CHAPTER – II
REVIEW OF RELATED LITERATURE

2.0.0 INTRODUCTION
In the preceding chapter the researcher has made an attempt to throw light on the nature and importance of the problem in hand. Further more she has tried to formulate the hypotheses and objectives of the study. After deciding the objectives of the study it becomes the duty of a careful researcher that she should study the researches which have been conducted either in India or abroad since effective research is based upon past knowledge. This step helps to eliminate the duplication of what has been done and provides useful and helpful suggestions for significant investigations. Citing studies show substantial agreement and those that seem to present conflicting conclusion and helps to sharpen and define understanding of existing knowledge in the problem area, provides a background for research project, and makes the reader aware of the status of the issue. Indeed, review of related literature is as valuable guide in defining the problem, recognizing its significance, suggesting promising data gathering devices, appropriate study design and sources of data. Thus, the review of related literature is an important and crucial aspect of a research project which means to locate the real and evaluate the post as well as current literature of research concerned with the planned investigations. According to Good, Barr and Scats, (1954) survey of related literature serves following purposes:

1. To know whether the evidence already available solves the problems adequately without further investigations and thus, to avoid the risk of duplication.
2. To provide ideas, theories, explanations or hypotheses valuable in formulating the problem.
3. To contribute to the general scholarship of the investigator.
4. To suggest methods of research appropriate to the problem.
5. To locate comparative data useful in the interpretations of results.

Vockell (1983) has pointed out the following two purposes:

1. To put the hypothesis to be examined in the research report in to its proper context.
2. To provide readers with guidelines regarding where they can look to find more information and to establish the author's credential by letting readers know that the
researcher is aware of what has been going on with regard to the current and related topics.

Keeping in view the significance of related research, review was done in comprehensive manner and foreign as well as Indian studies were reviewed and all studies are grouped in following parts:

1. Researches related to B. Ed. curriculum.
2. Researches related to impact of Teachers Training Programme.
4. Researches related to Teaching Practices.

2.1.0 RESEARCHES RELATED TO B.ED. CURRICULUM

Jamwal, S.B. (2013) emphasized on participation in the co-curricular activities should be made compulsory at all levels. In the curriculum 50% curricular and 50% co-curricular syllabus should be introduced.

Sahni (2011) also suggested that integrate action research project and ICT into B.Ed. curriculum. The aim of teacher education is to develop skills and appropriate knowledge among teachers trainees for using and integrating right technology in an appropriate manner and focus should be shifted from learning from technology to learning with technology in order to facilitate learning.

Yadav (2011) studied the initial teacher education programme at secondary stage in India. The main findings were – (i) B.Ed. curriculum and syllabus were not revised during last more than five years. (ii) There was no co-ordination between the school curriculum and B.Ed. curriculum. (iii) More emphasis was laid on the theory courses than practical work. (iv) The curriculum was lengthy and content in many subjects was not required. (v) Duration of practice teaching was less, and it was not supervised properly.

Padhi and Kumar (2011) studied the growth and status of secondary teacher education programme in Chattishgarh. The study told (i) There is a need to make a balance between theory and practical papers to make the programme more effective. (ii) There should be of two year duration of teacher training programme to develop the proper training ability in the students. The
duration of practice teaching and internship be increased from one month to at least six months. (iii) To conduct an action research project and five days of community experiences in an academic session. (iv) Regular conduction of conferences, seminar, group discussion should be organized with in a regular interval to develop the capacities of students in the institutions for the quality improvement in the programme.

*Kumari* (2011). emphasized on qualitative improvement of education to prepare competent teachers. In order to ensure production of right type of teachers a sound programme of professional preparation of teacher is essential, for this purpose, there is need to reorganize teacher education programme and see its prospective view.

*Mohanty* (2009). studied the school improvement, teacher empowerment and teacher education: In international scenario. Evaluation of teacher education programme not only to base on record, but also on observation of classroom teaching and demonstration lessons of faculty members and functioning of library and reading room, interviews with teacher trainees, faculty members, managing body members and school inspectors of concerned area, heads of practice teaching schools and the public.

*Singh and Gardia* (2008). made curricular Reform in Teacher Education (An analysis of the Existing B. Ed. Curriculum). The process of updating the curriculum requires an extensive evaluation of the existing curriculum at any level. It is, in this context, that a study was conducted to evaluate and frame the curriculum of B. Ed. of 5 teacher educational Institutions in Varanasi. School organization and Management, Measurement and Evaluation are its core contents. The paper recommends that training of teachers has to give more stress on emerging issues like entrepreneurship, Education for peace, citizenship environmental concerns and rigorous internship.

*Goswami* (2008). in his paper Student Teachers’ perception on quality teacher education, told that the quality of secondary teacher education programme in Assam is far from satisfactory. The main findings were: (i) There is an urgent need to review and to gear it up for qualitative improvement. (ii) Number of practice teaching days be increased and strictly followed. (iii) Teacher educators should try to use innovative methods of teaching. (iv) Student teacher should be properly trained in action research.
Bhatia (2008). in his paper entitled Sharing Responsibility for Education discussed the benefits of collaboration for teacher education institutions and schools the need and modus operandi for establishing linkage with schools and the emerging knowledge skills and learning needs of teachers, this paper indicates a roadmap for development of the teacher education scenario.

Siddiqui (2008). studied on Teacher’s Quality And Human Resource Development told, the curriculum, including practicum, offered by the teacher training institutions still awaits true overhauling. Despite the fact that NCTE has developed new curriculum guidelines for different teacher education programme, many institutions have not followed these guidelines. It is for these and other reason that the initial training received by future teachers fails to prepare them satisfactory to face the challenges of the profession and successfully play new roles being assigned to them by the education system and the society. As a result, these teachers, more often than not remain confined to their traditional and limited role that too quite weakly. They hardly help their students in all round development of their personalities and in their development as a good human resource with a distinctively enhance productivity.

Chatterjee (2008). studied on teacher education: its revitalization and quality control. He found that: (i) To make the teaching learning system more lively and dynamic, concept of educational technology are to be implemented. Use of audio-visual aids and its promotion at all levels is strongly desired. (iii) Course curriculum must be dynamic, updated and technology based. (iii) To make the teacher trainees capable of facing the challenges of globalization in the education sector.

Vrasidas, C. & Melsaac, S.M. (2001). discussed the importance of technology integration in teaching and teacher education. Emphasis is placed on policy and curriculum reform as they relate to the use of information technologies for teacher education and for successful technology integration, there needs to be a shift in pedagogical approaches and reform of teacher education programmes.

Walia (1992). studied on Secondary Teacher Education Programme in Northern India: An evaluative study. The main objectives of this study were – (i) To study the curriculum of teacher education at the secondary level. (ii) To discover the weakness and dysfunctionality of
the curriculum and practices at this level of teacher education. (iii) To work out a functional useful teacher education programme for the country. The major findings were (a) The curriculum of secondary teacher education lacked uniformity and clear cut definition. (b) A four years teacher education programme was preferred to the existing one year B. Ed. Programme.

**Bhonsle** (1992). evaluated the new curriculum of teacher education and concluded that majority of principals, teachers educators, student teachers and teachers were of the view that the new curriculum was suitable for developing teaching competence among the student teachers.

**Shukla** (1991). studied on curriculum design for value oriented Secondary School teacher education in Punjab. The twin objectives of the study were to identify the course contents of the B. Ed. Programme for integrated value education and to develop value orientation curriculum design. 50 randomly selected student teachers of B. Ed. programme participated in the study. He found ample scope for integrated value education with teaching subjects and various activities.

**Das** (1991). studied a comparative study of the evaluative procedures of the secondary teacher training institute in Gujarat State. The main objectives were (i) To find out the differences in evaluative procedures among the secondary teacher training Institute in Gujarat. (ii) To study the opinion of the principals/H.O.D. regarding the evaluative procedures which they are adopting. The finding were (i) Diversity exists in the evaluation process in Teacher Training Colleges. (ii) The majority of the institutes follow a mixture of internal and external evaluation procedures. (iii) An external-cum-internal marking system with continuous evaluation and the semester system should be adopted in all teacher training colleges.

**Bordoloi** (1990). critically evaluated the teacher education in Assam at the Primary level during the post independence period with special reference to the curriculum and in service training. The objective of the study were (i) To trace the historical development of Primary teacher education in Assam. (ii) To find out the place of practice teaching in the total programme of teacher preparation and the method of evaluating it. (iii) To find out the major draw backs of the present curriculum. (iv) To make suitable recommendations for solving the same. The findings were (i) The study showed that despite the existence of 22 training centres to train lower primary teachers, there was still a backlog of untrained lower primary teachers in Assam and the quality of entrants in these institutes was not upto the mark. (ii) They also suffered from lack of
adequate Physical and educational facilities. (iii) Organisation and evaluation of practice teaching was not satisfactory. (iv) B.Ed. Curriculum was found to be too heavy for one academic year. The curriculum seemed to be practical in outlook but theoretical in practice. (v) Trained teachers did not get the chance to apply the techniques of teaching they learnt in the actual classroom situation as the curriculum of each class of the secondary school was found to be heavy and teachers were expected to complete their courses.

_Mani_ (1988). evolved a programme of teacher education at the +2 stage. The Objectives of the study were (i) To evolve a teacher education programme for the higher secondary school teachers by studying the needs of the pre service and in service programme for the +2 teachers as perceived by teacher educators, higher secondary teachers and school principals. (ii) To analyse the pre-service and in service education programme for the +2 teachers in terms of types, objective and curriculum. (Job analysis scale was used to get details regarding the functions of the higher secondary teachers. Through questionnaire, interviews experts reactions to the designed programme were obtained. Some of the data were analysed qualitatively while for other percentage were computed. The main findings were (i) A majority of teacher educators and higher secondary teachers opined that the present B.Ed. Programme did not make any specific provision for higher secondary teachers with regards to methodology. They felt that specific training was needed in methodology, guidance and counselling, in use and repair of A. V. Aids and in techniques of education for higher secondary teachers.

_Bhatia_ (1987). studied Evaluation of New B. Ed. Curriculum in the college of education affiliated to the University of Bombay. The study told (i) Teacher educator unanimously agreed that the area of practice teaching was the most important part of the B. Ed. Programme. (ii) They felt microteaching should be taken more seriously. (iii) Practical work was a useful part of the curriculum and should be organized more seriously. (iv) Subject experts should observes practice lesson. (v) Schools attached to the training colleges should be used as experimental schools. (vi) A large majority found the B. Ed. Curriculum is mechanical and book oriented. The study indicated that the theory load should be cut down and the ratio of the theory and practice teaching should be 50:50.
Ramamurthy (1985). after making a study of undergraduate teacher training programme in Andhra Pradesh. He found that there was need for the improvement of craft work and extra curricular activities.

Kakkad (1983). studied the topic Secondary Teacher education curriculum – An analytical study and Develop Teacher Education Programme. The major Findings were (i) Internship in teaching should be introduced for a period of 3 months. (ii) There should be provision for theory and practical action research or classroom research in STEP (Secondary teacher education programme). (iii) Evaluation of practicals, sessional work and other aspects may be in grades.

Sharma (1982). conducted a study on the fundamental course of B. Ed. In the different Indian Universities. It is an analytical study collecting opinion of teacher educators and trained teachers through questionnaire and checklist. The Study reveals diversity in aims content areas as well as practical work. The investigator has suggested a model syllabus for the foundational course for B. Ed.

Bhatnagar (1980). studied on literature on student teaching and other practical work in the B. Ed. Programme in India. The main objective of the study was to analyse the contents of studies and literature on student teaching and other practical work in the B.Ed. Programme and to suggest the future perspective of studies in these areas. The major findings were (i) The studies had not concentrated on the practical work of the B. Ed. Programme. (ii) These studies emphasized the need for a comprehensive network of school activities to be included in student-teaching programme. (iii) A few studies revealed that student teaching was the weakest link in the teacher education programme. (iv) Supervision of student teaching programme conducted by school principals and teacher educators.


Kohli (1974). research on the topic a critical evaluation of curriculum for teacher education at B.Ed. Level in Punjab. The objective of this study were (i) To evolve screen and identify the specific objective of teacher education at B.Ed. level in Punjab. (ii) To find out the
effectiveness of existing curriculum. (iii) To suggest guidelines for improvement of the B.Ed. Curriculum. The sample included 15 colleges in the 7 districts of Punjab. The tool and techniques used for data collection were (1) a questionnaire (2) An interview Schedule and (3) Observation. The study revealed that (i) Sessional work was useful but it had to be organized in a more serious manner. (ii) Theory should be reduced to 50% and practical work should be increased accordingly. (iii) Considering restructuring, some of the optional papers like school organization could be included in the paper on principles of education. (iv) Block practice teaching could better be replaced by practice of internship under the change of practising schools. (v) Need was felt to extend the duration of training to 2 years instead of the existing one year system. (vi) Organisation of specified co-curricular activities was a felt need. (vii) Need was also felt in respect of annual review of the curriculum by a committee of teacher educators experienced heads of the schools and school teachers. (viii) On the basis of recommendation of education commission (1964-66) curricular objectives should be formulated under (a) Knowledge and undertaking. (b) Skills and abilities.

Sharma (1973). confined his study to the compulsory courses in the theory of education offered by the Indian Universities for the B.Ed. Degree. His study involved 2100 trained teachers, 30 syllabi and 19 experts, and sought to examine the objectives and the desired learning outcomes and to make an objective analysis of the theory courses with reference to them. He examined the B. Ed. Practice teaching Programme of post graduate teacher education course in different universities and evaluated how effective they are?

Studied by N.C.E.R.T. in collaboration with NCTE and NCERT have been undertaking a number of research studies in the field of teacher education. They have reviewed and designed new curriculum for different levels of teacher education. An interesting study undertaking by NCERT, “An intensive study of 3 colleges of education in Punjab” was undertaken in 1968 by Dr. Enclyn Marr, along with research staff Dr. L. C. Singh, Dr. K. Arora and Mrs. S.P. Gupta, three colleges in Punjab were selected for this intensive study, one was Government Co-Educational college, second was private college for women student and third one was co-educational private college. There was considerable similarity in the reactions of the teacher educators and the fulfill teachers about course of study. They agreed that the syllabus was too lengthy, there was overlap between the different subjects and it was too theoretical. The need for
more emphasis in practical aspects and for giving more time to the teaching subjects was generally expressed.

Roy (1952). studied the curriculum in secondary training colleges was to be too bookish have very little connection with the requirements of life. The study recommended that the minimum number of practice lessons should be 50, every trainee should observe 30 lessons which may be given by (A) Subject lectures (5) (B) Trained school teachers (10) (C) student teachers (15). Subjects like games and sports creative expression course. Art and craft, Music, Social service and scouting were emphasized. The teaching of theory papers should be in the morning and practical work in the afternoon, throughout the year.

2.2.0 RESEARCHES RELATED TO IMPACT OF TEACHERS TRAINING PROGRAMME

Mishra (2007). revealed that 95% of the sampled pupil-teachers considered teacher training as an essential input for becoming a successful teacher.

Gupta (2006). in his paper Teacher Training – Any impact he analyzed that today B. Ed. Degree is one such professional qualification, quality and utility. Driven by the need for continuous training and retraining it has become almost customary to organize orientation or refresher programme for teachers and teacher educators to improve the teaching learning process. A teacher training programme can have lasting impact only if parallel and simultaneous inputs are provided to related subsystem like provision of infrastructure and facilities, curriculum reform. In order to make an inputs on the system it would be necessary to take a holistic view of systematic needs of which training will form an important part.

Pal, Rajendra (2005). in his paper teacher education and school education some concerns concluded (i) Linkage with practice and real classroom teaching should be established. (ii) The over crowded curriculum has to be reduced in size and information is to be converted into knowledge. (iii) Constructivist approach should be motivated. (iv) More educational resources has to be generated. (v) Recommendations of various committees and commissions which are still relevant to present teacher education should be implemented.
Panda (2000). in her paper alternative paradigm towards quality teacher education: Need for collaborative change, emphasized that there is a need of redefining the teacher's role within the framework of the school system and education renewing the teacher education curriculum, building a teacher education system that views preservice and inservice learning as a continuum and strategically shifting institutional arrangement by bringing the entire teacher education to university level.

Bhosale (2005) studied on local wisdom qualitative improvement in Teacher Training Programme. The investigator analysed the existing curriculum in teacher education programme at the B.Ed. level taking into account aspects like the essential core characteristics of a teacher in relation to his subject, expectation of the society and the school management from the teacher and so on.


Sohoni (1992). attempted to develop a training programme for the B.Ed. Student with a view to developing their problem solving skills for effective transfer of such skills to their students.

Vyas (1991). evaluated the effectiveness of the programme of mass orientation of school teachers and found that performances of teachers covered under the programme was better than those who were not oriented.

Rai (1982). conducted a survey of the problems of teacher’s training Colleges with regards to practising schools. The main Findings were (i) 53% of the student teachers admitted that they failed to do their responsibilities satisfactorily due to lack of time. (ii) The student teacher stated that teacher educators generally lacked competence in respect of giving guidance. (iii) Inadequate accommodation in classrooms and absence of follow up of practice lessons were other. Problems of the student teachers in addition to the problems of having self motivation for practice teaching. (iv) Most difficult problems were in regard to establishing good relationship with practising schools and framing suitable time tables. (v) Teacher educators felt the problem
of limited period of practice teaching allowed by schools. (vi) Head masters of practising schools of U.P. were not happy with the teaching by student teachers because they felt that the teaching practice session upset their plans of work. (vii) The educationist felt that the objective of student teaching were not realized, the quantum of student teaching was inadequate, supervision and evaluation was defective, relationship between colleges and schools was not harmonious.

**Sinha** (1980). concluded in his research that trained teachers better than untrained teachers in relation to effectiveness of class-room teaching and there was no significant effect on teacher's competence to perform non-teaching roles.

**Verma** (1979). the teacher training programme was a catalyst range in the professional attitudes of the teacher trainees and was very effective for those who had got pre-training teaching experience of one year or less.

**Bhandarkar** (1978). found that the trained teachers attitude towards teaching was significantly positive than the mean attitude of the untrained teachers.

### 2.3.0 RESEARCHES RELATED TO MICRO TEACHING

**Amanda and Tangen** (2010). used Micro Teaching to enhance teaching efficiency in pre-service teacher. The qualitative data revealed that pre-service teacher enter teaching in order to positively impact on children yet are concerned about behavioural Management in the classroom. In addition this data highlighted the positive impact that Micro teaching had on their developing teacher identity.

**Pandga** (1991). conducted a study of relative effectiveness of microteaching & traditional technique of teacher training in the development of general teaching competence of the student-teachers training colleges. He found microteaching approach was more effective than the traditional teacher - training approach.

**Francis** (1989). observed the effects of Micro teaching on student teacher’s performance in the actual teaching practice classroom. The teaching performance of the two groups were observed in the actual classroom by three independent assessors, before and after the Micro teaching. The means of the aggregate means of these two groups were compared using the t-test
of significance. It was found that while there was no significant difference between the performance of the two group on the pre- Micro teaching observations scores, there was a significant difference between them on the post Micro teaching observation scores, in favour of the Micro teaching group.

**Khan** (1985). studied the effectiveness of Microteaching Techniques in terms of students Achievement. The Study told (i) Student teachers treated with the technique of skill based microteaching were found to be more effective in the General traditional method of teaching. (ii) It would help in reducing the time normally taken in practice teaching and would ensure better academic achievement on the part of the pupil.

**Chathley** (1984). made an experimental study on the teaching competency at Macro level as a function of training in Micro skills among the prospective secondary school teachers in relation to the integration of skills and subject area, findings of the study were (i) There was a significant improvement in the general teaching competence of trainees as a result of training in micro skills. (ii) There was a further improvement in general teaching competence of trainees as a result of training in integrated skills.

**Singh** (1984). made an effect of Training in teaching skills using Micro class peers and real pupils on the General Teaching competence of student teachers at elementary level. The main findings were (i) The student teachers trained using micro teaching under the simulated conditions acquired better teaching competency than those trained under the traditional training method. (ii) The student teachers trained, using Micro Teaching under real class room conditions acquired better teaching competency then those trained under the traditional training method. (iii) The effectiveness of the Micro teaching training technique was more significant in respect of those trained under real class room conditions than those trained under simulated class room conditions in developing the teaching competences of the student teachers. (iv) Micro Teaching should be used in developing teaching skills as a regular technique in colleges of education.

**Syag** (1984). studied the teaching competence of pre-service and in service teachers trained through different treatments of Micro teaching. The implications were (i) The Micro teaching approach should be made an integral part of the student teaching programme. (ii) At least two continuous periods should be allotted for practising skills in a micro-teaching setting.
(iii) Teacher training institution may use either Peer feedback and/or peer cum audio tape feedback during Micro Teaching treatment. (iv) Instructional materials on various teaching skills should be developed.

Patel (1978) found that the microteaching treatment in simulated condition was found significantly better than the traditional teacher training programme in developing the general teaching competencies.

Illigeworth, Bruce Leonard (1971) studied the Self and supervisor feedback in Micro teaching by Pre-service teachers. The main findings were – No significant differences between the treatment groups. The final mean pooled judges ratings for the group that received feedback were significantly higher than those of the control group. It was indicated that all groups accepted the Micro teaching techniques.

2.4.0 RESEARCHES RELATED TO TEACHING PRACTICES

Sarangi (2011). Practice teaching in B.Ed. Programme told that internship a programme in the teacher training schedule in which a trainee does a job to gain experience under supervision is a better substitute for practice teaching as it requires the trainee to stay in the school campus and behave as if he is a regular member of the school community. As such the trainee should be involved in all kinds of activities of the school including teaching. Such activities may be administration and management, personal contacts with the students and their parents or guardians, guidance to students, participation in and organization of co-curricular activities of the school.

Shukla (2010). studied the effect of simulated practice teaching on teaching competency of student teachers of B.Ed. The objective of the study were (i) To study the effect of simulated practice teaching on teaching competency of the student teachers; (ii) To study the effect of the academic qualification of the student teachers on their teaching competency; (iii) To study the effect of the interaction among independent variable on teaching competency of student. The main findings showed that the student teachers having practice teaching of micro lesson is better than that of student teachers having practice teaching of simulated lesson.
Kumar (2007). studied the dimension of practice teaching for excellence of teacher education programme. He found that teacher education curriculum needs improvement, it is that concerning teaching practice. Teacher educators fully agree that the teaching practice should be thoroughly recognized. It could preferably be done in three stages. In the first stage of training the trainees should learn the different skills of teaching. The Second stage of practice teaching should comprises the teaching at school for one to two months. The final stage of teaching practice should be the internship of trainees in school. This will make them familiar with total picture of a schools. He concluded that length and duration of teaching practice should increase from one to two months for better teaching.

Pillai (2004). analysed impact of practicing schools on quality teaching practice of teacher trainees. This paper has attempted to explore the impact of practicing schools on the quality of practice-teaching of the prospective teachers, who in a way will carry on whatever has been learnt for a long time. Lack of facilities and lack of spirit and motivation of the school should negative import the quality of teaching.

Bhatnager (1988). conducted a study on the development of tools for supervision and evaluation of student teaching and practical work in colleges of education. The objectives were (i) To identify activities under student teaching and other practical work which might be common in the B.Ed. Curriculum in the case of most universities in the country. (ii) To develop tools for the assessment of all these activities under student teaching and other practical work prescribed in the B.Ed. courses being run at that time by various universities. (iii) To try out these scales in actual training situation through feedback from colleges of education. The findings were (a) Stressed on the need of developing common tools for assessment of activities under student teaching and other practical work for all universities in the country. (b) Common areas in which the tools were required to be developed were lesson planning. Supervision/evaluation of actual teaching by student teacher, co-curricular activities. SUPW and community work arising out of theory papers including assignments.

Deo (1985). studied the practical Programme other than practice teaching in teacher education institute. The findings were: (i) Most of the student teachers felt that “lack of time” was a major factor is not being able to achieve the objectives of the practical programme. (ii) The
teacher educator opined that lack of sufficient opportunities and lack of time were the cause for non fulfillment of the objectives of practical programme. (iii) The student teachers felt that there could be a large number of practical programmes in the colleges of education but due to lack of time, lack of proper guidance, lack of sufficient opportunities and lack of feedback from the teachers they were not able to achieve the objectives. (v) The student teachers were not provided facilities for training in preparation of some visual and audio aids. (vi) Excursion for student teachers were not arranged by the institutions. (vii) Co-curricular activities were not organized according to the interests and needs of the students. (viii) There was no provision for psychology practicals which would give students teachers opportunities for application of theories of learning.

Mohanty (1984). studied the student teaching programme in colleges of education with special reference to innovation; the main findings were (i) The manner in which criticism lessons were held was not proper. (ii) Various methods of teaching were not used in teaching lessons. (iii) The practice teaching programme stressed delivery of lessons and not other activities expected from a student teacher. (iv) Supervisions did not observe lessons completely. They rarely discussed their observations in lesson plan journals with the trainees. (v) Evaluation was of doubtful validity as no evaluation criteria were explicitly stated. (vi) School-college co-operation was found poor in almost all institutions under study. (vii) The college lacked qualified method masters. (viii) The lecture method of teaching was in vogue.

Pande (1980). critically studied the supervision practices. The main finding were (i) No teacher training department had a separate building. They had to share the classroom with other department of the colleges. They could not have specially equipped rooms for teaching Science, History, Geography etc. They did not have tutorial room where they could sit and discuss the lesson plans with the trainees. (ii) Most of the college did not have hostel facilities. The trainees coming from other places had to face a lot of difficulty in finding suitable lodging and this interfered with their efficiency. (iii) Some of the teacher educators did not have adequate knowledge of the subject matter in which the trainees delivered their lessons. Their work load was very heavy. (iv) Facilities for the organization of teaching practice were not adequate. Most of the training department did not have their own model schools. They found it rather difficult to persuade schools to allow their trainees to have teaching practice. Sometimes the trainees had to
travel considerably long distance to go to school for teaching practice. 50% of the principals of the schools where the trainees want for practice teaching had negative attitudes towards training programme. (v) The trainees did not take adequate interest in planning their lessons. They somehow tried to complete their work.

Srivastava (1970) studied on Evaluation of practice teaching in teacher training Institutions, CIE. The study involved the content analysis of the prospectus, syllabi, un-ordinances regarding examinations, observation and evaluation schedule and an exploratory interview with a few heads of teacher institutes and student teachers. two questionnaires, one for the heads and other for the student teachers were also developed and used. Questionnaire were filled in by 82 heads of institute and 200 student teachers from 10 institutes. It was found that about 76.8% of student teachers developed unfavourable attitude towards practice teaching. Teacher educators divided on whether to give feedback in terms of knowledge of results to the student teachers.

Knowledge of evaluating practices in their institutions influenced the student- teachers standard of teaching interest and liking for teaching. The satisfaction of student teachers about the evaluation practices correlated highly with their perception of the presence or absence of the element of subjectively in the evaluation system of their institute. Student teachers were to favour a system of evaluation which was based more towards assessment.

Naseema (2008). Explored the Training Needs of college teachers. The main findings of research were mostly teachers of Calicut and Kerala have admitted to their weaknesses not only in the use of computer and internet as well as modern technologies in the classroom; but also to their lack of adequate knowledge in their content area, new pedagogy and research methodology considered to be the strongest pillars on which the whole edifice of higher education rests. This clearly points to the paramount need of providing training in these areas as part of the ASC programmes lest the edifice should dwindle. A great challenge for the ASCs indeed.

2.5.0 CONCLUSION

After the extensive review of researches done in the field of teacher education on curriculum, it can be said that the researches done on the curriculum, are mostly theoretical but survey based and

The present study is a comprehensive and first study as per research knowledge in which researcher evaluated B.Ed. curriculum through perception of teacher educators and teacher trainees towards general characteristics of curriculum, critical appraisal of curriculum through interview schedules and interview of principals and school teachers for present curricular requirements and then also suggestive B.Ed. curriculum is presented.

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