

**A Study of Implementation of B.Ed. Curriculum Framework of  
NCTE Regulations, 2014 in some selected Universities  
and Affiliated Colleges**

Pre-Presentation Summary  
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### **1.1.0 Introduction**

Development of child cannot be possible without education. Teacher is the center point of education. At present we are reforming the National education system so our first and foremost emphasis should be on the growth and development of teachers quality as teacher is the most important element of educational process. The quality of a nation depends upon the quality of its citizen and the quality of its citizen depends if not exclusively but in critical measure upon the quality of their education. The quality of education depends in turn upon the quality of their teacher. Thus it can be say that teacher plays an important role in social and Nation building, therefore, it is necessary to focus on qualitative teacher training program.

Quality of education and training basically depends on quality of curriculum. Curriculum in teacher education is the heart and soul of any teacher preparation program. It is the sum total of all the learning activities or experiences, within or outside the classroom, that are to be provided to the prospective teachers in order to achieve the goals of teacher education in particular and of education in general, for their continuous and willful growth in every sphere of life whether personal, social, professional or vocational.

### **1.1.1 Teacher Education in the Post Independence Era**

**The University Education Commission (1948-49):** Just after Independence the University Education Commission was appointed under the chairmanship of Dr. S. Radhakrishnan. The Commission submitted its report in 1949. The Commission observed that obviously there was no difference in the theory papers offered in the various teacher-training colleges. But there was much difference in practice followed by them. The number of supervised lessons varied from ten to sixty and the type of practice teaching and student teaching varies from one to another. The Commission observed-that the training colleges had no basic orientation in the essentials. For improvement of teacher training, it suggested that the teacher educators must look at the whole course from a different angle, that the theory and practice should support each other; that the intelligent following of rule of thumb methods should be made; trainees be recruited from people having a firsthand experience of school teaching; that courses in the theory of education must be flexible and adaptable to local circumstances; that original work by professors

and lecturers in education should not suffer from isolation and lack of interuniversity planning.

**Kothari Commission (1964-66):** The Education Commission was appointed by the Government of India by a Resolution, dated 14 July 1964, “to advise the Government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects under the chairmanship of D.S. Kothari.”

Kothari Commission (1964-66) submitted a comprehensive report, which served as a basis for establishing a uniform national structure of education covering all stages and aspects of education. It emphasized the necessity of professional preparation of teachers for qualitative improvement of education. Recognizing teacher education as a distinct academic discipline of higher studies different from pedagogy, it suggested establishing schools of education in certain universities, starting of extension programs, and increase in the duration of training of teachers, opening of comprehensive colleges, exchange of teacher educators, and revision and revitalization of courses of study. It recommended that its isolation be removed and laid stress on the importance of practice teaching and in-service education. It recommended allocation of more funds for teacher preparation, better salaries and improved service conditions for teachers and their educators to attract competent people to the profession. On the whole, it was the first comprehensive and meaningful report on education in general and teacher education in particular. It is noteworthy that the Center and the State Governments implemented various recommendations of the Commission, which resulted in considerable improvement in the professional education of teachers. The attempts to bring about qualitative changes in teacher education continued thereafter. Based on the recommendations of the Commission, the National Policy on Education (1968) was formulated. The working of National Council of Educational Research and Training (NCERT) was also reviewed. The NCERT and its Regional Colleges of education were expected to play a greater role in the education of teachers.

**National Commission on Teachers (1983):** In recognition of the importance of teachers and their role in developing the nation's human and material resources, the Government of India appointed two National Commissions on Teachers; one for the school stage (National Commission on Teachers-I 1983) was set up under the Chairmanship of Prof.

D.P. Chattopadhyaya and the other for higher education including technical education in February 1983.

Major recommendations of this commission are following-

➤ *Training of Teachers-* Training of teachers demands urgent attention. A majority of our teaching colleges and training institutions are woefully inadequate in the context of changing needs of India today. The minimum requirement of any training program is that it should enable a trainee to acquire basic skills and competencies of a good teacher.

➤ *Integrated Course-* Teacher education is to be made relevant to the roles and responsibility of the new teacher, the minimum length of training for a secondary teacher, in our judgment, should be five years following the completion of class XII. The four year courses can, if necessary, be made into a five-year program at a later date, after the model of professional courses in medicine, engineering and law.

➤ *One-Year B.Ed. Course-* The existing one year B.Ed. courses must be made effective both by lengthening the time available and by revamping the current courses and curricula. We are of the view that the two summer months may be added to the academic year ensuring a working year of at least 220 days.

➤ *Training of Elementary Teachers-* There is need to review the existing structure and duration of courses available for the training of elementary teachers. In the first place the elementary teacher has often to teach not only the primary classes I to V but also VI and VII.

➤ *M.Ed. Course of Studies-* The existing M.Ed. courses should be thoroughly revamped to provide for greater specialization and must be specifically geared to the preparation of:(a) Teacher educator; (b) Curriculum consultants for the SCERT, Science Institutes and State Boards of Education; and (c) School inspectors, supervisors and educational administrators. Norms developed by the National Council for Teacher Education for the physical and staff resources of elementary and secondary teacher training institutes will have to be reviewed particularly in view of our recommendations in favor of a four-year integrated course and greater stress on acquisition of practical skills.

**National Policy on Education (1986):** In August 1985, the Government of India brought out a document "The Challenge of Education: A Policy Perspective."The document was debated and discussed widely in the country and the recommendations of the educationists, thinkers and workers were submitted to the Government of India for inclusion in the Education Policy, 1986. According to National Policy on Education

(NPE) 1986, stress was given to the teacher education program. Training schools were upgraded to District Institutes of Education and Training (DIETS) and training colleges were upgraded into Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs). There were provisions for research and innovation in IASEs.

**National Policy on Education 1986 (Program of Action 1992):** During 1990's the NPE was revised by Acharya Ramamurthy Committee and it gave a humane approach to education emphasizing more on value-oriented education. The National Policy on Education (NPE) was adopted by Parliament in May 1986. A committee was set up under the chairmanship of Acharya Ramamurti in May 1990 to review NPE and to make recommendations for its modifications. That Committee submitted its report in December 1990. At the request of the Central Advisory Board of Education (CABE) a committee was set up in July 1991 under the chairmanship of Shri N. Janardhana Reddy, Chief Minister of Andhra Pradesh, to consider modifications in NPE taking into consideration the report of the Ramamurti Committee and other relevant developments having a bearing on the Policy, and to make recommendations regarding modifications to be made in the NPE. It gave a humane approach to education emphasizing more on value oriented education. It also saw the emergence of NCTE as a statutory body of the Govt. of India when NCTE Act of 1993 was passed by parliament. NCTE came into effect on 17<sup>th</sup> August 1995 for planned and coordinated development of teacher education system across the country. Policy of Liberalization, Privatization and Globalization (LPG) stated during this period when Indian market was opened to foreigners and free trade and commerce was encouraged.

### 1.1.2 NCTE

The National council for teacher education (NCTE) established in 21<sup>st</sup> May 1973 come out with curriculum framework for different teacher education program in 1978. The pursuance of the recommendation of the curriculum framework, the area like Education in Emerging Indian Society and working with the community were introduce in the syllabi for teacher education program in different status. The NCTE was established as Statutory through an Act of Parliament of 1993 to regulated Teacher Education in Country by laying down norms and standards and by undertaking periodically inspections with a view phase out sub-standard institute and to check commercialization in teacher education, while performing its regulatory function.

The NCTE also brought out National Curriculum framework for teacher education 1998 and 2009 towards preparing professional and human teacher. The objectives of NCTE are- i) To work specially towards planning and co-ordinate development of teacher education. ii) To improve the standard and functioning of Teacher Educators. NCTE constituted specific committees for monitoring and reforming teacher education. These committees are evaluate present Teacher training programs and give some recommendations and suggesting for improving quality of teacher or teacher training programs.

### **1.2.0 Reform of Curriculum**

Curriculum is the medium of interaction between teacher and the taught. The role of teacher is very important in achieving behavioral change among the taught. To attain good outputs, curriculum transaction and curriculum revision is important to accomplish the needs and aspirations of changing era. Nowadays curriculum at all levels has been attempting to meet the challenges of globalization. Thanks to the apex regulatory bodies who have initiated the reform movement in quality enhancement and sustenance through curriculum revision and development. Teacher Education programs in the country have been directed visionary changes by Kothari Commission (1966), Chattopadhyya committee (1985), National policy on 'Education (1986), Acharya Ramamurthi Committee (1990), Program of Action (1992), Yeshpal Committee (1993), National Curriculum Framework (NCF 2005) and National Curriculum Framework for Teacher Education (NCFTE2009), University Grants Commission, Council of Educational Research and Training (NCERT) etc. The B.Ed. curriculum is revised by NCTE during 1998, 2002, 2005, 2009 and 2014 in access to changing needs and expectations of the stakeholders.

#### **National Curriculum Framework, 2005**

The National Curriculum Framework (NCF)-2005 prepared by the National Council of Educational Research and Training (NCERT) aims to bring about a significant shift towards schools and systems that are child-friendly and inclusive, and teaching-learning processes that are more based on a constructivist approach, responsive to each child's needs. The NCF-2005 has resulted in a series of initiatives for renewal of school education curriculum at the State level, revision of textbooks and other teaching-learning materials, changes in pedagogy and leaning assessment procedures. Across the country, States are being supported to design and implement comprehensive quality improvement programmes with a view to bringing about renewal of State curriculum keeping in mind

the principles underlying NCF-2005, including redesigning of textbooks and other teaching-learning materials, reorientation of the teaching-learning process and learning assessment systems and institutionalization of quality monitoring systems in order to ensure improved student learning.

The NCF-2005 brings into focus the need to arrive at a relevant, balanced set of educational aims describing what the learners should learn. The NCF-2005 identifies educational aims as comprising the following:

- A commitment to democracy and values of equality, justice, freedom, concern for others' well-being, secularism, respect for human dignity and rights;
- A sensitivity to others' wellbeing and feelings, together with knowledge and understanding of the world which would form the basis of a rational commitment to values;
- A capacity to learn and willingness to unlearn and relearn as means of responding to new situations in a flexible and creative manner; and
- Appreciation of beauty and art forms as an integral part of human life.

The NCF-2005 lays down the broad principles for the development of curriculum by the States/UTs and for designing the detailed syllabus and textbooks and other teaching-learning materials. The syllabus for Classes I to VIII prepared by NCERT reflect some of the key principles which need to be taken care of while undertaking curriculum renewal at the State/UT level. These principles include:

- resonance of the values enshrined in the Constitution of India;
- sensitivity to gender, caste and class parity, peace, health and needs of differently-abled children;
- Infusion of environment-related and work-based knowledge at all levels of school education and in all subjects of study;
- linkages between school knowledge in different subjects and children's everyday experiences;
- Appropriateness of topics and themes for relevant stages of children's development and continuity from one level to the next;
- Inter-disciplinary and thematic linkages between topics listed for different school subjects which fall under discrete disciplinary areas; and

- Nurturing aesthetic sensibility and values by integrating the arts and India's heritage of crafts in every aspect of the curriculum.

The NCF-2005 envisages development of textbooks that facilitate construction of knowledge by learners through the understanding of concepts, by active exploration, reflective thinking, and by providing interactive opportunities for children to carry out activities in groups, with continuous and self and peer assessment of learning. Syllabus, textbooks, pedagogic practices and assessment frameworks based on the NCF-2005 have been developed at the National level to facilitate curricular renewal at the State levels. NCF 2005 recognizes the diversity of contexts in India and recommends that instead of one textbook for all in a particular State, a menu of quality curricular packages be developed.

### **National Curriculum Framework on Teacher Education, 2009**

The National Council of Teacher Education (NCTE) has prepared the National Curriculum Framework of Teacher Education, which was circulated in March 2009. This Framework has been prepared in the background of the NCF, 2005 and the principles laid down in the Right of Children to Free and Compulsory Education Act, 2009 which necessitated an altered framework on Teacher Education which would be consistent with the changed philosophy of school curriculum recommended in the NCF, 2005. While articulating the vision of teacher education, the Framework has some important dimensions of the new approach to teacher education, as under:

- Reflective practice to be the central aim of teacher education;
- Student-teachers should be provided opportunities for self-learning, reflection, assimilation and articulation of new ideas;
- Developing capacities for self-directed learning and ability to think, be critical and to work in groups.
- Providing opportunities to student-teachers to observe and engage with children, communicate with and relate to children. The Framework has highlighted the focus, specific objectives, broad areas of study in terms of theoretical and practical learnings, and curricular transaction and assessment strategies for the various initial teacher education programmes. The draft also outlines the basic issues that should guide formulation of all programmes of these courses. The Framework has made several recommendations on the approach and methodology of in-service teacher training programmes and has also outlined a strategy for implementation of the Framework. As



a natural corollary to the NCFTE, the NCTE has also developed ‘model’ syllabi for various teacher education courses.

### **1.3.0 Reforms in Regulatory Framework**

The National Council for Teacher Education (NCTE) was constituted under the National Council for Teacher Education Act, 1993 for achieving planning and coordinated development of teacher education in the country, for regulation and proper maintenance of norms and standards in the teacher education system. In the recent past the NCTE has undertaken various steps for systemic improvements in its functioning and in improving the teacher education system, as under:

- Based on the study of demand and supply of teachers and teacher educators of the various states, the NCTE has decided not to receive further applications for several teacher education courses in respect of 13 States. This has led to substantial rationalization in the demand-supply situation across States;
- The Regulations for grant of recognition and norms and standards for various teacher education courses were revised and notified on 31st August, 2009. The applications for grant of recognition are now processed strictly in chronological order. The new Regulations make the system more transparent, expedient and time bound, with reduction in discretionary powers of the Regional Committees;
- E-Governance system has been introduced by way of providing online facility for furnishing of applications and online payment of fees. MIS has been developed to streamline the process of recognition;
- The National Curriculum Framework for Teacher Education has been developed keeping in view NCF, 2005;
- Academic support is being provided through preparation of Manual for the teacher education institutions and publication and dissemination of Thematic Papers on Teacher Education.
- Various quality control mechanisms have been developed, including re-composition of the Visiting Teams, periodical monitoring of the teacher education institutions and de-recognition of institutions not conforming to the Norms and Standards prescribed by the NCTE.

#### 1.4.0 NCTE Norms and Regulations, 2014: B.Ed.

NCTE Norms for B.Ed. for 2015 and Course Duration 2 years: The Bachelor of Education program, generally known as B.Ed., is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior secondary level (classes XI-XII). The program shall be offered in composite institutions as defined in clause (b) of Regulation 2

- **Duration:** The B.Ed. program shall be of duration of two academic years, which can be completed in a maximum of three years from the date of admission to the program.
- **Working Days :**
  - (a) There shall be at least two hundred working days each year exclusive of the period of examination and admission.
  - (b) The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
  - (c) The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.
- **Intake:** There shall be a basic unit of 50 students, with a maximum of two units. There shall not be more than twenty five students per teacher for a school subject for methods courses and other practical activities of the program to facilitate participatory teaching and learning.
- **Eligibility:** (a) Candidates with at least fifty percent marks either in the Bachelor's Degree and/or in the Master's Degree in Sciences/Social Sciences/ Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the program. (b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.
- **Admission Procedure:** Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the State Government/U.T. Administration and the University.

- **Fees:** The institution shall charge only such fee as prescribed by the affiliating body / state government concerned in accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulations of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, as amended from time to time and shall not charge donations, capitation fee etc from the students.
- **Curriculum:** The B.Ed. curriculum shall be designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The program shall comprise three broad curricular areas: Perspectives in Education, Curriculum and Pedagogical Studies, and Engagement with the Field.
- The courses under each of these curricular areas will be based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses shall be done using a variety of approaches, such as base studies, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments. Information and Communication Technology (ICT), gender, yoga education, and disability/inclusive education shall form an integral part of the B.Ed. curriculum.

### **1.5.0 Rationale**

At present National Curriculum Framework 2005 and NCFTE 2009 have changed the focus from teacher to the learner. Teacher role has been redefined as a facilitator to create conducive learning environment therefore Hon'ble supreme court of India constitute a high power commission on teacher education under the chairmanship of Justice J.S. Verma for vision of teacher education in India quality and regulatory perspective. Justice Verma Commission on reformation of Teacher Education, states in his Third recommendation—"Teacher education should be a part of the higher education system. The duration of program of teacher education needs to be enhanced." And Fifth recommendation –"Current teacher education programs (TEPs) may be re-designed keeping in view the recommendations in the National Curriculum Framework for Teacher Education (NCFTE, 2009-10) and other relevant material."

NCTE is committed for quality of teacher education since 1995 i.e. from its existence. The main objective of NCTE is to achieve planned and coordinated development of the teacher education system throughout the country. NCTE appointed a committee under the chairpersonship of Prof. Poonam Batra for the implementation of recommendations of

Justice Verma commission. This committee proposed that the restructuring of teacher education in line with the Justice Verma commission recommendations would be done in a phased manner over five year. It will cover five academic cycles beginning with the year 2015-2016 and concluding with academic year 2019-2020. In the wake of recommendations of Justice Verma commission and the report of Poonam Batra Committee, NCTE has been developed “NCTE Regulations, 2014”. Under this regulation NCTE enhanced the time period of B.Ed. and M.Ed. program from one year to two year. So NCTE has restructured and redesigned curriculum for Two year B.Ed. Program with the name of “Curriculum Framework: Two Year B.Ed. Program”. In Curriculum Framework, two year B.Ed. program is comprised of three broad inter-related curricular areas – I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field.

First curricular area ‘Perspectives in Education’ includes courses in the study of childhood, child development and adolescence, contemporary India and education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. Second curricular area ‘Curriculum and Pedagogic Studies’, Includes Language across the Curriculum. Understanding Disciplines and Subjects, Pedagogy of a School Subject, Assessment for Learning and Optional Course. Third curricular area includes School Internship and EPC 1: Reading and Reflecting on Texts Course, EPC 2: Drama and Art in Education Course, EPC 3: Critical Understanding of ICT Course and EPC 4: Understanding the Self, under the Courses on Enhancing Professional Capacities (EPC). The present study has been designed to answer these questions that, how different universities designed and implemented their curriculum related to ‘Perspectives in Education’ curricular area? What is the nature of Language across curriculum in different universities? Which types of courses are taking under the optional courses? What is the nature of pedagogy of school subjects? Which types of activities are including under school internship? What are the theoretical and practical components in B.Ed. curriculum taken by different universities? And what are the criteria’s to assess activities related to field engagement. It will be interesting to find out what is the ground reality of implementation of B.Ed. curriculum framework of NCTE regulation 2014 in different universities and colleges.

Many researches have been carried out on different aspects of teacher education like Curriculum framework of Teacher education and secondary Education and effectiveness

of teacher training program. They are following- **Mohan (1980)** conducted investigation entitled “Effectiveness of Teacher Training programs”, **Srivastava(1982)** conducted a study on Effectiveness of the Teacher Education Program, **Hemambujam(1983)** made a survey on ‘A critical study of teacher Education at the secondary level in Tamil Nadu, **Kakkad(1983)** studied the Secondary Teacher Education Curriculum as An Analytical Study and Developing Teacher Education Program, **Dash(1985)** investigated into the Development of Teacher Education program in Orissa with reference to Motivation Cost structure and Quality, **Bhatia(1987)** evaluated new B.Ed. Curriculum in the Colleges of Education affiliated to the University of Bombay, **Nagpure (1991)** conducted a critical study of the system of Teacher Education at the Secondary level in Maharashtra, **Bhosale(1992)** made a critical study of the new curriculum of Teacher Education developed by all the universities in the State of Maharashtra, **Walia(1992)** evaluated Secondary Teacher Education Programs in northern India. It sought to discover the weaknesses and disfunctionality of the curriculum and practices at this level of Teacher Education, **Srivastava et al.(1999)** studied on existing pattern and restructuring of secondary Teacher Training, **NCTE(2001)** examined the Teacher Education in Assam, **NCTE(2001)** studied the Teacher Education in Andhra Pradesh, **Arya(2004)** conducted a comparative study of two year B.Ed. program of RIE Ajmer with the one year B.Ed. program of M.D.S University, Ajmer, **Abdullah(2009)** studied different issues and problems related to growth of teacher education institutions, **Gupta(2011)** undertook a study of Evaluation of NCTE Programs for Teacher Education in Terms of its Objectives, Expectations and Functions Based on Perception of Teacher Educators, **Solanki(2013)** Conducted study on effectiveness of Teacher Training Program with Reference to Teacher Education.

On the bases of microanalysis of above studies it is clear that many studies have been carried out on different aspects of curriculum related to teacher and school education but no study has been carried out on a study of Implementation of B.Ed. Curriculum Framework of NCTE Regulations, 2014 in some selected Universities and Affiliated Colleges. Therefore, present study was planned to fill this gap.

#### **1.6.0 Title of the Problem**

The title of the present study reads as follows-

A Study of Implementation of B.Ed. Curriculum Framework of NCTE Regulations, 2014 in some selected Universities and Affiliated Colleges

### **1.7.0 Research Questions**

Some of the major research questions of the present study were as follows-

1. What are the perceptions of Students, Teacher educators and Principals/Heads/Managements of B.Ed. Colleges on recommendations and implementations of curriculum as per NCTE Regulations, 2014?
2. To what extent have the universities incorporated the curricular concerns of NCTE framework in their syllabi?
3. How Universities and Colleges are implementing recommendation related to Enhancing professional capacities (EPC) course?
4. How Universities and Colleges are implementing recommendation related to Field engagement course?
5. In what manner is School internship in different Universities and affiliated Colleges being conducted?
6. How do various Universities and Colleges differ in the implementation of the key provisions of the framework of NCTE curriculum of regulations, 2014?
7. What is the minimum agenda of NCTE curriculum framework that has been implemented by all the Universities and Colleges?

### **1.8.0 Objectives**

Objectives of the present study were as follows-

1. To study the perceptions of Students, Teacher educators and Principals/Heads/Managements of B.Ed. Colleges on recommendations and implementations of curriculum as per NCTE Regulations, 2014.
2. To analyze the curriculum of different Universities as per NCTE Regulations, 2014.
3. To study the implementation of recommendations related to Enhancing professional capacities (EPC) course in Universities and Colleges as per NCTE Regulations, 2014.
4. To evaluate the implementation of recommendations related to Field engagement course as per NCTE Regulations, 2014.
5. To study the school internship program in different Universities and Colleges being conducted as per NCTE Regulations, 2014.

6. To study the differences among various Universities and Colleges in the implementation of the key provisions of the framework of NCTE Curriculum of Regulations, 2014.
7. To find out minimum agenda of NCTE Curriculum Framework, 2014 that has been implemented by all the Universities and Colleges.

### **1.9.0 Delimitations**

The delimitations of the present study were as follows-

1. Present study was conducted on only B.Ed. Program and its curriculum framework.
2. Only universities and affiliated colleges were taken for conducting study which were located in Madhya Pradesh and neighborhood State Chhattisgarh.

### **1.10.0 Sample**

In the present study, the sampling process was completed in two stages; first, for tool development and the second for collection of data. Description of stage-wise procedure of sampling is given below.

#### **1.10.1 Sample for tool development: Stage I**

In the present study, the sample consisted of eighteen experts related to field of Teacher education selected by using convenient sampling method. In the above sample, retired and in-service Professors/Associate professors and Assistant professors were included. Among these experts, there were four Professors, five Associate Professors and nine Assistant Professors which were selected to have an expert opinion on developed tools. All the experts had rich experience in the field of teacher education. Few experts from the above list have significantly contributed in the development of national level policies, schemes and programs related to teacher education. All experts were having more than ten years teaching experience in the field of teacher education, they had good research experience and have already published many books, research papers in their expertise field. The researcher requested them to examine the tools constructed by the researcher with the purpose to provide valuable feedback for validity and reliability of the developed tools. The sample for tool development is presented in table 3.1 :

**Table 3.1: Sample of Experts for Tool Development**

S. No.	Experts
1.	Retired Professor, Department of Education, RIE, NCERT, Bhopal
2.	Retired Professor, Department of Education, RIE, NCERT, Bhopal

3.	Retired Professor, TTTI, Bhopal
4.	Professor, School of Education, DAVV, Indore
5.	Associate Professor, School of Education, DAVV, Indore
6.	Associate Professor, Department of Education, RIE, NCERT, Ajmer
7.	Associate Professor, Department of Education, RIE, NCERT, Bhopal
8.	Assistant Professor, School of Education, DAVV, Indore
9.	Assistant Professor, School of Education, DAVV, Indore
10.	Assistant Professor, Department of Education and Training, MANUU, Hyderabad
11.	Assistant Professor, School of Education, Savitribai fule Pune University, Pune
12.	Associate Professor, Department of Education, Central University, Bilaspur
13.	Assistant Professor, Department of Education Central University, Ahmadabad
14.	Assistant Professor, Department of Teacher Education, Central University of South Bihar, Gaya
15.	Associate Professor, Vidyasagar B.Ed. College, DAVV, Indore
16.	Associate Professor, Arihant B.Ed. College, DAVV, Indore
17.	Assistant Professor, Sambhavi B.Ed. College, PRSSU, Raipur
18.	Assistant Professor, Gyanoday B.Ed. College, DAVV, Indore

From the list of experts given in Table 3.1, tool wise list of experts is being given below in table 3.2:

**Table 3.2: Tool wise Experts for Tool Development**

S.No.	Tool	No. of Expert*
1.	Perception scale for Principal of B.Ed. Colleges on recommendations and implementation of curriculum as per NCTE Regulations, 2014	6
2.	Implementation of School Internship program: Semi structured Interview schedule for Principal/ Internship In-charge	5
3.	Perception scale for Teacher Educators of B.Ed. Colleges on recommendations and implementation of curriculum as per NCTE Regulations, 2014	6
4.	Implementation of Enhancing Professional Capacity (EPC): Questionnaire for Teacher Educators	5
5.	Perception scale for Students of B.Ed. Colleges on recommendations and implementation of curriculum as per NCTE Regulations, 2014	6
6.	Implementation of Enhancing Professional Capacity (EPC): Questionnaire for Student Teachers	5
7.	Implementation of School Internship program: Questionnaire for Student Teachers ( Part A, B and C)	5

\*Some of the experts examined more than one tool



### 1.10.2 Sample for Data Collection: Sage II

Thus, the sample finally consisted of eighteen college Principals/ Heads, fifty teachers and five hundred fifteen students belonging to eighteen B.Ed. colleges/ Teacher training institutions selected using convenient sampling method from two state universities located in Madhya Pradesh and two state universities located in Chhattisgarh. The researcher selected nine B.Ed. colleges affiliated to Devi Ahilya University, Indore and four B.Ed. colleges affiliated to Barkatullah University, Bhopal from Madhya Pradesh. Also three B.Ed. colleges affiliated to Pandit Ravishankar University, Raipur and two B.Ed. colleges affiliated to Hemchand Yadav University, Durg from Chhattisgarh were selected for the study. The researcher first selected those two universities of Madhya Pradesh and two universities of Chhattisgarh in which Semester system is being implemented in the B.Ed. course and they have adopted proposed structure of the B.Ed. curriculum as per NCTE Regulations, 2014 in their B.Ed. course.

The sample of Principals/Heads comprised of both males and females. The sample of the teacher educators comprised of different methodology and specialization courses related to faculty of education. All the teacher educators were on the post of assistant professor and associate professor in B.Ed. colleges. The sample of the student teachers were selected from students studying in fourth semester and pass outs in the last exam of fourth semester of the B.Ed. course from selected colleges. The sample of the students related to different specialization and methodology courses is presented below in table 3.3-

**Table 3.3: Sample for Data collection: University and College wise Principals, Teacher Educators and Student Teachers**

Name of the University	Name of the college	Principal	Teacher Educator	Student Teacher
Devi Ahilya University, Indore, M.P.	Cambridge international College, Indore	1	03	23
	Arihant B.Ed. College, Indore	1	02	27
	Gujarati B.Ed. College, Indore	1	03	22
	Gyanodaya B.Ed. College, Indore	1	03	26
	Millennium B.Ed. College, Burhanpur	1	03	25
	Govt. college of Education, Khandwa	1	03	41
	School of Education, Indore	1	03	68
	Vaishnav B.Ed. College, Indore	1	03	03
	Vidyasagar B.Ed. College, Indore	1	03	28

Barkatullah University, Bhopal	Bhopal Degree College, Bhopal	1	02	26
	HL Agrawal B.Ed. College, Betul	1	02	23
	Prabhat college, Prabhat Pattan	1	03	30
	PRLS B.Ed. college, Hoshangabad	1	02	31
Pandit Ravishankar Shukla University, Raipur	Columbia B.Ed. college, Raipur	1	03	32
	Shambhavi B.Ed. college, Raipur	1	04	36
	Vivekananda B.Ed. college, Raipur	1	02	35
	Durga College , Raipur	1	02	00
	Pragati College , Raipur	1	02	00
Hemchand yadav university, Durg	BMM, Bhilai	1	02	29
	Saint Thomas College, Bhilai	0	02	28
	Dr. RPSM, Bhilai	1	02	00
	Kalyan College, Bhilai	1	04	00
	Total	21	58	515

### 1.11.0 Tools of the study

In the present study for collection of the data related to implementations of curriculum as per NCTE Regulations, 2014 in B.Ed. colleges, researcher used the following tools. Title of the tools are presented below in table 3.11-

**Table 3.11: Title of Tools and Respondent**

<b>Title of the Tool</b>	<b>Respondent</b>
Perception scale for Principal of B.Ed. Colleges on recommendations and implementation of curriculum as per NCTE Regulations, 2014	Principals
Implementation of School Internship program: Semi structured Interview schedule for Principal/ Internship In-charge	Principals/ Teacher Educators
Perception scale for Teacher Educators of B.Ed. Colleges on recommendations and implementation of curriculum as per NCTE Regulations, 2014	Teacher Educators
Implementation of Enhancing Professional Capacity (EPC): Questionnaire for Teacher Educators	
Perception scale for Students of B.Ed. Colleges on recommendations and implementation of curriculum as per NCTE Regulations, 2014	Student Teachers
Implementation of Enhancing Professional Capacity (EPC): Questionnaire for Student Teachers	
Implementation of School Internship program: Questionnaire for Student Teachers ( Part A, B and C)	

In the process of development of tools, first of all the above-mentioned tools were developed one by one by the researcher. After this, these tools were converted into the Google Forms for online data collection by the researcher. Description of the tools is given below-

### **1.11.1 Perception scale for Principals of B.Ed. Colleges**

This perception scale named ‘Perception scale for Principal of B.Ed. Colleges on recommendations and implementation of curriculum as per NCTE Regulations, 2014’ was used to collect data from principals of selected B.Ed. colleges related to different aspects of implementations of B.Ed. curriculum in different B.Ed. colleges affiliated to selected universities as per NCTE Regulations, 2014. The scale was developed by the researcher in Hindi and English languages. Perception scale consisted of preliminary information related to Name of the Principal, Name of the institute, Designation, Type of appointment, Selection in code-28/University selection process and Experience. Apart from this preliminary information the final draft of the perception scale consisted of thirty items related to Structure of curriculum, Transaction of Curriculum, Stakeholders, Infrastructure available in colleges and Outcomes of Training program etc.

### **1.11.2 Semi structured Interview schedule for Principal/ Internship In-charge**

This Semi structured Interview schedule named ‘Implementation of School Internship program: Semi structured Interview schedule for Principal/ Internship In-charge’ was used to collect data related to different aspects of implementations of school internship program in different B.Ed. college affiliated to selected universities as per NCTE Regulations, 2014. This schedule was developed by the researcher in Hindi and English languages. It consisted of eleven questions based on various aspects of 'School Internship Program' such as - components of school internship, preparation for school internship, organization of school internship, distribution of responsibilities in school internship, role of supervisor in school internship and community involvement.

### **1.11.3 Perception scale for Teacher Educators**

This perception scale named ‘Perception scale for Teacher Educators of B.Ed. Colleges on recommendations and implementation of curriculum as per NCTE Regulations, 2014’ was also used to collect data from teacher educators related to different aspects of implementations of B.Ed. curriculum in different B.Ed. colleges affiliated to selected universities as per NCTE Regulations, 2014. This scale was developed by the researcher in Hindi and English languages. Perception scale consisted of preliminary information related to Name of the Principal, Name of the institute, educational qualification, Nature of appointment, Selection in code-28/University selection process, specialization and

Experience. Apart from this preliminary information, final draft of the perception scale consisted of thirty items related to Structure of curriculum, Transaction of Curriculum, Stakeholders, Infrastructure available in colleges and Outcomes of Training program

#### **1.11.4 EPC Questionnaire for Teacher Educators**

This Questionnaire named ‘Implementation of Enhancing Professional Capacity (EPC): Questionnaire for Teacher Educators’ was used to collect data from teacher educators related to different aspects of implementations of course content of ‘Enhancing professional capacity (EPC)’ subjects in different B.Ed. colleges affiliated to selected universities as per NCTE Regulations, 2014. The Questionnaire was developed by the researcher in Hindi and English languages. In the questionnaire, questions were related to the various EPC subjects such as- Reading and Reflecting on Text / Language proficiency, Drama and Art in Education / Art Education, Critical Understanding of ICT/Computer Education, Understanding the Self / Psychology practical taught in the B.Ed. course of selected universities. Questionnaire consisted of preliminary information related to Name of the Teacher educator, Name of the institute, educational qualification, specialization and Selection in code-28/University selection process. The final draft of the questionnaire consisted of twelve questions based on the various aspects of subjects related to ‘Enhancing professional capacity’ such as –qualification and experience of teacher educator in related subject, utility of taught subjects in B.Ed. course, activity conducted by teacher educator and suggestions for improvement.

#### **1.11.5 Perception scale for Student teachers**

Another tool named ‘Perception scale for Students of B.Ed. Colleges on recommendations and implementation of curriculum as per NCTE Regulations, 2014’ was used to collect data from student teachers related to different aspects of implementations of B.Ed. curriculum in different B.Ed. colleges affiliated to selected universities as per NCTE Regulations, 2014. The perception scale was developed by the researcher in Hindi and English languages. The scale consisted of preliminary information in which information related to Name of the Student teacher, Name of the institute, Pedagogy subjects in B.Ed. and Highest educational qualification was asked by the researcher. Apart from this, the final draft of the perception scale consisted of thirty-four items related to Structure of curriculum, Transaction of Curriculum, Stakeholders, Infrastructure available in colleges and Outcomes of Training program.

### **1.11.6 EPC Questionnaire for Student Teachers**

A Questionnaire named ‘Implementation of Enhancing Professional Capacity (EPC): Questionnaire for Student Teachers’ was used to collect data from student teachers related to different aspects of implementations of course content of ‘Enhancing professional capacity (EPC)’ subjects in different B.Ed. colleges affiliated to selected universities as per NCTE Regulations, 2014. This Questionnaire was developed by the researcher in Hindi and English languages. In this questionnaire, questions were related to the various EPC subjects such as- 1. Reading and Reflecting on Text / Language proficiency, 2. Drama and art in Education/ Art Education, 3. Critical Understanding of ICT/Computer Education, 4. Understanding the Self / Psychology practical taught in the B.Ed. course of selected universities. It contained preliminary information related to Name of the Student teacher, Name of the institute, Educational qualification and Medium of instruction. The final draft of the questionnaire consisted of fourteen questions based on the various aspects of subjects related to above ‘Enhancing professional capacity’ subjects such as Activities performed by students, prepared records, utility of taught subjects in B.Ed. course, faced difficulties and suggestion for improvement in teaching learning of EPC subjects.

### **1.11.7 School Internship program: Questionnaire for Student Teachers**

This Questionnaire named ‘Implementation of School Internship program: Questionnaire for Student Teachers’ was used to collect data from student teachers related to different aspects of implementations of ‘School internship program of different B.Ed. colleges affiliated to selected universities as per NCTE Regulations, 2014. This was developed by the researcher in Hindi and English languages. The Questionnaire consisted of preliminary information such as Name of the Student teacher, Name of the institute, Educational qualification, Medium of instruction, Pedagogy subjects, Name of Internship supervisor, Name of Internship School and Duration of Internship. Apart from this, the final draft of the questionnaire consist of eighty five questions based on the given eleven aspects of School internship program viz. – Orientation program at B.Ed. College, Orientation program at School, Pre-internship activities: Micro-teaching and Models of Teaching, Presentation of Lesson plan, Observation and feedback on Class room Teaching, Internship activities, Resources and Facilities available in School, Role of college supervisor and Teachers, Evaluation of Student teacher, Problems and Grievance and Assessment of School Internship program

### **1.12.0 Procedure of data collection-**

For data collection, the researcher first contacted the Principals/Heads of selected B.Ed. colleges and informed them about the objectives of the present study and then permission from Principals/Heads was obtained to collect the data. After obtaining the permission from the Principals/Heads of B.Ed. colleges, researcher got contact numbers of the teacher educators and B.Ed. fourth semester/ Pass-out student teachers from them and then informed to Teacher educators and Student teacher about objectives of present study. After this, college wise Email/ Whatsapp group was created for student teachers by researcher to send them the tools and tools were sent in the group by researcher and instructions were also given to students in the group to fill out the sent tools. Similarly, related tools were also sent on the Email/Whatsapp number of Principals and teacher educators of B.Ed. Colleges and necessary instructions related to tools were given.

In this process of data collection, tool named ‘Perception scale for Principal of B.Ed. Colleges on recommendations and implementation of curriculum as per NCTE Regulations’ were sent to the principals on their Email/Whatsapp for collection of data related to Structure of curriculum, Transaction of Curriculum, Stakeholders, Infrastructure available in colleges and Outcomes of Training program etc. The researcher requested them to respond to all the items given in tool. Researcher also conducted interviews from principals of B.Ed. colleges with the help of tool named ‘Implementation of School Internship program: Semi structured Interview schedule for Principal/ Internship In-charge 2014. Through interview, data related to components of school internship, preparation for school internship, organization of school internship, distribution of responsibilities in school internship, role of supervisor in school internship and community involvement were collected. Where the charge of School internship was on the principal, the interview of the principal was taken by researcher, but where the charge of internship was on a teacher educator, the researcher conducted an interview of the internship Incharge teacher educator.

The tool named ‘Perception scale for Teacher Educators of B.Ed. Colleges on recommendations and implementation of curriculum as per NCTE Regulations, 2014’ was sent to the teacher educators on their Email/Whatsapp for collection of data related to Structure of curriculum, Transaction of Curriculum, Stakeholders, Infrastructure available in colleges and Outcomes of Training program etc. The tool named ‘Implementation of Enhancing Professional Capacity (EPC): Questionnaire for Teacher Educators’ was also

sent to the teacher educators on their Email/Whatsapp. Data related to qualification and experience of teacher educators related to EPC subject, utility of taught EPC subjects in B.Ed. course, activity conducted by teacher educator and suggestions for improvement in these subjects. The researcher requested them to respond to all the items given in the tools.

The tool named 'Perception scale for Student teachers of B.Ed. Colleges on recommendations and implementation of curriculum as per NCTE Regulations, 2014' was sent to the student teachers on their Email/Whatsapp for collection of data related to Structure of curriculum, Transaction of Curriculum, Stakeholders, Infrastructure available in colleges and Outcomes of Training program etc. The tool named 'Implementation of Enhancing Professional Capacity (EPC): Questionnaire for Student teachers' was also sent to the Student teachers on their Email/Whatsapp for collection of data related to Activities performed by students, prepared records, utility of taught subjects in B.Ed. course, faced difficulties and suggestion for improvement in teaching learning of EPC subjects. The researcher also uploaded the tool named 'Implementation of School Internship program: Questionnaire for Student Teachers ( Part A, B and C)' to the Student teachers on their Email/Whatsapp for collection of data related to related to the different components of school internship such as- Orientation program at B.Ed. College, Orientation program at School, Pre-internship activities: Micro-teaching and Models of Teaching, Presentation of Lesson plan, Observation and feedback on Class room Teaching, Internship activities, Resources and Facilities available in School, Role of college supervisor and Teachers, Evaluation of Student teacher, Problems and Grievance and Assessment of School Internship program. The researcher requested them to respond to all the items given in the tools.

After providing tools, it was told by researcher to Principal/Heads, teacher educators and student teachers, that if any question was not understood by them, they can seek clarification before giving response on the item of the tool. The researcher thanked them for providing the data. The scoring was done as per the nature of the tool.

#### **1.13.0 Data Analysis**

Data were analyzed with the help of qualitative and quantitative techniques of data analysis. Under the qualitative technique, data was analyzed with the help of content-analysis and under the quantitative technique data was analyzed by using frequency and percentages.

#### **1.14.0 Finding of The Study**

The findings related to the research are presented objective wise below:

**First objective of the study was-** ‘To study the perceptions of Students, Teacher educators and Principals/Heads/Managements of B.Ed. Colleges on recommendations and implementations of curriculum as per NCTE Regulations, 2014.’

##### **Findings related to Student Teachers**

Students teachers perceive on the duration of B.Ed. course from one year to two year (by NCTE regulation 2014) will certainly improve the employability of students in teaching jobs.

Student teachers’ perception was that ‘Childhood and growing up’/ ‘Learner and Learning process’, ‘Contemporary India and Education’/ ‘Sociological Perspectives of Education’, ‘Drama and Art in Education’/ ‘Art Education’, Understanding Self’/ ‘Psychometric assessment’/ ‘Psychology Practical’ and ‘Reading and Reflecting on Text’/ ‘Language Proficiency’, were relevant for achieving various objectives. Students perceive that ‘Assessment for Learning’ / ‘Assessment in Learning’ subject provides sufficient opportunities to understand different techniques of assessment of school and the subject ‘Gender, School and Society’ is helpful to develop an understanding about gender sensitivity.’

They also believe that ‘20 weeks duration of field engagement program is effective for establishing close connection between different curricular areas.’ During the 16 weeks of School Internship, student teachers get full support from School management.’ Student teachers felt it is good that entire one semester is reserved for school internship but it will be better if school internship program is conducted in the fourth semester of B.Ed. program. Before going to school for internship, student they were oriented to achieve goal. College has facilities for teaching optional subjects to student teachers available in university syllabus/ B.Ed. curriculum framework 2014.

Student teachers suggested that from the point of view of placement, the study load on students should be reduced in the last semester of the B. Ed course. They believe that the Critical Understanding of ICT’/ ‘Computer Education’ should be entirely in practical mode



Student teachers perceive that ‘female students are facing many problems during outdoor activities in ‘Health and physical education’ / 'Training in Yoga and Sports & Games' subject.’

Student teachers were divided on issues related to availability of classroom, requirement of 90% attendance in practical subject, status of health and physical education course and effectiveness of B.Ed. curriculum for improvement of teaching skills.

### **Findings related to Teacher Educators**

Teacher educators perceive that ‘Two-year duration of B.Ed. course positively affects the students' entry into the teaching profession. NCTE Regulations, 2014 are based on experience obtained from grass root level and ‘Special training/capacity building programs for teacher educators needed for implementation of NCTE Regulations, 2014 in B.Ed. colleges’. ‘Childhood and growing up’/ 'Learner and Learning Process' subject covers much more relevant topics rather than previously taught subject,

Teacher educators agree that ‘Contemporary India and Education’/ Sociological Perspectives of Education' develops understanding about diversity, inequality and marginalization in Indian society among students. Creating an Inclusive School’ / 'Inclusive Education' covers number of topics which were not taught earlier in any course and ‘The subject 'Gender, School and Society' is helpful to develop an understanding about gender sensitivity.’

Teacher educators perceive that there is no difference between subject ‘Knowledge and Curriculum’/ ‘Curriculum and Knowledge’ and previously taught subject ‘Curriculum development’ on the basis of course content.

‘Reading and Reflecting on Text’ / 'Language Proficiency' subject offers opportunity to read and understand a wide variety of texts and they agree with 'Critical Understanding of ICT' / 'Computer Education' has been able to achieve its goal.

It was found that ‘Due to lack of sufficient facilities and infrastructure in the colleges the course on ‘Health and physical education’ / 'Training in Yoga and Sports & Games' subject is not effectively taught.

Teacher educators perceive that it is good that entire one semester is reserved for school internship and it will be better if it is conducted in the fourth semester of B.Ed. program. It was found that inclusion of Micro -teaching is justified though NCTE not recommended it.

Teacher educator's perception was that The NCTE recommendation of semester system in B.Ed. program has resulted in delayed academic session and thus adversely affecting the job prospect of Student teacher

Teacher educators are not unequivocal

Teacher educators are not believe that requirement of 80-90% attendance of students by NCTE is unrealistic. From the point of view of placement, the study load on students should be reduced in the last semester of the B. Ed course. The existing NCTE curriculum framework for B.Ed. is more suitable for teacher education at elementary rather than at secondary level. 'Course on 'Art Education'/ 'Drama and Art in Education' is not fulfilling any real need of student teachers towards performing their future responsibilities at secondary level of education (B.Ed.), 'Reading and Reflecting on Text' / 'Language Proficiency' subject is not helpful for enhancing capacity in subjects other than pedagogy of languages of student-teachers. The subject 'Gender, School and Society' does hardly differ from the previously taught topics under 'Problems of Education in India' and 'Education in emerging Indian Society'.

### **Findings related to Principals**

In view of the principals, 'NCTE Regulations 2014 improves the competency of students in teaching jobs, 20 week's duration of field engagement program was effective for establishing close connections between different curricular areas.

In view of the principals after the implementation of NCTE regulation 2014, number of students admitted in B.Ed. has not been continuously decreasing. 'Reading and Reflecting on Text' or 'Language Proficiency' increase professional capacity among student-teachers'. 'Course on 'Art Education' / 'Drama and Art in Education' is fulfilling real need of Teacher training program'. 'Creativity and Aesthetic sensitivity have been developed among students by course 'Art Education'/ 'Drama and Art in Education' and the existing NCTE curriculum framework for B.Ed. is suitable for teacher education. In view

principals, the course 'Critical Understanding of ICT' / 'Computer Education', 'Reading and Reflecting on Text/Language Proficiency', 'Drama and Art in Education/'Art Education' has been able to achieve its goal.

Principals faced difficulties in two-year B.Ed. program for finding additional qualified faculty as per NCTE norms, regular qualified faculty for teaching subjects such as, Pedagogy of Mathematics, Music, Dance, Yoga and Fine art. Principals accepted that special Faculty for teaching optional subjects (Fine Art/Performing Art/Physical Education) are under-utilized in B.Ed. program .It is difficult to find the sufficient number of Schools for 16-week School internship program, coordinating among School teachers, School Management and District education officer.

In view of the principals, Regular inspections of colleges should be arranged by NCTE for ensuring adherence to norms related to attendance of students, regular teaching in classes, proper examination conducting, maintaining faculty.

From the point of view of placement, the study load on students should be reduced in the last semester of the B.Ed. course.

Principals are divided in believing that ‘‘Health and physical education’ / 'Training in Yoga and Sports & Games' subject is not effectively taught .They do not agree in the wake of two-year B.Ed. program there is an increased work load on the student teachers and that 80-90% attendance of students is unrealistic. ‘There is lack of qualified faculties in the college for teaching ‘Perspective in education’ course to B.Ed. students.

**Second objective of the study was** ‘To analyse the curriculum of different Universities as per NCTE Regulations, 2014.’

Findings related to objective second are given below -

For all the three curricular areas of the B.Ed. curriculum, the weightage proposed by NCTE and given by DAVV/BU were found to be almost equal. The curricular area ‘Perspectives in Education’ less weightage was given by PRSSU/HYU and School of Education while curricular area ‘Engagement with the Field’ was given more weightage than given by NCTE. Although, for the curricular area ‘Curriculum and Pedagogic Studies’ of the B.Ed. curriculum, the weightage proposed by NCTE and given by PRSSU/HYU and School of Education, DAVV was found to be almost equal.

The researcher does not find any explicit scheme of evaluation by NCTE for the curricular areas 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' respectively. Regarding weightage of internal assessment of curricular area 'Engagement with the field' in the B.Ed. curriculum, NCTE proposed 100% weightage to internal assessment, but only 50%- 60% weightage was given to internal assessment by DAVV/BU and SOE, DAVV.

It was found that PRSSU/HYU, PRSSU/HYU gave 100% weightage to internal assessment in many courses as proposed by NCTE such as- 'Internship (Four Month)', 'Internship (One Month)', 'Reflective Diary and Supervisors Assessment', 'Preparation of Teaching Aid', 'Community Activities' and 'Training in Yoga and Sports & Games'. However, despite some courses (Viva Voce on Teaching Experience and Psychometric Assessment) being practical in nature, the weightage of internal evaluation was kept at zero. Courses 'Art Education' and 'Language Proficiency' were also given zero weightage in internal assessment but these courses were completely theoretical in the course structure of PARSU/HYU.

**Third objective of the study was** 'To study the implementation of recommendations related to Enhancing professional capacities (EPC) course in Universities and Colleges as per NCTE Regulations, 2014.'

Teacher Educator/Student teacher wise findings related to objective three are given below -

#### **Findings Related to Teacher Educator**

Only 44% teacher educators teaching EPC 'Reading and reflection on text/ Language proficiency' had PG degree in language. For subject 'Drama and Art in Education/ Art Education' only 8% had diploma in art and craft. 7% teacher educators teaching 'Psychology practical/ Psychometric assessment' had PG degree in psychology. Teaching experience of teacher educators teaching EPC subject varied from 1 year to more than 7 years.

All courses running under subject EPC are being taught in practical way except Art education, Language proficiency and computer education in some selected universities.

All teacher educators teaching EPC subjects agreed that these subjects are helpful in development of different language skills, knowledge and understanding about computer and ICT and skills related to art and drama respectively. All of teacher educators teaching

'Understanding the Self (UTS)/Psychology practical/ Psychometric assessment' admitted these subjects are useful for development of student- teacher relationships, harmony with one's own self and society, and in improvement student's personality, development of understanding about student's psychology and learning process etc.

Teacher educators teaching 'Reading and Reflecting on Texts / Language Proficiency', reported that they provide different activities during teaching this subject such as loud reading, silent reading, writing, speaking, classroom presentations, debates, storytelling, poetry, reciting poems, analysis of documents etc.

Teacher educators teaching 'Drama and Art in Education/ Art Education', stated that they arranged different activities during teaching this subject such as group song, prayer, dance, drama, music, craft work, painting, drawing, skit, comic creation; presentations on stage, extempore, role-play; lecture and demonstration method; oil painting, oil pastel, sketching etc.

Teacher educators teaching 'Critical Understanding of ICT/ Computer Education/ Education technology', disclosed that they organize different activities during teaching this subject such as preparation of AV aids like charts, models, MS word, power point and excel; browsing the internet; presentation, exhibition, preparation of PLM, computerized learning materials etc

All teacher educators teaching 'Understanding the Self/ Psychology practical/ Psychometric assessment', reported that they organized different activities during teaching such as administration and scoring of psychology tests, reporting on students related to adjustment, personality, interest, attitude and intelligence preparation of files and assignment; case study and activity related to different psychology practicals etc.

### **Findings Related to Student Teachers**

EPC course wise findings related to student teacher are given below -

#### **Findings related to EPC subject: of Student teachers Enhancing Professional Capacity (EPC): Reading and reflecting on Texts/ Language Proficiency**

Majority of student teachers studied this subject as totally practical subject whereas 31.7 studied as theoretical but NCTE proposed it as practical in nature. Regarding classes held per week there was a variation across in universities. Duration of

classes per week varied from 2Hrs to 6Hrs. 15% students reported that no class for this course was held.

68.3 % student's teacher accepted that different activities were conducted by college under this subject. Whereas 31.7% accepted that college didn't conduct any activity and they didn't maintain any record. 53.7 % accepted that this subject was taught by general teacher whereas 46.3 % accepted by special teacher in their college. Most of this attended 1-3 classes per week.

Student teachers largely admit that the EPC course on 'Reading and reflecting on Texts/ Language Proficiency' didn't develop the required skills/ competencies to a satisfactory level. But skill of Interpretation, Reflection on text and Expressive reading were considered to be developed to a great extent or some extent.

46.3% student teachers felt that regular classes and expert teachers were needed in their colleges, 27% felt that the taught subject was completely theoretical, it should be practical oriented. Only 41% admitted their activities were monitored by the concerned teachers. 68.3% student teachers stated that this subject was assessed totally as practical subject whereas 31.7% said it was theoretical. As per most of the student teachers, 100% weightage was given to terminal examination rather than sessional

31.7% student teachers stated that 100% weightage was given to the external means zero weightage to internal, in their colleges contrary to the proposed assessment by NCTE. For the rest of stated weightage to internal between 30-60%.

Most of the student teachers accepted that they faced some kind of difficulty in this subject.

Suggestions given by student teachers for improving quality of this subject include add some more practical work, freedom to students in selection of topic for reflection, proper orientation, activities held in smaller groups to get chance to participation of every student and proper monitoring of the activities.

### **Findings related to EPC subject: Drama and Art in Education / Art Education /Art and Aesthetics in Education**

Majority of the student teachers studied this subject as totally practical subject whereas 32% studied as theoretical but NCTE proposed it as practical in nature. Regarding classes held per week, there was a variation across in universities. Duration of

classes per week varied from 2Hrs to 6Hrs. 19.2% students reported that no class for this course was held.

73.7 % student's teacher accepted that different activities were conducted by colleges under this subject. Whereas 26.3% accepted that college didn't conduct any activity and they didn't maintain any record. 70.1 % admitted that this subject was taught by general teachers whereas 29.9 % accepted by special teachers in their colleges. Most of the student teachers attended 1-3 classes per week.

Student teachers largely admit that the EPC course on 'Drama and Art in Education/ Art Education /Art and Aesthetics in Education' didn't develop the required skills/ competencies to a satisfactory level. But skill of expression, acting and raising critical question were considered to be developed to a great extent or some extent.

50% student teachers felt that regular classes and expert teachers were needed in their colleges, 26.3% felt that the taught subject was completely theoretical, it should be practical oriented. Only 36.4% admitted their activities were monitored by the concerned teachers. 68.3% student teachers stated that this subject was assessed totally as practical subject whereas 31.7% said it was theoretical. As per most of the student teachers, 100% weightage was given to terminal examination rather than sessional.

31.7% student teachers stated that 100% weightage was given to the external means zero weightage to internal, in their colleges contrary to the proposed assessment by NCTE. For the rest of stated weightage to internal between 30-60%.

Most of the student teachers accepted that they faced some kind of difficulty in this subject.

Suggestions given by student teachers for improving quality of this subject include proper orientation, freedom to choose activities, adding more activities and proper monitoring of the activities.

### **Findings related to EPC subject: of Student teachers Enhancing Professional Capacity (EPC): Reading and reflecting on Texts/ Language Proficiency**

Majority of student teachers studied this subject as totally practical subject whereas 31.7 %studied as theoretical but NCTE proposed it as practical in nature. Regarding classes held per week there was a variation assess in universities. Duration of classes per

week varied from 2Hrs to 6Hrs. 15% students reported that no class for this course was held.

68.3 % student's teacher accepted that different activities were conducted by college under this subject. Whereas 31.7% accepted that college didn't conduct any activity and they didn't maintain any record. 53.7 % accepted that this subject was taught by general teacher whereas 46.3 % accepted by special teacher in their college. Most of this attended 1-3 classes per week.

Student teachers largely admit that the EPC course on 'Reading and reflecting on Texts/ Language Proficiency' didn't develop the required skills/ competencies to a satisfactory level. But skill of Interpretation, Reflection on text and Expressive reading were considered to be developed to a great extent or some extent.

46.3% student teachers felt that regular classes and expert teachers were needed in their colleges, 27% felt that the taught subject was completely theoretical, it should be practical oriented. Only 41% admitted their activities were monitored by the concerned teachers. 68.3% student teachers stated that this subject was assessed totally as practical subject whereas 31.7% said it was theoretical. As per most of the student teachers, 100% weightage was given to terminal examination rather than sessional 31.7% student teachers stated that 100% weightage was given to the external means zero weightage to internal, in their colleges contrary to the proposed assessment by NCTE. For the rest of stated weightage to internal between 30-60%.

Most of the student teachers accepted that they faced some kind of difficulty in this subject.

Suggestions given by student teachers for improving quality of this subject include add some more practical work, freedom to students in selection of topic for reflection, proper orientation, activities held in smaller groups to get chance to participation of every student and proper monitoring of the activities.

### **Findings related to EPC subject: Understanding the Self/ Educational Psychology practical/ Psychometric Assessment**

Majority of the student teachers studied this subject as totally practical subject whereas 15.3% studied as 80% Theory and 20% Practical but NCTE proposed it as



practical in nature. Regarding classes held per week, there was a variation across in universities. Duration of classes per week varied from 2 Hrs to 6Hrs. 23.8% students reported that no any regular class as per time table was held.

100% student's teacher accepted that different activities were conducted by college under this subject. 31% student's teacher admitted that this subject was taught by general teachers whereas 69% were taught by special teachers in their colleges. Most of the student teachers attended 1-3 classes per week.

Student teachers largely admit that the EPC course on 'Understanding the Self/ Educational Psychology practical/ Psychometric Assessment' develop the required skills like Trust building, Understanding social structures to a great or some extent..

100% student teachers accepted that, they maintained Practical File during teaching this subject.

31.7 % student teachers stated that 100% weightage was given to the external means zero weightage to internal, in their colleges contrary to the proposed assessment by NCTE. For the rest of stated weightage to internal between 30-60%.

Most of the student teachers accepted that they faced some kind of difficulty in this subject.

Suggestions given by student teachers for improving quality of this subject are rewrite entire syllabus as per current trend, students should have left free to choose the activities according to their interest; there should be some proper introductory classes of each activity.

**Fourth objective of the study was** 'To study the school internship program in different Universities and Colleges being conducted as per NCTE Regulations, 2014.'

#### **Findings received from Student teachers**

Aspect wise findings related to objective four are given below -

##### **Orientation program at institute:**

57.3% student teachers stated that the orientation program was held for 1-2 days in their institute. For the remaining 43.7% the duration varied from 3-6 days. 1-4 teacher educators were involved in orientation program held at different institutions. 13.6% student teachers didn't attend it.

### **Orientation program at School:**

72.3% student teachers accepted that orientation program was held at schools by school principal or by in-charge school teacher and only 6% accepted that program held by internship supervisor in their internship school.

### **Pre-internship activities:**

67.5% to 100% student teacher admit that practice of microteaching lesson plans, Observation and Feedback, LP preparing for school internship and preparation of teaching-learning resources were included in pre internship activities.

Out of 206 student teachers, 67 didn't have microteaching in their syllabus. Out of the rest 56.8% student teacher prepared 21-25 lesson plans of different skills of microteaching. Only 5% accepted that 2-4 lesson plan of microteaching were observed by teacher educators. 43.9% student teachers didn't observe any lesson plans of peer.

90.3% student teachers accepted that they didn't prepare lesson on models of teaching, only 9.7% did so.

56.8% student teachers stated that they prepared and discussed macro lesson plans before presentation, but 43.2% stated that they didn't prepare.

100% student teachers prepared charts and models for pedagogy one and two before internship. Some of them prepared PPT and concept map also.

### **Presentation of Lesson:**

19.9% and 18.4% student teachers respectively prepared more than 20 lesson plans for pedagogy one and pedagogy two separately. Most of them discussed with pedagogy teachers before preparation.

71.8% student teachers faced problems related to classroom discipline, 61.7% related to teaching learning resources, 60.1 related to outer noise, 57.8% related to writing on black board and 56.3% related to content mastery,

### **Observation and feedback on teaching-**

59.2% and 56.3% student teachers respectively admit that 1-5 lesson plans were observed separately for pedagogy one and two by internship supervisor. Only 18.5% and 18% stated that their 11-15 lessons plans were observed by supervisor for pedagogy one and two respectively. 70.4% and 70% stated that school teachers didn't observe their lesson plans for pedagogy one and two respectively.

97.1% and 96.1% student teachers stated that their lesson plans were observed directly for pedagogy one and two respectively and 2.9 % only by video recording.

52.4% student teachers admit that they were observed by supervisors on an average 6-10 minutes. Only 3.8% stated that supervisor observed them for entire period.

50% student teacher accepted that they observed one class of school teachers for each pedagogy and learnt many behaviours such as time management, making class attentive, way of explanation, class management and way of communication in the class.

Student teachers learnt many behaviors such as- writing on blackboard, use of teaching aids, and teaching through experiments, uses of new technology in teaching, activity-based teaching and how to teach the backbenchers.

52.9% student teachers received moderately effective, 21.9% very effective and 25.2% least effective feedbacks by their supervisors. 50% received moderately effective and 12.9% least effective feedbacks by school teacher.

Out of student teachers who received feedback from peers, 66.3% stated that moderately effective and 19.8% least effective feedbacks were provided by peers.

#### **Internship activities-**

All student teachers completed all assigned task related to teaching learning resources, enrichment classes, guidance counselling program, psychological testing and school records and registers. 65.5% to 94% student teachers partially completed the assigned work related to lesson planning and presentation, peer observation and feedback, evaluation of students, community work and survey and co-curricular activity.

All student teachers stated that they presented innovative lessons by using chart. 78.6% and 76.2% respectively stated that they presented innovative lessons by using models as an innovative technique for pedagogy one and two separately. Only a small percentage stated that they taught using PPTs and concept map. Only 3.9% taught lessons by using videos as an innovative technique.

65.5% student teachers completed activities related to evaluation such as invigilator in examination, preparation of question papers, checking of answer books, preparation of blue print and diagnostic tests.

Only 9.7% student teachers administered psychological tests on school students during internship. They administered intelligence, educational interest, vocational interest, personality and adjustment tests on school students during internship.

76.7% didn't organize any co-curricular activity but they participated in cocurricular activities organized by school. Only 32.5% student teachers stated that they completed community work during internship such as- Awareness program on environment etc.

All student teachers accepted they prepared 1-4 records in the form of files, registers and dairies during internship. Only 25.2% student teachers prepared reflective diaries.

All student teachers stated that facility of drinking water, seating room, chalk, duster, blackboard, separate toilets for girls and boys and resources library & laboratory were available for them in their school. While, only 27.7%, 16.5% and 10.7% stated that computer room with internet, maps and LCD projectors were available for them respectively in their schools.

#### **Role of college supervisor and School teacher/Teachers in internship-**

43.2% student teachers stated that supervisors observed their lessons 1 day in a week and 3.9 stated that they were observed for whole week by supervisors.

All student teachers stated that supervisors played important role and responsibilities related to observation of lesson plans, suggestion in preparation of lesson plan, coordination with school and feedback on performance of student teachers.

88% to 90% student teachers admit that, they were satisfied or fully satisfied by the responsibilities carried by school teachers.

#### **Evaluation of Student teachers in Internship-**

All student teachers stated that weightage was given to lesson planning and presentation, peer observation and feedback, teaching learning resource, school records and registers and co-curricular activities in evaluation of internship by their institute. 32.5% student teachers stated that weightage was given to community work and survey in evaluation and only 9.7% stated weightage was given to enrichment class, evaluation of students, guidance program and psychology testing in evaluation respectively. None of them admitted weightage was given to analysis of school syllabus and textbook and research project in evaluation of internship.

All student teachers admit that evaluation of school internship was totally in practical mode. 42.2% student teachers stated that 60% weightage was given to sessional and 40% to the terminal examination, whereas 57.8% student teachers stated that 43% weightage was given to the sessional and 57% to the terminal examination in their colleges. Regarding the weightage of internal and external examination, 42.2% student teachers stated that 60% weightage was given to the internal and 40% weightage to the external

examination in their colleges. Another 57.8% stated that 43% weightage was given to the internal and 57% to the external examination.

All student teachers stated that school supervisor and pedagogy teachers were involved in examination as internal examiners, only 9.7% stated school principals/teachers were also involved. Most of them were satisfied but 8% were dissatisfied with the examination of internship.

### **Problems and Grievance-**

Researcher found that 64% student teachers faced different problems during internship. Some of them faced problems related to availability of classes, coordination with school, organization of co-curricular activities, reflective diary or journal and library or lab during their internship.

60.6% student teachers stated that they received support from school teachers in -lesson plan presentation, observations and feedback, class arrangement, other information, task related to cocurricular activities, arranging the periods, lab reagents and instruments, teaching guidance and discipline in class.

All student teacher stated that they didn't have any personal grievances during the internship against anyone.

### **Assessment of School Internship program-**

Researcher found that, 34.5%, 51% and 14.1% student teachers rated pre internship as least effective, effective and most effective respectively. 23.3%, 54.8% and 21.8% student teachers rated orientation as least effective, effective and most effective respectively. 29.6%, 42.2% and 28.1% student teachers rated internship as least effective, effective and most effective respectively and 27.7%, 46.1% and 26.1% student teachers rated evaluation as least effective, effective and most effective separately.

18.9% student teachers didn't give any strong point of internship and 81.1% student teachers mentioned strong points of school internship such as- Confidence, leadership quality, presentations skills, communication skill etc.

65% student teachers mentioned weak points of school internship such as- lacks of facilities in government schools, lack of cooperation from school students, unavailability of resources related to teaching, lack of proper feedback from school In charge and supervisor.

72 (35%) student teachers didn't give any Suggestions for internship and rest 134 student teachers mentioned suggestions for internship such as- payment for internship, availability

of more resources and child centred resources, schedule for lesson plan checking, daily observation by supervisors, careful observation of internship, less paper work, and clearing the subject related problems.

### **Findings related to Interview schedule of Principals/Internship in-charges**

Principals/Internship In charges conceptualise the components of school internship as comprising of school experience, practice of microteaching, lesson planning, demonstration lesson. Three phases of school internship included pre-internship, Internship and Post internship. Training related to school administration, practice of smart classes, models of teaching should be added.

Principals/Internship In charges reported that college prepares before entering the phase of school internship by providing knowledge to student teacher about teaching- learning process, classroom environment, maintaining registers and formats, class control, time table etc. College gets permission from DEO office and schools, prepares pedagogy and school wise list of student teachers and appoints one supervisor for each school.

Principals/Internship In charges reported that School internship is organised in their institute as per schedule, College contacts schools, prepares time table, syllabus and content are received from school and classes to student teachers are allotted. During the internship different activities are conducted by student teachers in their schools like preparation and presentation of lesson plans, observation and feedback, cocurricular activities etc. under the guidance of supervisor and school teachers.

Principals/Internship In charges discussed that responsibilities of school internship are shared among pedagogy teachers, internship supervising faculty and school teachers. Pedagogy teachers help student teachers in preparation of lesson plans and Teaching aids. Internship supervisor gets list of internship schools from DEO office and organises a staff meeting for planning and organising internship. Supervisors play key role in internship like observation and providing feedback on presented lessons of student teachers, maintain coordination between school and college. School teachers also take responsibility of observation and feedback to student teachers. They provide content for lesson planning, help in maintaining discipline in class during presentation.

Principals/Internship In charges reported that the participating schools cooperate by provides permission for internship. It appoints a mentor teacher (school teacher) for internship, mentor teacher helps in work distribution.

Principals/Internship In charges reported that in most colleges, there is no direct involvement of community in school internship program. however, PTM student teachers get chance to meet parents and different community members. In some colleges student teachers contact different community members to get information related to problems of students in schools and community.

Principals/Internship In charges accepted that 'As College head/ internship In-charge faced different challenges. Sometime schools don't provide permission, there is no flexibility in class allotment, school focus on only completion of syllabus and are result oriented, mostly internship comes at October-November, when annual functions, pre-board examination going on in schools. The 6-month time is so long. schools are not willing to cooperate. Principal's faced challenges in supervision of student teacher because theory classes in the college.

Principals/Internship In charges suggested that, every college should have its own school, which work as a laboratory for students. Psycho practical and microteaching should be in 2nd semester and ICT should be in 1st or 2nd semester instead of 4th semester. Good quality higher secondary school should be permitted for internship, Reduce the time duration of school internship and increase the quality of monitoring. Government should be pay stipend to student teachers like medical students, Internship should be in only 4<sup>th</sup> semester, assessment of internship should be on the basis of practical and not only viva, School teacher should be involved in evaluation of internship.

Principals/Internship In charges reported that-Student teachers should maintain files of school internship according to university and NCTE norms,

Evaluation of the records during should be done by supervising teacher, pedagogy teacher and school teacher.

**Fifth objective of the study was** ‘To study the differences among various Universities and Colleges in the implementation of the key provisions of the framework of NCTE Curriculum of Regulations, 2014.’

Findings related to objective fifth are given below -

**Courses proposed by NCTE and Implemented by all Universities with same nature**

NCTE proposed courses namely Childhood and Growing Up(T), Learning and Teaching (T), Pedagogy of a School Subject –Part I(T), Pedagogy of a School Subject – Part II (T), Knowledge and Curriculum –Part I(T), Assessment for Learning(T), School Internship(P), Knowledge and Curriculum(T), Creating an Inclusive School(T) and Optional Course(T) implemented in all universities with the same nature.

**Courses proposed by NCTE and Implemented by Universities with different nature**

Courses Reading and Reflecting on Texts (P) and Drama and Art in Education (P) were implemented in course structures of two universities/colleges with different nature(T). Course Pedagogy of a School Subject – Part II (T)’ was additionally implemented in course structure of two universities/colleges with different nature(P).

**Courses proposed by NCTE but included by some universities and not others**

Courses named ‘Contemporary India and Education(T)’ and ‘Language across the Curriculum (T)’ were not included in course structure of two and three universities/colleges respectively. Courses named Gender, School and Society (T) and Understanding the Self(P) were not included in course structure of one and three universities respectively

**Courses proposed by NCTE but not implemented by any university**

One course namely ‘Understanding Disciplines and Subject(T)’ hasn’t been included in course structure of any university/college.

**Courses Implemented by universities but not proposed by NCTE**

Courses Philosophical and Sociological Perspectives in Education(T), Philosophical Perspectives of Education(T), Class Management(T), Practicum: Preparation of Teaching Aid (P), Development, of Teaching Skills (P), Community Activities (P) , EPC-2 Creative Expression Skills (P), Contemporary India and Education(T), Language across the Curriculum (T), Exploring and Developing Teaching Learning Resources (T), Sociological Perspectives of Education(T), Models of Teaching (P), Pedagogy of a School Subject-Part II (P), EPC1- Educational Psychology Practical (P), Management of



Educational Institutions(T), Psycho-Metric Assessment(P) and EPC- 5 Project included which were not proposed by NCTE in any Semester.

**Sixth objective of the study was** ‘To find out minimum agenda of NCTE Curriculum Framework, 2014 that has been implemented by all the Universities and Colleges.’

Findings related to objective six are given below -

NCTE proposed courses namely Childhood and Growing Up(T), Learning and Teaching (T), Pedagogy of a School Subject –Part I(T), Pedagogy of a School Subject – Part II (T), Knowledge and Curriculum –Part I(T), Assessment for Learning(T), School Internship(P), Knowledge and Curriculum(T), Creating an Inclusive School(T) and Optional Course(T) found as minimum agenda of NCTE Curriculum Framework, 2014 all above courses implemented in all universities with the same nature.

### **1.15.0 Educational Implications**

Implications of the present study are of the following-

#### **A. NCTE**

NCTE should play a proactive role in monitoring the implementation of the B.Ed. curriculum regarding the nature of courses, Methods of teaching, and mode of assessment. It should ensure that the courses of practical nature are taught through practical and not in theoretical manner. The assessment of practical courses should be by and large internal. The implications of the findings of the present research suggest they should reconsider the recruitment of special teachers on full time basis and think of making appointment on part time basis. Similarly, NCTE can revise its stand on 90% attendance of the student teachers in field engagement courses.

#### **B. For Curriculum Developers**

On the basis of findings, it can be stated that there are differences in implementation of B.Ed. curriculum in different universities and colleges due to unavailability of resources and feasibility of time. They should construct the curriculum of B.Ed. in such a manner which could be possible in reality and at gross root level, so student teacher gets maximum opportunities in different academic programs and activities.

### **C. Administrator**

B.Ed. college face problems in arranging six-month internship program in schools. Various stakeholders like dept. of education of the states, Universities/Colleges, and school should sit together and devise strategies to ensure that schools are made available to every B.Ed. college for Internship. Ways and means should be explored to permit paid internship to the student teacher as is the case with engineering, medical and management interns.

### **D. For B.Ed. College Principal**

The implications of the findings of the present research suggest that Principals of B.Ed. college should ensure the regular classes for B.Ed. course. Principal should adhere to the attendance norms for student teachers. college should arrange teachers eligible to teach special EPC courses subject taught by expert teachers

### **E. For Teacher Educator**

It is evident from the present study; teacher educators play main role in B.Ed. program. They are responsible to develop good quality teachers. It should be necessary for teacher educators to observe carefully the lesson plan presentations and provide correct and proper feedback, so student teacher improve their teaching skill. The need to work professionalism.

### **F. For student teachers**

Findings of present study shows that a reaction with student teachers are not taking B.Ed. Program in serious way. They should not skip the programs and activities organized for their benefit.

## **1.16.0 Suggestions for Further Research**

1. The present study was related to the implementation of B.Ed. curriculum framework of NCTE regulations, 2014 in some selected universities, it may be extended to other teacher education courses like M.Ed., D.El. Ed., B.El.Ed. and integrated courses.
2. Present study was conducted on two universities and one institute of Madhya Pradesh and two universities of Chhattisgarh it may be extended on other universities of Madhya Pradesh and Chhattisgarh.
3. Similar research can be conducted on universities of other States.
4. Comparative study can be conducted on B.Ed. program between different NCTE regions located in India.