers are seldom encouraged to develop 
their own concepts and ideas about children's education and teaching on the basis of personal 
observations and experiences.

Development in teacher education during the post independence period indicates that the 
system of teacher education needs renewal and change to meet the emerging challenges and the 
future needs. There is need for a drastic change in all aspect 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 teacher for local, national and global demands.

The NPE (1986 & 1992) recommended completes overhauling of the system as a 
prerequisite to bring quality improvement and suggested new programmes of teacher education 
which emphasized continuing education for teachers.

The Acharya Ramamurti Committee (1990) in its review of the NPE 1986 observed that 
an internship model for teacher training should be adopted because the internship modal is firmly 
based on the primary value of actual field experience in a realistic situation, on the development 
of teaching skills by practice over a period of time.
Subsequently, the Yashpal Committee (1993) appointed to analyze, the academic burden on students and unsatisfactory quality of learning also expressed concern over the poor quality of teacher preparation programmes in the country which leads to unsatisfactory quality of learning in schools. This committee also suggested restructuring of the course content of teacher education programmes to ensure its relevance to the changing needs of school education, longer duration of training, emphasis on self learning and independent thinking and making the whole teacher education programme more practicum oriented.

1.1.2 TEACHER EDUCATION CURRICULUM FRAMEWORKS

In the process of imparting formal education, curriculum plays a very important role. It is a plan of institution that details what students are to know, how they are to learn it. What the teacher’s role is and the context in which learning and teaching will take place (UNESCO 2002). Curriculum provides a medium of interaction between the teacher and the student. It is an instrument to bring behavioural changes in the pupil. Different subjects are included in the curriculum to impart comprehensive knowledge to the learner. Curriculum must stand on the pillars of relevance and excellence. Besides a dynamic and meaningful curriculum has to be responsive to the needs and aspirations of the society also. As the needs and aspirants change, curriculum must be revised on a regular basis to accommodate the changes, new issues and innovations. Curriculum, the lifeline of every educational process not only derive it shape, identity and direction from educational objectives, but also reflects them. Any programme of professional preparation should fulfill the requirements and expectation of the profession. In this sense, the curriculum should be purposive and functional so that it can attain the objectives of the profession.

The task of revamping teacher education curriculum in the real sense has always remained daunting. Inadequacy of sustained intensity of experiences offered in the teacher education programmes is leading to mismatch between the teacher education curriculum and the school curriculum. School education can achieve its intended objectives only if here is corresponding reflection of the same concerns in the programme of teacher education as teacher is the pivot on which the outcomes expected of any educational system can blossom. These
concerns dominated the leaders of the nation through the establishment of various commissions, committees, Working Groups, etc. from time to time.

TEACHER EDUCATION CURRICULUM FRAMEWORK (1978)
The first comprehensive attempt for the development of Teacher Education Curriculum Framework was made in 1978 with the publication Teacher Education Curriculum; A Framework by the National Council for Teacher education (NCTE) in non-statutory body located in the National Council of Educational Research and Training (NCERT). This was in response to the Curriculum Frameworks brought out by the NCERT for the ten year school and higher secondary education in 1975 and 1976 respectively. Main recommendations are :-

- Relevance of the Curriculum to the personal and social needs of Children and schools; as well as aspirations of people an ideology of the nation.
- Flexibility within the framework of acceptable national goals and values. The framework suggested that 'flexibility is urgently required not only to break the barriers between the stage wise teacher education programmes but also between different disciplines. Flexibility for relevance, mobility and continuing education was emphasized.
- Interdisciplinary and integrated approach in teacher education curriculum should be so designed that integration among theory courses take place, and this integrated pedagogical understanding flows into the skill dominated areas of methodology of teaching various subjects as well as into the attitude - building areas of work experience, health, physical and recreational education, along with social service.
- Task - oriented teacher education. Teacher education must be treated as an exercise of training a teacher for handling a variety of tasks inside and outside the classroom.
- Reform in practice teaching. The framework suggested that student teachers should be put through a series of simulating, microteaching situations before being pushed into actual classrooms.
- Semester system was suggested to replace the year wise course.
- Evaluation system to be made more reliable and valid.
- Promotion of research and experimentation in teacher education institutions.
The Curriculum Framework (1978) made a substantial departure from the existing models in two ways -- one, for the first time, it separately visualized curriculum structure for different stages of education, and secondly, it advocated semester system in place of the annual system. It assigned 20 percent weightage each to pedagogical theory and working with the community and 80 percent weightage to content cum - methodology area consisting of practice teaching and related practical work. The Framework (1978) emphasized pre - practice teaching activities including simulated teaching and model lessons delivered by teacher educators, actual teaching through block teaching approach instead of delivering one lesson per day and post teaching follow up by taking up related practical work in evaluation, etc. Therefore, the duration of practice teaching was considerable increased.

**TEACHER EDUCATION CURRICULUM FRAMEWORK (1988)**

The National Curriculum Framework for Elementary and Secondary Education (NCFESE), formulated in 1988, clearly articulates, a national system of education based on a common educational structure, a national curricular framework and minimum levels of learning for each stage of education. The school curriculum and its transaction are expected to give concrete shape to the emerging national system of education. The main focus is on evolving a national system of education which would promotes India’s Unique socio-cultural identity, prepare the country to meet the future challenges and develop the country’s human resources enabling them to participate effectively in national development endeavours. This implies the reorientation of the content and process of education, particularly, at the school stage to make it in tune with the goals of the emerging national system of education NCFESE 1988.

The curricular concerns laid down in the NCFESE (1988) are also patient. For our society which is striving to bridge the gap between the haves and the havenots, the question of equality of educational opportunity assumes a profound importance, the educational deprivation of other needs and to serious undermining of the potential not only for individual development and fulfillment but for national development as well to promote equality, it is necessary to provide equal opportunity to not only in access, but also in the conditions for success. Education being a powerful instrument for social transformation, the value of equality of opportunity has to be
demonstrated both by ensuring that the conditions of learning promote equal chance of success to all.”

TEACHER EDUCATION CURRICULUM FRAMEWORK (1998)
The next significant attempt was the curriculum Framework for Quality Teacher Education (1998) that attempted to address and reflect on the changing international scenario as a result of globalization, privatization, communication technology, etc. The framework further attempted to strike a balance between the international demands and realities of the national life. In a major departure from earlier frameworks, it accepted commitment, competence and performance as the guiding principles for the development of curricula and programmes for teacher preparation. Responsiveness to the community needs, culture specificity in pedagogy and preparing teachers, as lifelong learners, had been specially emphasized in the framework.

The situation had not changed much even today. The changes suggested by these curriculum frameworks have not been fully implemented at the ground level, the influence of 1978 framework could be seen in the curriculum of teacher education at the field level as many universities and state level agencies incorporated curricular areas recommended by the their syllabi.

TEACHER EDUCATION CURRICULUM FRAMEWORK (2005)
The advent of 21st century saw a renewed attempt to modify teacher education curricula to the needs of contemporary society. The Model Curriculum of UGC (2001), approach papers of NCTE (2003) and Curriculum Framework of Teacher Education of NCERT (2004) and (2006) respectively tried to address the contemporary concerns.

At the secondary level, the curricular components covering theory courses- contemporary and emerging Indian society, teaching learning process, evaluation, curriculum development and action research, pedagogical courses, optional courses, practice teaching, co-curricular activities, practicum and post-courses, work internship are in the curriculum. These papers though reflect the path sketch for the development of professionalism in teacher education programmes, yet they could not get translated into course details.
The NCF (2005) also refers to the problem of the curriculum load as compounded in "Learning without Burden", a report submitted by the National Advisory committee to the MHRD in 1993. The NCF state, despite the review of the Curriculum Frame work, in 2000. The vexed issues of curriculum load and the tyranny of examination remained unsolved. It focused on the increase in curriculum load for children which has made learning at school a source of stress for young minds during their formative years of childhood and adolescence. In this connection, the NCF (2005) says, to make teaching a means of harnessing the child's creative nature, the report recommended a fundamental change in the matter of organizing the school curriculum, and also in the system of examination which force children to memories information and reproduce it. Learning for the sake of being examined in a mechanical manner takes away the joy of being young and delinks school knowledge from every day experience" (NCF 2005).

The NCF (2005) reminds us to view the Yashpal Committee Report (1993) in all seriousness. The Yashpal Committee had recommended that "the content of the (teacher preparation) programme should be restricted to ensure its relevance to the changing needs of the school situation. The emphasis in these programmes should be on enabling the trainees to acquire the ability for self-learning and independent thinking.

The revised draft Curriculum Frame work for Teacher education prepared by the NCTE in collaboration with the NCERT (2006) assumes significance since it points to the necessary space and vision for a convergence between school curriculum and the education programme for teachers.

The NCF (2005) suggests some principles of curriculum reform:

- Connecting knowledge to life outside the school.
- Ensuring that learning shifts away from the rote method.
- Ensuring that learning moves away from being textbook centric.
- Making examination more flexible.
- Nurturing caring concerns for the democratic polity of the country.
The NCF has described the current concerns of teacher education as follows:
Experiences in the practice of teacher education indicate that knowledge is treated as
given, embedded in the curriculum and accepted without question, there is no
engagement with the curriculum. Curriculum, syllabi and textbooks are never critically
examined by the student teacher or the regular teacher.

- Language proficiency of the teacher needs to be enhanced, but existing programmes do
  not recognize the centrality of language in the curriculum.
Teacher education programmes provide little scope for student teachers to reflect on their
experiences.

- Disciplinary knowledge is viewed as independent of professional training in pedagogy.
Repeated practice in the teaching of a specified number of isolated lessons is considered a
sufficient condition for professional development.

- It is assumed that links between learning theories and models and teaching methods are
automatically formed in the understanding developed by student teachers.

There is no opportunity for teachers to examine their own biases and beliefs and reflect
on their own experiences as part of classroom discourse and enquiry.

- Theory courses have no clear link with practical work and ground realities.

The evaluation system followed in teacher education programmes is too information-
oriented, excessively quantitative and lacks comprehensiveness.

- Apart from conceptual and pedagogical aspects, existing programmes need to develop
certain attitudes, dispositions, habits and interests in a teacher. The present evaluation
protocol has no place for evaluating these aspects.

TEACHER EDUCATION CURRICULUM FRAMEWORK (2009)
Again an attempt was made in 2009 by the NCTE in collaboration with the NCERT to update the
teacher education system in the light of National Curriculum framework for School Education
(2005). Its consonance with the NCF (2005) was ensured with a view to facilitating smooth
trajectory for translation of the vision of NCF (2005). At the very onset it had clarified that, “The
NCF subscribes to a view of learner as an active participant in the process of learning and
knowledge as social construction”. The teacher education curriculum framework will need to
engage with questions of the learner (in this case, the teacher) the learning process and the content and pedagogy of educating teachers.

The latest effort to modify teacher education curricula to meet contemporary requirements has been initiated by the NCERT in the context of the recommendation of the committee appointed by it to review teacher education programmes offered in RIEs (Govinda Committee). The committee highlighted the interdisciplinary nature of education and recommended that, "a systematic exercise needs to be undertaken to identify fundamental concepts, which can be drawn from cognate disciplines, with a view to: (a) Highlighting connectivity among these concepts linked to teaching - learning processes and practices; and (b) focusing on distinct nature of education" as an area of study with its emerging and evolving interdisciplinary knowledge base and its epistemology. Teacher education curricula should therefore, allow space to the teachers to introspect, reflect on their own practices and become agents of change.

In spite of the thrust of various curricular reform efforts to evolve stage-specific curricula for school education, there is considerable mismatch in practice. The duration of teacher training should be uniformly implemented thought the country. The existing concept of practice teaching needs to be reformulated and should be replaced by school experience / school attachment programme of longer duration and provision for comprehensive experience of school life to the student teacher parallel to the internship in the medical profession both in terms of richness of experience and rigour of preparation.

It is also highlighted that the design and practice of present teacher education programmes are largely based on certain assumptions about curriculum, knowledge and social frame work which offer very little for the progress of ideas and professional and personal growth of the teacher. These nations need to be rethought and re-conceptualized in the new frame work of education and teacher education.
1.1.3 PRESENT TEACHER EDUCATION SCENARIO

The National knowledge commission (2009) has also highlighted that teacher training should not be seen in terms of a finite period of time but as a process by which the quality of teaching and learning in the classroom can be regularly improved, in a context that fosters an attitude of lifelong learning. Therefore, there should be a mechanism for feedback and subsequent interaction between teachers and the training Institutes, especially for pedagogical techniques that are new or require more continuous innovation from the teacher. The National knowledge commission further says that currently in service training is offered through pre-determined themes which may not be relevant to the requirements of classroom situations.

The National knowledge Commission (NKC) has observed that teachers are the single most important element of the school system and the country is already facing a severe shortage of qualified and motivated school teachers at different levels. It is urgent to restore the dignity of school teaching as a profession and provide more incentives for qualified and committed teachers. Non-teaching official duties such as election-related responsibilities should not be allowed to interfere with the teaching process. Forums that allow and encourage teachers to exchange ideas, information and experiences including a web-based portal should be developed. At the same time, there should be transparent systems for ensuring accountability of school teacher.

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.

### 1.1.4 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 as shown in figure 1.1.0.

Fig. 1.1.0 : Showing need of the curriculum evaluation
Nowadays school education's paradigm is shifted according to needs of the time. These are present in table 1.2.0 (Panda, Pranati 1999):

### Table 1.2.0: Paradigm shift in School education and Teacher education

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

1.2.0 STATEMENT OF THE PROBLEM
The present study can be stated as “B. Ed. CURRICULUM OF C.C.S. UNIVERSITY : AN EVALUATION”

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

1.3.1 B. ED.
The 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.

1.3.2 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.

1.3.3 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>
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<tbody>
<tr>
<td>I</td>
<td>E-101</td>
<td>Teacher in Emerging Indian Society</td>
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<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>E-205</td>
<td>Educational, and Mental Measurement</td>
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<td></td>
<td>E-206</td>
<td>Educational Management and Administration</td>
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<tr>
<td></td>
<td>E-207</td>
<td>Career Information and Career Guidance</td>
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<td></td>
<td>E-208</td>
<td>Teaching Value</td>
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<td></td>
<td>E-209</td>
<td>Environmental Education</td>
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<tr>
<td></td>
<td>E-210</td>
<td>Computer Education</td>
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<td></td>
<td>E-211</td>
<td>Physical Education</td>
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<tr>
<td></td>
<td>E-212</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>VI and VII</td>
<td></td>
<td>Teaching Methodology</td>
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<tr>
<td></td>
<td>E-413</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>
</tbody>
</table>
1.3.4 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.

1.4.0 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.

1.5.0 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.

**1.6.0 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.
REFERENCES


