

CRITICAL ANALYSIS OF UNDER GRADUATE TEACHER EDUCATION CURRICULUM OF UNIVERSITIES OF KERALA

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DECLARATION

I, **FEMI K.**, do hereby declare that this dissertation entitled, **CRITICAL ANALYSIS OF UNDER GRADUATE TEACHER EDUCATION CURRICULUM OF UNIVERSITIES OF KERALA WITH SPECIAL REFERENCE TO THE JVC REPORT 2012 AND NCTE REGULATION 2014** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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CHAPTER I

INTRODUCTION

- Introduction
- Need and significance of the study.
- Statement of the problem
- Objectives of the study.
- Methodology of the study
- Scope and Limitations of the study.
- Organisation of Report

Curriculum is the sum total of learning outcomes, content, educational strategies, learning opportunities and assessment pupil receives in the educational environment. It is neither rigid nor flexible in its form and structure. In our country decisions about general policies have traditionally been regarded as the duty of government and policy makers. Evaluation is an essential provision for the sake of facilitating decision making at various stages of curriculum development. It includes obtaining information for judging the worth of a programme and procedure. Curriculum evaluation is integral and essential part of the process of curriculum development. It is a continuous activity not a tail-ended process. Evaluation and planning are complementary processes which occur almost simultaneously and continuously.

Curriculum is developed based on the components such as aims, goals and objectives, content or subject matter, curriculum experience instructional strategies, effective evaluation. The process of evaluating curriculum consists of several steps. The logical sequence among these steps needs to be done based on the preferences. The development of curriculum is shaped by certain factors regarding aims of education, demand of the individual as well as the society. These factors influence while developing the curriculum. Curriculum evaluation can be done during different period. It can be done for assessing its effectiveness of the curriculum, for checking whether the content or subject matter satisfies the components of curriculum, for redesigning the existing curriculum and for identifying the drawback of the curriculum. The ultimate aim of developing a curriculum is to satisfy the

educational goal and for the development of the individual as well as the society. The future of any state depends upon the quality of education that is given to the citizen. Therefore curriculum is considered as the parameter of quality of education.

Kothari commission (1966) rightly said that the destiny of India is being shaped in her classrooms. It is the classroom activities and teachers who determine the future of our nation. The teacher has a prominent role in the formation of the prosperous state. Therefore the teacher education curriculum must be capable enough to prepare competent, effective and quality teachers.

Teacher education consists of all formal and non formal activities and experiences that help to qualify a person to assume the responsibilities as a member of the educational profession as to discharge his responsibilities more effectively (Good, 1973). The efficiency, competency, quality, professionalism, aptitude, attitude and skills are depends upon the teacher education programme. The reforms of teacher education programme are done in due course to achieve the educational goals both pre and post independent period of India.

The current B Ed. Programme in India has been enhanced the duration of the course from one year to two years as per the recommendation of Justice Verma Commission report (JVC Report) 2012. National Council For Teacher Education (NCTE) has redesigned the norms and standards for the various teacher education programme based on the JVC Report 2012. NCTE prepared a curriculum framework for two year teacher education programmes. The universities of India developed teacher education curriculum according to the Curriculum Framework of two year

B. Ed. Programme. The Universities of Kerala had also redesigned the under graduate teacher education programme as per the NCTE Regulation 2014.

The present study focused on the two year curriculum of the under graduate teacher education programme of universities of Kerala with special reference to NCTE Regulation 2014. The study focused on content analysis or document analysis because effectiveness can be assessed after the completion of the course. Criterion based content explication method has been followed for the study.

Need and significance of the study

Teachers make history. A teacher has to play multiple role in his classroom to fulfill the teaching learning out come. Teacher is the principal means of performing educational programme in the classroom and organizes various activities that enable the institution and individual to flourish. Teacher had a crucial role in imparting social service. So it is the duty of teacher education programme to prepare teacher who are equip with skills and abilities to discharge his duties effectively.

Preparing a competent teacher who posses desired theoretical knowledge, skill orientation, linguistic ability, pedagogic knowledge and management skill is the responsibility if the teacher education. Due to several constraints like ineffective curriculum, rigidness in its execution, lack of proper training, over emphasis on theoretical aspect, lack of practical knowledge and insufficient duration of practice teaching programme made teacher education institution to fail for developing competent teacher.

The existing teacher education curriculum of one year programme mainly pointed out the lack of duration of the programme. It resulted the programme ineffective in nature. The conventional method of practice teaching did not provide any scope for the student teacher to fledge with experiential learning in the school curriculum as an intern.

Discussions and talks on enhancing the duration were carried out over last few decades in India. But a sudden reason aroused in the Indian education field due to the intervention of Honorable Supreme Court of India.

The Honorable Supreme Court of India has appointed a High Powered Commission under the chairmanship of Justice.J.S .Verma to overcome the barriers of the B Ed programme. The members of the committee are Pro.M.Anand Krishnan, Pro. R.Govinda, Pro. Mrinal miri, Pro. A.K. Sharma, Pro.Poonam Batra, Shri .S. Sathyam and Shri. Vikram Sahay. The committee submitted the report in the year 2012.

The Supreme Court of India accepted the committee report and directed the government of India and NCTE to initiate steps to implement the recommendation culminated in the Gazette notification of norms for teacher education by the Government of India on 24th November, 2014 and subsequent effort of NCTE to implement these norms. The Supreme Court has played a crucial role in its implementation.

To overcome the barriers of the B Ed programme has been enhanced from one year to two year. The curriculum of B Ed programme under goes change in all

aspects. It enhanced the duration for practical and promoted experiential learning. A wide scope for engaging the student teacher with the college, school and community is included in the curriculum.

The entire educational scenario is facing problem on two year B Ed programme on various aspects. There must be studies on the issues and challenges on the constraints of two year B Ed programme. Such studies would find out solutions for the issues and anticipation regarding the two year B Ed programme. It is very relevant for student teachers, teacher educators, teacher education institutions, curriculum developers and universities to revise and reform curriculum by rectifying the errors and drawbacks.

A number of researches have been conducted to evaluate teacher education curriculum both at Under Graduate and Post Graduate levels. Most of the studies focus on the subject matter included, relevance to the current context, suitability of practical components etc. The review of related literature gives light that studies are conducted on the curriculum of teacher education programme by different researcher in different universities. There are numerous studies on one year B Ed programme and a few studies are found on the two year B Ed programme. Since it is a newly implemented curriculum of two year very few studies conducted on the curriculum analysis. Some studies are conducted on one year Bed curriculum mainly highlights the problem of duration of the course and internship.

As per the recommendations of the report and NCTE regulations the Universities in India enhanced the duration of the course and redesigned the curriculum. Research review shows that there is no research conducted on the recent

changes in the teacher education curriculum at Under Graduate levels. This study is a pioneering effort to fill the gap. The present study will be useful for stake holders to identify strengths and weaknesses of revised teacher education curriculum with a view to revise them to match with the needs of the society and National goals.

Statement of the problem

CRITICAL ANALYSIS OF UNDER GRADUATE TEACHER EDUCATION CURRICULUM OF THE UNIVERSITIES OF KERALA WITH SPECIAL REFERENCE TO THE RECOMMENDATIONS OF JVC REPORT 2012 AND NCTE REGULATIONS 2014.

Objectives of the study

The present study has the following objectives.

1. To know how far the B.Ed. curriculum of universities of Kerala in tune with the curriculum framework of the two year B.Ed. programme by NCTE.
2. To identify the content coverage suggested in the curriculum framework of NCTE with special reference to the curricular area perspectives in education.
3. To identify the content coverage suggested in the curriculum framework of NCTE with special reference to the curricular area curriculum and pedagogic studies.
4. To identify the content coverage suggested in the curriculum framework of NCTE with special reference to the engagement with field.

Methodology of the study

The present study is entitled as critical analysis of undergraduate teacher education curriculum of universities of Kerala with special reference to Justice Verma Commission Report and NCTE regulation 2014. Since it is a qualitative study the methodology that followed for the study is content analysis. It is not an alternate to numerical analysis of qualitative data. (Cohen, Manion & Morisson, 2008).

Content analysis is one of the classical procedures for analyzing textual material (Flick, 2010). Content analysis can be undertaken any written material, from documents to interview transcription, from media product to personal interview (Cohen, Manion&Morrison, 2008). A critical analysis is subjective writing because it expresses the writer's opinion or evaluation of a text. Analysis means to break down and study the facts. Writing a critical paper requires two steps critical reading and critical writing.

Philip Mayring (1983) developed a procedure for a qualitative content analysis included as a model of text analysis and different techniques for applying it (Flick, 2010). A criterion based content explicitation method has been followed for the study. Criterion based content explicitation method has been followed for the study.

The study mainly conducted on two year B.Ed. curriculum of universities of Kerala; that is University of Calicut, Kerala University, Kannur University, and MG University. Researcher identified 34 criteria from the curriculum framework of two

year B.Ed. programme developed by NCTE as per the recommendation of Justice Verma commission report 2012.

Scope and Limitations of the study.

The education scenario of India has been witnessed many important changes in the field since after independence. The secondary education commission (1953) and Indian education commission (1966) had recommended that the government had to initiate to inculcate the policies and practices in teacher education programme. A conscious and continuous effort has been taken by the government of India for improvement and orientation of teacher education programme both in pre-service and in-service programme. National Curriculum framework of Teacher Education (2009-10) envisioned for preparing a humane teacher. Deliberate efforts have been taken by NCFTE to prepare a curriculum that produces reflective humane teachers who possess the maximum potentiality in this professional skills, competency and quality teachers. The education imparting to the teachers have a significant role in the development of socio-cultural heritage of the country. The teacher education programme should be capable to prepare constructive, noval and competent teacher.

The present study reveals the approaches, strategies and methods adopted by the universities of Kerala to incorporate the suggestions of NCTE curriculum framework of two year B Ed programme. The present study focuses on the criterion based content explication method which reflects the different strategies and approaches adopted by the universities of Kerala. It is fruitful to stake holders as well as curriculum developers.

Limitations

- Since the study was conducted in a limited period of time, the investigator cannot able to include the teacher education of all the Universities of India. It is limited to the Universities in Kerala.
- The time constrain limits the investigation within the two year B Ed curriculum of universities in Kerala, not the two year M Ed curriculum of Universities of Kerala.
- The time constrain limits the investigation within the two year B Ed curriculum of universities in Kerala, not the two year M Ed curriculum of Universities of India.
- Analysis of any curriculum inevitably demands enough time to deal. The study was done within a short period of time the investigator did not delve to deep into the content. So the present study is limited into this context.
- The investigator had selected only 34 criteria for content analysis; a wide range of criterion are still exists in the curriculum. Since it is a limitation of the study.
- Curriculum analysis demands a deep expertise and in depth knowledge of the knowledge in the field. It could be possible effectively only through an expert academician. Being an M Ed student the investigator cannot be expected to achieve higher order competency in the case of curriculum understanding, analysis and interpretation. The research was conducted by the limited knowledge level of the researcher. Therefore the study had its own limitation.

Organisation of Report

Chapter I discusses a brief introduction of the problem, need and significance of the study, statement of the problem, objectives, methodology in brief, scope and limitations of the study.

Chapter II presents the theoretical overview on teacher education in India, related studies on the teacher education curriculum analysis.

Chapter III presents the methodology of the study discussing in detail the objectives of the study, sources of data, criterion based content explicitation method.

Chapter IV presents the analysis of the study content analysis is the method followed for the study.

Chapter V presents the summary of the study. Conclusion, educational implication, major findings and suggestion for further research

CHAPTER II

REVIEW OF RELATED LITERATURE

- *Theoretical overview*
- *Review of related studies*
- *Conclusion*

REVIEW OF RELATED LITERATURE

The effectiveness of any research is based on the studies conducted on the topic previously. The review of related literature lead the researcher to identify about the areas in which studies are conducted and the area where research gaps exist. It helps the researcher to understand the knowledge that exists in the field. Review of related studies provides the updating of new knowledge in the research field, indicate the direction, and reduce replication of the study.

The present study is entitled as critical analysis of undergraduate teacher education curriculum of University of Kerala with special recommendations to JVC Report 2012 and NCTE regulations 2014. The study is conducted on the two year B. Ed programme of University of Kerala. So reviews are conducted mainly on Teacher education programme.

The chapter review of related studies passes through two headings.

- Theoretical/ Conceptual overview
- Review of related studies

Theoretical overview

The country India has made significant progress in the education scenario since independence on literacy, universal access, enrollment and retention at school, infrastructure facilities, and revision of curriculum at all levels, providing in service as well as pre service teacher education programme etc. Different commissions and committees are appointed to recommend innovate ideas on education field.

Programmes and policies are constituted both national wide and state wide for the development of education programme from the grass root level to the higher education level. Universalisation of Elementary Education (UEE) and Right to Education Act (RTE) 2009 are the two major political shifts in the field of education by the government. The demand for free and compulsory education to all up to the age of 14 as per the RTE Act 2009 necessitates the need of rejuvenate the education scenario. As a result discussions and decisions were carried out during the last few decade to enhance the quality of teachers as well as teacher education programmes became more active. But those discussions and decisions did not lighten the education scenario till 2009.

In the year 2008 the Western Regional Committee (WRC) , the statutory committee of NCTE the who is responsible for granting recognition of courses and institutions for teacher education in western region of India, gave recognition to 291 colleges of Maharashtra for Diploma in Education. Government of Maharashtra cancelled the recognition by saying that the state did not require more D Ed institution due to limited employment opportunities for the graduates of this program .When the matter came before the Hon'ble Bombay High Court (Nagpur Bench) in a Public Interest Litigation ,after looking into the facts and circumstances of the cases, it quashed the order of the WRC granting recognition to the 291 colleges .When the matter comes under the Honorable Supreme Court of India, the recognition had been granted in breach of the directions issued by the Central Government under Section 29 of the NCTE Act. The Court also appointed a High Powered Commission under the chairmanship of Justice. J.S .Verma. The members

of the committee are Pro.M.Anand Krishnan, Pro. R.Govinda, Pro. Mrinal mini, Pro. A.K. Sharma, Pro. Poonam Batra , Shri .S. Sathyam and Shri. Vikram Sahay. The commission submitted the report in the year 2012. The commission had attempted to close scrutiny of existing provisions and quality of teacher education to facilitate identification of deficiencies therein and then to enable it to make recommendations which the defects and provide the level of teacher education necessary to provide quality teacher. The commission viewed the fact that the duration of the teacher education programme act as the main hindrance for preparing quality teachers. Therefore the commission recommended for enhancing the duration of the teacher education programme in India. As an immediate action NCTE reformed the norms and regulation on teacher education programme in the year 2014. NCTE developed curriculum framework for teacher education programme at under graduate and graduate level with effect from 2015. It resulted the universities in India to enhance the duration of the B Ed programme as well as M Ed programme and restructured the respective curriculum. It is affected in the educational scenario of Kerala too.

Teacher education- glimpses.

Teacher education is a programme of education, research and training of persons to teach from pre-primary to higher education level. It is related to the development of teacher proficiency and competency that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. The programme of teacher education was called teacher training in the beginning when focus was given only on skill training later the programme was

renamed as teacher education programme consists of developing three aspects- teaching skills, pedagogical theories and professional skills.

It is said that teachers are born not made. Teacher education programme is contradiction to this saying. In the modern world of knowledge explosion and professionalism teachers can be made by developing scientific planning and execution of an effective teacher education programme. For the preparation of efficient teachers the teacher education programme can be broadly divided into two

- Pre- service teacher education
- In-service teacher education

Pre-service teacher

Pre-service teacher education programme is the education given to a teacher aspirant before he enters into the service as teacher. It involves the professional training of prospective teachers through recognized teacher training institutes where they are exposed to different scholastic and co-scholastic activities. The programme provides knowledge, skills attitudes and competency that needed to become a prospective teacher. The pre-service teacher education in India consisting of different levels as follows:

1. Pre-primary teacher education is the programme meant for training teachers for teaching children of pre-primary classes. The programmes like Kindergarten, Montessori, Nursery etc. comes under this category.
2. Primary teacher education is the programme meant for preparing teachers for teaching children at primary classes that is from first to seventh standards. A

higher secondary qualified person can join for this programme. Teacher training institutions are conducting the programme Diploma in Education (D Ed).

3. Secondary teacher education programme is meant for preparing teachers for teaching at secondary classes that is from eighth to twelfth classes. It is conducted by the colleges of teacher education affiliated to universities. The students are awarded with B Ed Degree. A graduate/post graduate holder only can join for this course.
4. Higher level teacher education programme is meant for preparing teacher educators. Graduation/Post graduation with B Ed degree is the basic qualification for it. University department, Regional colleges of education and Institutions of Advanced Studies in Education (IASE) are conducting the programmes like M Ed, M. Phil and Ph.D. programme in higher education.

In-service teacher education

In-service teacher education programme refers to the education programme to the teachers who entered to the service. This programme includes educational, social activities to enrich the professional teachers. In-service programme enable the teachers to update knowledge, to revise the skills that already learnt and continuous professional growth. The refresher course like workshops, seminars, field visit are some of the programmes conducted as in-service programme.

Commission Reports on Teacher Education- A Historical perspective.

Secondary Education Commission (1952-53 as cited in Aggarwal, J.C., 2007) had given directions for the teacher education programme in India. It is recommended in the report that there should be two types of teacher education institutions. Two year training programme after high school or higher secondary school leaving certificate and one year training after graduation. Training colleges should organize refresher courses, workshops, seminars etc. as in-service programme.

Indian education commission (1964-66 as cited in Aggarwal, J.C., 2007) recommended that intensive and continuous efforts should be taken to raise the economic, social and professional status of teachers and to attract talented young person to the profession by enhancing the teacher education quality.

National policy on education (1986 as cited in Aggarwal, J.C., 2007) emphasized that the status, emoluments and education of teachers of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. It is on his personal qualities, character, educational qualifications and professional competence that the success of all educational endeavors must ultimately depend. Teachers must, therefore, be accorded an honored place in society, their emoluments and other service conditions should be adequate and satisfactory having regard to their qualifications and responsibilities. The academic freedom of teachers to, pursue and publish independent studies and researches and to speak and write about significant

national and international issues should be protected. Teacher education, particularly in-service education, should receive due emphasis.

National Curriculum Framework NCF 2005 envisioned teacher education must comprise to enable student-teachers to understand the way learning occurs and to create plausible situations conducive to learning, view knowledge as personal experiences constructed in the shared context of teaching learning, rather than embedded in the external reality of textbooks be sensitive to the social, professional and administrative contexts in which they need to operate.

National Curriculum for Teacher education 2009-10 envisioned the preparation of a humane teacher. Teacher education programme as a whole needs urgent and comprehensive reform. There is need to bring greater convergence between professional preparation and continuing professional development of teachers at all stages of schooling in terms of level, duration and structure. Considering the complexity and significance of teaching as a professional practice, it is imperative that the entire enterprise of teacher education should be raised to university level and that the duration and rigor of programmes should be appropriately enhanced. Both at the elementary and the secondary levels, the initial teacher preparation is fraught with a number of problems; some of them are common while others are specific to a stage of education. The document concluded about the teacher education programme that the training of teachers is a major area of concern at present as both pre-service and in-service training of school teachers are extremely inadequate and poorly managed in most states. Pre-service training needs to be improved and differently regulated both in public and private institutions,

while systems for in-service training require expansion and major reform that allow for greater flexibility. There exists a wide variation in the status of teachers and the need for teachers at different levels of school education across the country. It is important to develop a broad framework that can address some of the crucial issues common to teacher education across different levels with a view to enable states to respond to needs specific to their contexts. Moreover, the diversity in the institutional arrangements for school education in terms of alternative schools, government and private schools places its own demands and will also need to be addressed. Diversity also exists in terms of the set of agencies that conduct teacher education programmes. These include state institutions, university-based institutions and private institutions that have grown enormously in number in the recent past, contributing to the commercialization of the process of teacher education.

Justice Verma Commission Report 2012 recommended on teacher education on four major areas : quality of pre-service teacher education , quality of in-service teacher education, teacher performance and teacher audit and strengthening of the regulatory functions of the NCTE. The major recommendations are as follows:

- The Government should increase its investment for establishing Teacher Education Institutions (TEIs) and increase the Institutional Capacity of Teacher Preparation especially in the deficit States
- Government may explore the possibility of instituting a transparent procedure of Pre-Entry Testing of candidates to the Pre-service Teacher Education Programmes (TEPs), keeping in view the variation in local conditions.

- Teacher Education to be a part of the higher education system. The duration of the programmes of Teacher Education needs to be enhanced, in keeping with the recommendations of the Education Commission (1966), the implementation of which is long overdue.
- Current Teacher Education programmes (TEPs) may be redesigned keeping in view the recommendations of the National Curriculum Framework for Teacher Education (NCFTE), 2009 and other relevant material
- Every Pre-Service Teacher Education Institution may have a dedicated school attached to it as a laboratory where student-teacher get opportunities to experiment new ideas and hone their capacities and skills to become reflective practitioners
- As a matter of policy, the first professional degree/diploma in Teacher Education should be offered only in face-to-face mode
- All the existing TEIs imparting in-service teacher education be strengthened. In particular the decentralized structures of BRCs and CRCs. Similarly, the DIETs and SCERTs also require strengthening
- There is an urgent need to develop comprehensive programmes for continuing professional development of secondary school teachers. Towards this, existing institutional arrangements have to be significantly enhanced, along with strengthening of CTEs and IASEs.
- The Central Government, in consultation with the State Governments and other stakeholders, may develop a framework for assessment of teacher performance, keeping in view the Guidelines suggested in the Report.

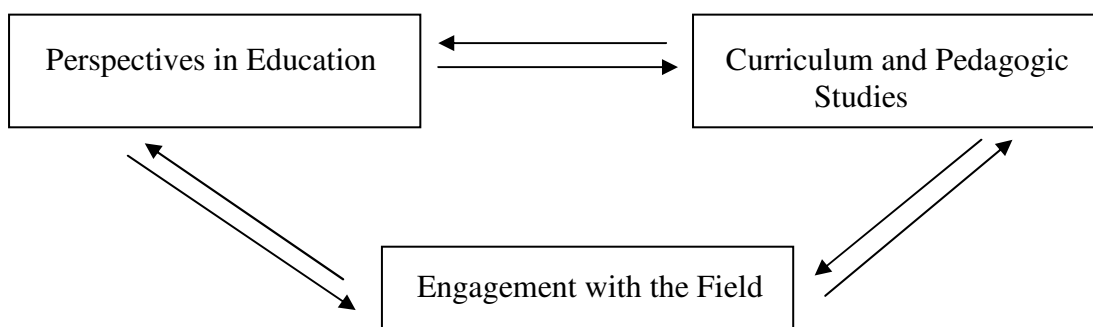
Curriculum framework for the NCTE two-year B. Ed programme

As per the recommendation of JVC Report 2012 NCTE has developed a curriculum frame work for two year B Ed programme. The main features of the programme are given below.

The document presents the course structure for the NCTE Two-year B.Ed. Programme and outlines the nature of experiences to be offered to the student-teachers to make them reflective practitioners. The course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The programme is comprised of three broad inter-related curricular areas – I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. Transaction of the courses is to be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments.

Curricular Areas

The programme shall comprise three broad curricular areas – Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field. The courses under each of these areas are as follows:



Perspectives in Education

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. The course on ‘Childhood and Growing up’ shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on ‘Contemporary India and Education’ shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on ‘Teaching and Learning’ will focus on aspects of social and emotional development; self and identity, and cognition and learning. ‘Knowledge and Curriculum’ shall address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts, and the relationship between curriculum, policy and learning. The course on ‘Creating an Inclusive School’ shall

develop an understanding of the cultures, policies and practices that need to be addressed in order to create an inclusive school.

Curriculum and Pedagogic Studies

Curriculum and Pedagogic Studies offers a study of the nature of disciplines, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning. The design of the programme would e These courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects, that link with curricular area III given below, shall be included to reconstruct concepts from subject knowledge though appropriate pedagogic processes that communicates meaningfully with children. Optional courses will be offered in areas such as Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counseling, or an additional pedagogy course (in another subject at the secondary level or the same subject at the higher secondary level). nable students to specialize in one subject area, at one/ two levels of school.

Engagement with the Field – the Self, the Child, Community and School

This curricular area would have three components –

Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus

School Internship

Courses on Enhancing Professional Capacities (EPC)

Course *EPC 1*: Reading and Reflecting on Texts (1/2)

Course *EPC 2*: Drama and Art in Education (1/2)

Course *EPC 3*: Critical Understanding of ICT (1/2)

Course *EPC 4*: Understanding the Self (1/2)

Annual Distribution of the Courses

Year 1

Course 1 Childhood and Growing Up 100 marks

Course 2 Contemporary India and Education 100 marks

Course 3 Learning and Teaching 100 marks

Course 4 Language across the Curriculum (1/2) 50 marks

Course 5 Understanding Disciplines and Subjects (1/2) 50 marks

Course 6 Gender, School and Society (1/2) 50 marks

Course 7a Pedagogy of a School Subject –Part I (1/2) 50 marks

Course *EPC 1* Reading and Reflecting on Texts (1/2) 50 marks

Course *EPC 2* Drama and Art in Education (1/2) 50 marks

Course *EPC 3* Critical Understanding of ICT (1/2) 50 marks

Engagement with the Field: Tasks and Assignments for Courses 1-6 & 7a _____

Total- 650 marks

Year 2

Course 7b Pedagogy of a School Subject – Part II (1/2) 50 marks

Course 8 Knowledge and Curriculum 100 marks

Course 9 Assessment for Learning 100 marks

Course 10 Creating an Inclusive School (1/2) 50 marks

Course 11 Optional Course* (1/2) 50 marks

Course *EPC 4* Understanding the Self (1/2) 50 marks

School Internship 250 marks

Engagement with the Field: Tasks and Assignments for Courses 7b & 8-10

Total- 650 marks

National Council for Teacher Education Regulation 2014 suggested the B Ed Curriculum shall be designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The programme shall be comprising three broad curricular area: Perspective in Education, Curricular and Pedagogic studies, and Engagement with Field. Information and Communication Technology (ICT), gender, yoga and disability/inclusive education shall form an integral part of the B Ed. Curriculum.

Review of Related Studies

Kumari (2003) has conducted a study of the unit cost of teacher education programme for graduate teachers in Kerala with an objective of non-recurring cost/capital cost, recurring costs and individual cost for teacher education in Kerala.

The study used 41 secondary teacher training institutions involving a group of 2925 student teachers, which constitute the sample for the study. Questionnaires were used to collect data on the various aspects of the cost of students and institutions of teacher education. Capital cost/land cost, buildings cost, equipment cost, material cost, library cost, laboratory cost and educational technology cost. The unit cost borne by graduate students while receiving teacher training in this stage shows wide disparities.

Yadev (2011) conducted a study on the topic a comparative study of preservice teacher education programme at secondary stages in Bangladesh, India, Pakistan and Sri Lanka. It reveals in the study that there is variations in the teacher education programme in terms of duration, weightage to curriculum, areas of curriculum teaching practice and its implementation. Even though effective planning had been taken by the authorities it failed to implement in most of the countries mentioned in the studies

Rajput (2012) has conducted a study on the topic challenges in teacher education reveals that the new trends in teacher education must be met by finding new orientation techniques in teacher education programme. The main challenge of the programme was insufficient duration of the course itself. Attitude of authorities towards change in the curriculum, inappropriate time management of the programme and attitude of student teachers acted as a hindrance for preparing competent quality teacher.

Ashraf (2013) conducted a study on the topic opinion of teacher educators towards newly revised B Ed. curriculum of University of Calicut. The study reveals

that general teacher educator opined about the absolute necessary to revise the B.Ed curriculum; subject council should be formed and in service course should be provided to teacher educators. All the papers of B. Ed curriculum are relevant and should be activity oriented. Being a time bounded programme of one year there exist a shortage of time for fulfilling the activities in the classroom. Examination pattern of B. Ed should be more application oriented. Language syllabi are not scientific to meet the present needs. Microteaching is important for student teachers but not suitable for child centered approach. Demonstration classes for all are not practical in nature. Physical education is very much helpful for bettering the health of the students.

Nayak (2013) has published an article on the topic teacher education issues and challenges which discuss the increasing number of teacher educational institutions and its problems and challenges to make the teacher education a better process. It is found in the study that the demand for new capacities and knowledge from the part of teachers has been increased and the teacher education programme should be able to recreate such teachers in the society.

Sarkar (2013) conducted a study on the topic Development of teacher education in Indian scenario: pedagogy and praxis with an objective of developing a teacher education in country like India discusses the essence of education in general pedagogical framework and summing up various strategies of instructions and placing one model upon another. The study says that the act of teaching or teacher educating as pedagogy as an effective medium of praxis was a genuine cry for the new born nation like India. The study conducted by generalizing that pedagogy in

teacher education is not the approaches or instructional strategies, but an experience to be a teacher learners. Self study research should be given its proper emphasis as it provides a suitable epistemic and methodological framework to appreciate aesthetics and artistry of teacher education.

Garg (2014) published an article on the topic the effect of micro teaching on personality development of student teachers reflects the fact that the micro teaching improves the teaching skills and develops the personality of student teachers to the maximum extent. The policy makers must incorporate the programme from grass root level.

Sharma(2014) conducted a study on the topic curriculum transaction procedure in secondary teacher pre services training programme of Himachal Pradesh reveals that there is inadequacies in the curriculum framework of secondary teachers pre service training programme and the mode of transaction Himachal Pradesh. The planned programme were executed in a minimum in most of the teacher education institutions

Gupta (2015) conducted a study on the topic Staircase of restructuring imperative vision for Indian teacher education resulted that restructuring the vision of teacher education which pointed out that the reflective practices is useful in shaping the teacher education programme. The process of developing teacher education should be depending upon empowerment of institution to measure to their resources opportunities, capacities, entire activities related with educational institutions.

Mohanti (2015) studied on the topic Increase in duration of B.Ed course from one year to two year isn't superfluous reflects on the possibility of modifying the qualification of teachers and the regulations for allowing the teacher training institutions. The article discusses different strategies that can be developed for improving the quality of teachers. The researcher said that policies must be implemented at grass root level for effective implementation of the programme. The wave of globalization and liberalization must be channelized without overwhelming of teacher education institutions. Proper regulation should be established by the government to regulate the functioning of teacher education institution.

Pritam (2015) studied on the topic teacher education the roads: critical reflection from Justice Verma committee report reveals that the ultimate decision on the shift of the duration of the teacher education programme depend up on the government of India who are facing the facing the conflicts among academician, private institutions and bureaucrats. The study said that government initiation is important for a sudden and drastic change in the field of education as well as teacher education field. The planning, execution and implementation, assessment, evaluation of the programme must be systematically supervised by the authority.

Shahana (2015) conducted a study on constraints anticipated by teacher educators in two years B.Ed programme with the objectives to find out the constraints anticipated by to education in two years B.Ed programme. The researcher used the stratified sampling technique as the methodology and the sample was 190 teacher educators who represents to all strata viz., gender, type of management and teaching experience under University of Calicut. The study

revealed that renovation of B.Ed curriculum is a step to straighten the effectiveness of teacher education programme. The interest, aptitude skills and competencies will be increased by enhancing the duration of the course. The formation of B.Ed syllabus was not conducted with proper contemplation but it was a hurried process. The recommendation of Justice Verma committee report was not well reviewed by the state governments, universities in Kerala, education department officers, officers, UG/PG Directors (head) directors etc.

Singh (2015) studied on the topic redesigning B Ed curriculum for two years: is in't gratuitous. The article says that the teachers should be provided value education which enables them to lead their student right direction. It is found in the study that the curriculum of teacher education should be redesigned from time to time based on the need of the society and should upgrade to the universal level.

Bordoloi (2016) conducted a study on the topic a critical evaluation of teacher education in Assam at primary level found that the duration of the internship is not sufficient. The most valuable part of training by many trainees under gone passively during internship programme. Proper guidance was not given in systematic way to the teacher. The course of training face and the duration of internship are not sufficient.

Khanam (2016) conducted a study on the topic teacher education in Assam. A sketch with the objective to study the historical background of teacher education in India, to study the present states of teacher education Assam and to study the present structure of teacher education in Assam. Both primary and secondary of data especially the most quantitative information at the national and state level has been

collected from the government published resources for analysis. It may be both published and unpublished materials. The data has been analyzed and interacted with proper reference. The study revealed that the provision for training of teachers in the state was far from being satisfactory till the last couple of decades of 20th century. There is an urgent requirement for some strategies for institutional changes and improvement with regards to the structure of training institutes.

Lianchhawani (2016) published an article on the topic teacher education in special education discusses that the teachers must be capable to identify the need of the teacher. This ability should be inculcated among the teachers during the teacher education programme. The teacher education programme must be restructured based on the demand of the society. Teacher education programme should extend equal educational and main stream opportunity to all teachers.

Pandey (2016) conducted a study on the topic teacher education curriculum reform: an analysis of teacher education syllabus of select universities of Utter Pradesh. With the objectives to analysis the teacher education syllabus of selected universities of UP. Revealed that the current scenario of teacher education passes through an era of renovation and refinement after the Gazette Notification of norms for teacher education and subsequent efforts of NCTE to implement their norms. Very title change from the previous teacher education curriculum has been made by many of the universities of UP while enhancing the duration of B.Ed programme and inclusive education remains unaddressed by the universities in UP. Universities also failed to differentiate between assessment of learning and assessment for learning. Instead of making effort to situate teacher knowledge in socio cultural

context of learners' growth and development the conventional method of following philosophical psychological and sociological perspective of education has been followed. The behaviorist learning theories and lesson plan dominate the constructivist concerns highlighted NCTE through its curriculum framework. The resistance to change is clearly reflected from the way the syllabus have been revised and superficial cosmetic change again leave teacher education to search for its identify and quality.

Shokeen (2016) conducted a study on the topic increased duration of B. Ed programme in India: Issues and challenges with an objective of identifying the issues and challenges of the two year B. Ed programme is an analytical study of various commissions and committees and their recommendations. The study found that the new components that are developed by NCTE are integrated with prevailing process. All state holders have to find more alternative solutions to the various problems of existing B.Ed programme. This is the time to maximize the strengths and minimize the weakness of the teacher education system.

Vijayambika (2016) conducted a study on the topic Attitude of B.Ed Students towards teaching practice programme with the objective to identify the attitude of B Ed and M Ed students towards teaching practice. The study was conducted on a sample of 74 student teachers of Sri Sarvayan College of Teacher Education, Banglore. The study found that post graduate student teachers have higher attitude towards teaching practices than that of the under graduate student teachers .It is revealed in the study that internship programme had a significant role

in the preparation of prospective teachers. The duration of internship must be increased.

Ediger (2017) published an article on the topic the case for history of education in teacher education with an objective of identifying the history of teacher education. They discuss the need for innovative curriculum and vibrant classroom in the present school system. Teacher education should enable the student teacher with relevant knowledge pertaining for the profession. Teacher education programme had been reformed in due course after independence but it is ineffective in nature. Policies and programmes to rejuvenate teacher education is the responsibilities of the state.

Ukey (2017) conducted a study on the topic quality teacher education in 21st century reveals that teacher education must become more sensitive to the emerging demands from social system. The teacher education must prepare the teacher for the roles of being an encouraging, supportive and humane facilitator in teaching learning situation.

CHAPTER III

METHODOLOGY

- *Introduction*
- *Objectives of the study*
- *Sources of data*
- *Primary sources*
- *Secondary sources*
- *Criterion based content analysis explicitation.*

METHODOLOGY

Introduction

Research methodology is the systematic way to solve the research problem. It may be understood as science of studying how research is done scientifically. (Kothari, 2005). Research methods are the technique that is used for the study. Therefore the success of the study implies how the researcher applies the techniques or methods for the study. The researcher can decide the methodology based on the demand of research problem. The researcher has to develop a unique way of following the technique as per the problem. It may differ from problem to problem.

The present study is entitled as **Critical analysis of undergraduate teacher education curriculum of universities of Kerala with special reference to Justice Verma Commission Report 2012 and NCTE regulation 2014**. Since it is a qualitative study the methodology that followed for the study is content analysis. It is not an alternate to numerical analysis of qualitative data. (Cohen, Manion & Morisson, 2008). Content analysis is one of the classical procedures for analyzing textual material (Flick, 2010). Content analysis can be undertaken any written material, from documents to interview transcription, from media product to personal interview (Cohen, Manion & Morrison, 2008).

According to Bauer (2000 as cited in Flick, U., 2009) Content analysis is one of the classical procedures for analyzing textual material on matter where this

material comes from-ranging from media products to interview data (Cohen, Manion & Morrison, 2008).

A critical analysis is subjective writing because it expresses the writer's opinion or evaluation of a text. Analysis means to break down and study of facts. Writing a critical paper requires two steps critical reading and critical writing.

Philip Mayring (1983) developed a procedure for a qualitative content analysis included as a model of text analysis and different techniques for applying it. (Flick, 2010)

The study mainly conducted on four B.Ed. curriculum of universities of Kerala that is University of Calicut, Kerala University, Kannur University, and MG University. Researcher identified 34 criteria from the curriculum framework of two year B.Ed. programme developed by NCTE as per the recommendation of Justice Verma commission report 2012.

The methodology chapter described under the following heads

1. Objectives of the study
2. Sources of the data- primary source
3. Analysis of the primary source data
4. Interpretation of the analysis

Objectives of the study

1. To know how far the B.Ed. curriculum of universities of Kerala in tune with the curriculum framework of the two year B.Ed. programme by NCTE.

2. To identify the content coverage suggested in the curriculum framework of NCTE with special reference to the curricular area perspectives in education.
3. To identify the content coverage suggested in the curriculum framework of NCTE with special reference to the curricular area curriculum and pedagogic studies.
4. To identify the content coverage suggested in the curriculum framework of NCTE with special reference to the engagement with field.

For achieving the objectives investigator identified 34 criteria for content analysis from curriculum framework for two year B.Ed. programme by NCTE. The identified criteria are selected based on the three curricular area mentioned in the introduction part of the document.

- 1. Perspective in education**
- 2. Curricular and pedagogic studies**
- 3. Engagement with field.**

The first and second area is exclusively theory part. The third area engagement with field enhances practical experience to the student teacher. It provides mainly three levels of practical experience. College based, school based and community based engagement of the earner. Based on the three curricular areas investigator prepared research questions. The research questions leads to the criteria to be analyzed in the four B.Ed. curriculum of universities of Kerala

Content analysis was done based on the selected 34 criteria analyzing the two year B.Ed. programme of universities of Kerala. It is analyzed that whether the

suggestions of NCTE are implemented effectively in the curriculum of B.Ed. programme or is there any deviation by any one of the universities. The study also focused on different approaches or strategies adopted by different universities of Kerala. The selected criteria for content analysis are as follows:

1. Theoretical framework of cross cultural psychology, sociology and anthropology.
2. Socio-political realities.
3. Policy framework for public education in India.
4. Gender, caste and social classes.
5. National policy on education.
6. Studies on Indian society and education.
7. Issues of diversity.
8. Social and emotional development.
9. Awareness about gender inequality.
10. Inclusive education
11. Learning and teaching.
12. Language across curriculum.
13. Critical understanding of school curriculum.
14. Vocational\Work education, Health and Physical education.
15. Specialization in one subject area.
16. Study the nature of discipline.
17. School knowledge with community life.
18. Assessment for learning

19. Enhancing professional capacity
20. School Internship
21. Practical
22. Task and assignment
23. Initiatory school experience
24. Understanding ICT
25. Yoga practices
26. Opportunity to research
27. Art education
28. Holistic engagement with field
29. Dynamic teaching at elementary and secondary level
30. Development of professional and personal self.
31. Reflective journal
32. Classroom observation and interaction.
33. Engagement with real life intervention.
34. Understanding self.

Sources of data

The present study used mainly two sources of Data for analysis

- Primary sources
- Secondary sources

Primary sources

- As primary source for collecting data the investigator used the two year B.Ed. curriculum of universities in Kerala that is University of Calicut, Kannur University, MG University and Kerala University. The criteria for the study were identified by analyzing the two year curriculum framework B.Ed. programme by NCTE. Criterion based content explication was the methodology used in the present study. It is the synonym term used for document analysis because it involves a methodical examination of documents.

The selected criteria for analysis can be categorized as shown in the table below.

Table 1

Criterion identified for the study under each curricular area

CURRICULAR AREA		
Perspective in Education	Curricular and Pedagogic Studies	Engagement with field
Theoretical framework of cross cultural psychology, sociology and anthropology	Language across curriculum	Enhancing professional capacity
Socio-political realities	Critical understanding of school curriculum	School Internship
Policy framework for public education in India	Vocational\Work education, Health and Physical education	Practical
Gender, caste and social classes	Specialization in one subject area	Task and assignment

CURRICULAR AREA		
Perspective in Education	Curricular and Pedagogic Studies	Engagement with field
National policy on education	Study the nature of discipline	Initiatory school experience
Studies on Indian society and education.	School knowledge with community life	Understanding ICT
Issues of diversity.	Assessment for learning	Yoga practices
Social and emotional development		Opportunity to research
Awareness about gender inequality		Art education
Inclusive education		Holistic engagement with field
Learning and teaching		Dynamic teaching at elementary and secondary level
		Development of professional and personal life
		Reflective journal
		Classroom observation and interaction
		Engagement with real life intervention
		Understanding self.

Secondary sources

As secondary sources of data the researcher used National curriculum framework 2005, National Curriculum Framework for Teacher Education 2010, Justice Verma Commission Report vol-1 2012, National Council for Teacher Education Regulation 2014- Appendix 4, books, related articles which appeared in educational journals, unpublished Master dissertation, unpublished Doctoral thesis, inflibnet a reservoir of Indian thesis and shodhganga online library for the study.

Criterion based content explication

The investigation has done by examining each criteria within the content of the subject matter; the two year B.Ed. curriculum of university of Kerala. It was analyzed that how the content is distributed in the curriculum, what perspective is used to describe the content, how it differ from other universities curriculum, which curriculum among the four universities is more cope up with the suggestions of NCTE, is there any changes done by the universities in the B.Ed. curriculum to achieve the specific objective. The interpretation of the analysis has been done mainly by focusing on these research questions. Investigator tried maximum to analyze all the questions more objectively.

CHAPTER IV

ANALYSIS

- *Introduction*
- *Objectives of the study*
- *Preliminary Analysis*
- *Conclusion*

ANALYSIS

Introduction

The teacher education scenario of the country is currently passing through an era of renovation and refinement after the Gazette notification of norms for teacher education by the Government of India on 24th November, 2014 and subsequent efforts of NCTE to implement the norms. In the history of teacher education it has never been happened that the curriculum of B Ed programme enhanced the duration and the norms as notified by the government and the court. The court has played a crucial role in its implementation.

The present two year B Ed curriculum of universities of Kerala was analyzed on the basis of Curriculum Framework: Two year B Ed programme by NCTE. The investigator identified the three curricular areas that are prescribed in the curriculum framework suggested by NCTE (2014).

Objectives of the study

1. To know how far the B.Ed. curriculum of universities of Kerala in tune with the curriculum framework of the two year B.Ed. programme by NCTE.
2. To identify the content coverage suggested in the curriculum framework of NCTE with special reference to the curricular area perspectives in education.
3. To identify the content coverage suggested in the curriculum framework of NCTE with special reference to the curricular area curriculum and pedagogic studies.

4. To identify the content coverage suggested in the curriculum framework of NCTE with special reference to the engagement with field.

1) Perspective in Education

Perspective 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. The following are the six courses to be transacted in the two year period, under the curricular area of Perspectives in Education:

Course 1 Childhood and Growing Up

Course 2 Contemporary India and Education

Course 3 Learning and Teaching

Course 6 Gender, School and Society (1/2)

Course 8 Knowledge and Curriculum

Course 10 Creating an Inclusive School (1/2)

2) Curricular and Pedagogic Studies.

Curriculum and Pedagogic Studies offers a study of the nature of disciplines, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one subject area, at one/ two

levels of school. The courses under the curricular area of 'Curriculum and Pedagogic Studies' for the two year period include:

Course 4 Language across the Curriculum (1/2)

Course 5 Understanding Disciplines and Subjects (1/2)

Course 7(a &b) Pedagogy of a School Subject

Course 9 Assessment for Learning

Course 11 Optional Course*(1/2)

3) Engagement with field- the Self, the Child, Community and School

This curricular area would have three components –

- Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus
- School Internship
- Courses on Enhancing Professional Capacities (EPC)

Course *EPC 1*: Reading and Reflecting on Texts (1/2)

Course *EPC 2*: Drama and Art in Education (1/2)

Course *EPC 3*: Critical Understanding of ICT (1/2)

Course *EPC 4*: Understanding the Self (1/2)

There are number of relevant criteria comes under each curricular area from which the investigator identified only 34 criteria for content analysis. All the 34 Criteria for the content analysis has been selected based on its relevance in the curriculum. Among these 34 criteria for analysis; eleven criteria comes under the

broad curricular area Perspective in Education, seven belongs to the broad area Curricular and Pedagogic studies and sixteen belongs to the broad area Engagement with field. They are as follows:

- **Perspective in Education.**

- 1) Theoretical framework of cross cultural psychology, sociology and anthropology.
- 2) Socio-political realities.
- 3) Policy framework for public education in India.
- 4) Gender, caste and social classes.
- 5) National policy on education.
- 6) Studies on Indian society and education.
- 7) Issues of diversity.
- 8) Social and emotional development.
- 9) Awareness about gender inequality.
- 10) Inclusive education
- 11) Learning and teaching.

- **Curricular and Pedagogic studies.**

- 1) Language across curriculum.
- 2) Critical understanding of school curriculum.
- 3) Vocational\Work education, Health and Physical education.
- 4) Specialization in one subject area.
- 5) Study the nature of discipline.

- 6) School knowledge with community life.
- 7) Assessment for learning
- **Engagement with field**
 - 1) Enhancing professional capacity
 - 2) School Internship
 - 3) Practical
 - 4) Task and assignment
 - 5) Initiatory school experience
 - 6) Understanding ICT
 - 7) Yoga practices
 - 8) Opportunity to research
 - 9) Art education
 - 10) Holistic engagement with field
 - 11) Dynamic teaching at elementary and secondary level
 - 12) Development of professional and personal life.
 - 13) Reflective journal
 - 14) Classroom observation and interaction.
 - 15) Engagement with real life intervention.
 - 16) Understanding self.

The criterion based content explication has been done on these selected criteria are as follows:

a) Perspective in Education

The curricular area Perspective in Education is analyzed based on the eleven criteria identified by the investigator is as follows.

The analysis of curricular area on the basis of Theoretical framework of cross cultural psychology, sociology and anthropology is given in the table2.

Table.2.

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Theoretical framework of cross cultural psychology, sociology and anthropology

Universities	Cross cultural psychology	Sociology	Anthropology	Child development
University of Calicut	yes	yes	yes	yes
Kannur University	yes	yes	yes	yes
M G University	yes	yes	yes	Yes
Kerala University	yes	yes	not included	yes

The table 2 shows that the broad area theoretical framework of cross cultural psychology, sociology and the suggested topic child development are included by the University of Calicut, Kannur University and MG University. But the selected topic anthropology did not included in the curriculum by Kerala University. The analysis shows that all the three universities are included the area theoretical

framework of cross cultural psychology, sociology and anthropology. Kerala University did not give any provision for the discipline anthropology in the curriculum. The analysis shows that the suggestion of NCTE has been effectively included by the University of Calicut, Kannur University and MG University than that of Kerala University.

The analysis of curricular area on the basis of the broad area of socio political realities is given in the table3.

Table 3

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of socio political realities.

Universities	University of Calicut	Kannur University	M G University	Kerala University
Content/core course/practical	Development of learner	Psychology of childhood and growing up	Child hood & growing up	Individual differences of learning
Different childhood	yes	yes	yes	yes
Child's lived context	yes	yes	yes	yes
family	yes	yes	yes	yes
schools	yes	yes	yes	yes
neighborhood	yes	yes	yes	yes
community	yes	yes	yes	yes

The table 3shows that sufficient initiation has been taken by the universities in Kerala to impart the topic socio political realities in the curriculum of two year B Ed programme. The suggestions of NCTE has been implemented effectively to

aware about how differently socio political realities construct different childhood within children’s lived context, family, school, neighbourhood and community.

The analysis of curricular area on the basis of the broad area of Policy framework for public education in India is given in the table4.

Table 4.

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Policy framework for public education in India

Universities	University of Calicut	Kannur University	M G University	Kerala University
Content/core course /practical	Core course	Core course	Core course	Core course
Right to education act.	yes	yes	yes	yes
SarvaSiksha Abhiyayan	yes	yes	yes	yes
Marginalized children	yes	yes	yes	yes
Role of different agencies	yes	yes	yes	yes
Universal education	yes	yes	yes	yes
Inclusive Education	yes	yes	yes	yes
Universal lementary education	yes	yes	yes	yes
Work education	yes	yes	not included	yes
Development of education pre and post period of independence	yes	yes	yes	yes
Kothari commission	yes	yes	yes	yes
NPE 1986	yes	yes	yes	yes
Review 1992	yes	yes	yes	yes
Liberalization	yes	yes	yes	not included

Globalization	yes	yes	yes	not included
Indian Economy	yes	not included	not included	not included
Pedagogy and curricular shift-1990s	yes	not included	not included	not included
Pedagogy and curricular shift-2000s	yes	not included	not included	not included

The table 4 gives a clear picture about the approaches adopted by the four Universities of Kerala on the broad area policy framework for public education in India. This criterion includes seventeen topics as per the NCTE curriculum framework. The analysis of these seventeen topics shows that a deliberate attempt has been taken by the University of Calicut to incorporate all the topics effectively as core paper in the curriculum. But Kannur University, Kerala University and MG University had failed to incorporate the topics like liberalization, globalization, Indian Economy, Pedagogy and curricular shift-1990s and pedagogic and curricular shift-2000s. MG University did not include work education in the curriculum. Kerala University did not included liberalization and globalization in the B Ed curriculum. Therefore it is clear from the analysis that University of Calicut is more accurate and effective in incorporating the criteria policy framework for public education in India as per the NCTE curriculum framework than the other three universities of Kerala.

The analysis of curricular area on the basis of broad area of Broad area Gender, caste and social classes is given in the table 5.

Table 5

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Broad area Gender, caste and social classes.

Universities	Content/core course/ practical	Gender	Caste	Social Classes
University of Calicut	Core course	yes	yes	yes
Kannur University	Core course	yes	yes	yes
M G University	Core course	yes	yes	yes
Kerala University	Core course	yes	not included	not included

The table 5 reflects the initiation taken by the universities of Kerala to incorporate the broad area of gender, caste and social classes in the B Ed curriculum. It is clear from the table that except Kerala University all other three universities followed the suggestion of NCTE properly in the curriculum. Kerala University included only the topic gender in the curriculum there is no provision for the topics caste and social classes in the B Ed curriculum of Kerala University.

The analysis of curricular area on the basis of broad area of National Policy on Education is given in the table 6.

Table 6.

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of National Policy on Education.

Universities	Content /core course /practical	NPE 1986& its review	Kothari commission 1966	NCF 2005	Mudaliyar commission
University of Calicut	Core course	yes	yes	yes	yes
Kannur University	Core course	yes	yes	yes	yes
M G University	Core course	yes	yes	yes	yes
Kerala University	Core course	yes	yes	yes	yes

The table 6 shows that all the four Universities of Kerala had been initiated to impart effectively the content National policy on education in the B Ed curriculum. The topic is included as the core course in the curriculum by University of Calicut, Kannur University, Kerala University and MG University.

The analysis of curricular area on the basis of the broad area of Studies on Indian society and education is given in the table 7.

Table 7

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Studies on Indian society and education

Universities	Content/core course/ practical	India and education	Studies on Indian society
University of Calicut	Core course	yes	yes
Kannur University	Core course	yes	yes
M G University	Core course	yes	yes
Kerala University	Core course	yes	yes

The Table7 shows that all the four Universities of Kerala has been initiated to impart the content Studies on Indian society and education in the B Ed curriculum. The topic is included as the core course in the curriculum by University of Calicut, Kannur University, Kerala University and MG University.

The analysis of curricular area on the basis of the broad area of Studies on Indian society and education is given in the table8.

Table 8

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Studies on Indian society and education

Universities	Content/core course/practical	Diversity	Inequality	Marginalization
University of Calicut	Core course	yes	yes	yes
Kannur University	Core course	yes	yes	yes
M G University	Core course /practical	yes	yes	yes
Kerala University	not included	not included	not included	not included

The table 8 shows that University of Calicut, Kannur University and MG University has been incorporated the topic Issues on diversity. Kerala University did not include any topics that suggested by NCTE to discuss in the topic issues on diversity.

The analysis of curricular area on the basis of broad area Social and emotional development is given in the table 9.

Table 9.

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Social and emotional development.

Universities	Content /core course/ practical	Social development	Emotional development	Self and identity	Cognition and learning
University of Calicut	Core course	yes	yes	yes	yes
Kannur University	Core course	yes	yes	yes	yes
M G University	Core course	yes	yes	yes	yes
Kerala University	Core course	yes	yes	yes	yes

The table 9 shows that the concept social and emotional development has been included in the

B Ed curriculum of all universities in the Kerala as suggested by NCTE.

The analysis of curricular area on the basis of the broad area of Awareness about gender inequity is given in the table 10.

Table 10

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Awareness about gender inequity

Universities	Content/core course/practical	Gender inequality	Reinforcing gender parity
University of Calicut	Core course	yes	yes
Kannur University	Core course	yes	yes
M G University	Core course	yes	yes
Kerala University	Pedagogic content	yes	yes

The table 10 shows that except Kerala University; University of Calicut, Kannur University and MG University has included the topic awareness about gender inequality as the core course. Kerala university has been included it as a pedagogic and curricular studies. Kerala University is different in the approach of imparting the topic in the curriculum. Anyway all the universities of Kerala have incorporated in the curriculum effectively as per the suggestion of NCTE regulation.

The analysis of curricular area on the basis of the broad area of Inclusive education is given in the table 11.

Table 11.

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Inclusive education.

Universities	Content/core course/practical	Provision for inclusive education	Historical perspective
University of Calicut	Core course	yes	yes
Kannur University	Core course	yes	yes
M G University	Elective course	yes	yes
Kerala University	Core course	yes	yes

The table 11 shows that the topic inclusive education has been included as a core course as prescribed by NCTE curriculum framework of two year B Ed programme by University of Calicut, Kannur University and Kerala University. It is an elective/ associate course for the MG University. It is clear from the analysis that MG University perceived differently about the topic inclusive education as prescribed by NCTE.

The analysis of curricular area on the basis of the broad area of Learning and teaching is given in the table 12.

Table 12.

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Learning and teaching

Universities	Content/core course/practical	Theories of learning	Knowledge, skills, values, believes, attitudes and habits	Curiosity, interest, active engagement, and inquiry in learning.
University of Calicut	Course core	yes	yes	yes
Kannur University	Course core	yes	yes	yes
M G University	Course core	yes	yes	yes
Kerala University	Course core	yes	yes	yes

The table 12 shows that learning and teaching has been incorporated as a core course as directed by NCTE by all the four universities of Kerala.

The consolidated table 13 gives the picture that was adopted by the universities of Kerala on the curricular area perspective in education.

Table 13.

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Curricular area Perspective in Education

Universities	University of Calicut	Kannur University	MG University	Kerala University
Theoretical framework of cross cultural psychology, sociology and anthropology	yes	yes	yes	yes
Socio-political realities	yes	yes	yes	yes
Policy framework for public education in India	yes	yes	yes	yes
Gender, caste and social classes.	yes	yes	yes	Partially included
National policy on education.	yes	yes	yes	yes
Studies on Indian society and education.	yes	yes	yes	yes
Issues of diversity.	yes	yes	yes	not included
Social and emotional development	yes	yes	yes	yes
Awareness about gender inequality	yes	yes	yes	yes
Inclusive education	yes	yes	yes	yes
Learning and teaching	yes	yes	yes	yes

Table 13 discusses the curricular area perspective in education which includes eleven selected criterion. The table shows that except Kerala University all

the three universities had incorporated the selected criteria as per the NCTE curriculum framework of two year B Ed programme. The approach of Kerala University to incorporate the topics inclusive education and gender, caste & social classes differ from that of MG University, Kannur University and University of Calicut.

b) Curricular and Pedagogic studies.

The curricular area Curricular and Pedagogic studies is analyzed based on the seven criteria identified by the investigator are as follows.

The analysis of curricular area on the basis of the broad area of Language across curriculum is given in the table 14.

Table 14

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Language across curriculum

Universities	Content /core course/practical	Understanding multilingual-ism	reading	writing	Communicat-ing skill	Sensitiv-ity towards language diversity
University of Calicut	Core course/practical	yes	yes	yes	yes	yes
Kannur University	Core course/ Practical	yes	yes	yes	yes	yes
M G University	Core course	yes	yes	yes	yes	yes
Kerala University	Practical	yes	yes	yes	yes	yes

The table 14 shows that Kannur University and University of Calicut included language across curriculum as the core paper. Still a provision for practical of reading, writing and communication has included in the in engagement with field-college based programme. It is not a core course for the curriculum of Kerala University. It is a practical programme of engagement with field. The curriculum provides the opportunity for practicing the multilingualism in the teaching learning process. MG University included the language across curriculum as a core course. The analysis shows that university of Calicut, Kannur University and MG University treated language across curriculum as the core course. Kerala University adopted the suggestion of NCTE to develop language sensitivity and multilingualism in the curriculum, the provision for developing the language skills like reading, writing and communicating .Therefore the two year B Ed curriculum of Kerala University is more go in tune with the suggestions of NCTE.

The analysis of curricular area on the basis of the broad area of Critical understanding of school curriculum is given in the table 15.

Table 15.

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Critical understanding of school curriculum.

Universities	Content/core course/practical	Critical understanding of school curriculum	Nature of discipline.	Practical.
University of Calicut	Core course	yes	yes	yes
Kannur University	Core course	yes	not included	yes
M G University	Pedagogic course	yes	yes	not included
Kerala University	Engagement with field.	yes	yes	yes

The table 15 shows that different strategies are adopted on the topic critical understanding school curriculum. NCTE suggested for understanding school curriculum, nature of school discipline and practicum to explore pedagogy across the school curriculum. In this context the analysis shows that Kerala University had adopted different strategy which enables student teacher to understand the school curriculum critically. The topic included in the area curricular and pedagogic studies as well as engagement with field. Therefore the approach of Kerala University is more adaptable strategy to critically understand school curriculum as a whole.

The analysis of curricular area on the basis of the broad area of Vocational/ Work education, Health and Physical Education is given in the table 16.

Table 16

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Vocational/ Work education, Health and Physical Education.

Universities	Content /core course /practical	Vocational/ Work education	Health education	Physical Education	Additional pedagogy
University of Calicut	Optional course	yes	yes	yes	yes
Kannur University	Elective course	yes	yes	yes	yes
MG University		not included	not included	not included	not included
Kerala University	practicum	yes	not included	yes	not included

The table 16 shows the analysis of vocational/ work education, health education, and physical education in the two year B Ed programme of Universities of Kerala. It is clear from the analysis that MG University does not given any clause for vocational/ work education, health education and physical education in the B Ed programme. Kerala University included it as a practicum of community based SUPW programme. It is an elective course for Kannur University. University Calicut included it as an optional course. Therefore the approach of University of Kerala is more accurate with the suggestion of NCTE.

The analysis of curricular area on the basis of the broad area of Specialisation in one subject is given in the table 17.

Table 17

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Specialisation in one subject.

Universities	Content /core course /practical	Integrated with knowledge and subject	Human development	Pedagogical knowledge	Optional courses.
University of Calicut	Optional course	yes	yes	yes	yes
Kannur University	Pedagogic course	yes	yes	yes	yes
M G University	Pedagogic course	yes	yes	yes	yes
Kerala University	Pedagogic course	yes	yes	yes	yes

The table 17 shows that the approaches are different by the University of Calicut than the other three universities of Kerala on the topic Specialisation in one subject area. Even though the approaches are different all the four universities are incorporated the topic effectively in the curriculum.

The analysis of curricular area on the basis of the broad area of Study the nature of discipline is given in the table 18.

Table 18

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Study the nature of discipline.

Universities	Content/core course/practical	Nature and role of disciplinary knowledge	Paradigm shift in the nature of discipline
University of Calicut	Core course	yes	yes
Kannur University	core course	yes	yes
M G University	Core course	yes	yes
Kerala University	Core course	yes	yes

The table 18 shows that the four universities of Kerala have incorporated the topic study the nature of discipline effectively in the curriculum. All the four universities in Kerala perceived the topic in the same way.

The analysis of curricular are on the basis of the broad area of School knowledge with community life is given in the table19.

Table 19

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of School knowledge with community life.

Universities	Content /core course/practical	Language across curriculum	Understanding discipline and subject	Pedagogy of school subjects	Assessment for learning	Optional courses in the area
University of Calicut	Core course	yes	yes	yes	yes	yes
Kannur University	Core course	yes	yes	yes	yes	yes
M G University	Core course	yes	yes	yes	yes	yes
Kerala University	practical	yes	yes	yes	yes	yes

The table 19 shows the effort of the universities to incorporate the topic school knowledge with community life. A deliberate attempt has been taken by the Kerala University to incorporate the topic language across curriculum. Instead of including as a core or pedagogic course; language across curriculum is subjected to inculcate the language in the curriculum effectively. Therefore the strategy adopted by the Kerala University is more effective in nature.

The analysis of curricular area on the basis of the broad area of Assessment for learning is given in the table 20.

Table 20.

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Assessment for learning.

Universities	Content/core course/ practical	Constructivist paradigm	Traditional pencil-paper test	Continuous process
University of Calicut	Core course	yes	yes	yes
Kannur University	Core course	yes	yes	yes
M G University	Core course	yes	yes	yes
Kerala University	Core course	yes	yes	yes

The table 20 shows that assessment for learning has been addressed effectively by the four universities of Kerala as per the suggestion of NCTE.

The consolidated table 21 gives the picture about the strategies adopted by the universities of Kerala to incorporate the curricular area Curricular and pedagogic studies

Table 21

Curricular area Curricular and pedagogic studies

Universities	University of Calicut	Kannur University	MG University	Kerala University
Language across curriculum	yes	yes	yes	yes
Critical understanding of school curriculum	yes	yes	yes	yes
vocational/ work education, health education, and physical education	yes	yes	not included	Partially included
Specialisation in one subject area	yes	yes	yes	yes
study the nature of discipline	yes	yes	yes	yes
School knowledge with community life.	yes	yes	yes	yes
Assessment for learning	yes	yes	yes	yes

The table 21 gives the information about the curricular area of curricular and pedagogic studies and effort taken by the universities of Kerala to include the seven selected criteria. It is clear from the table that the approaches undertaken by the MG University and Kerala University is different from that of Kannur University and University of Calicut on the topic vocational/ work education, health education, and

physical education. That means the suggestion of NCTE on the topic vocational/ work education, health education, and physical education has been effectively included by the Kannur University and University of Calicut.

c) Engagement with field.

The curricular area Engagement with field is analyzed based on the sixteen criteria identified by the investigator is as follows.

The analysis of curricular area on the basis of the broad area of Enhancing professional capacity is given in the table 22.

Table 22.

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Enhancing professional capacity.

Universities	Content /core course/ practical	Reading and reflecting on text	Drama and art in education	Critical understanding of ICT	Understanding of self
University of Calicut	Practical-EPC	yes	yes	yes	yes
Kannur University	Practical-EPC	yes	yes	yes	yes
M G University	Practical-EPC	yes	yes	yes	yes
Kerala University	Practical-EPC	yes	yes	yes	yes.

The table 22 shows that the topic enhancing professional capacity has been incorporated effectively by all the four universities of Kerala. The practical EPC has been included in the curriculum to impart the topic to the student teachers.

The analysis of curricular area on the basis of the broad area of School internship is given in the table 23.

Table 23

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of School internship.

Universities	Content/core course/ practical	Engagement with field	Longer duration of 20 weeks	2 or 3 phases
University of Calicut	Engagement with field – school based	Yes	16 weeks	Two phases in single stretch
Kannur University	Engagement with field – school based	Yes	15 weeks +one week demo/criticism	Single stretch
M G University	Engagement with field – school based	Yes	20 weeks	Two phases in two semester
Kerala University	Engagement with field – school based	Yes	20 weeks	Two phases in two semester

The table 23 reflects the strategies adopted for inculcating internship programme in the B Ed curriculum by the four universities of Kerala. Different strategies are adopted for the programme. Since the duration of internship programme was the major barrier for preparing quality teacher in one year B Ed programme and most of the research studies recommended to enhance the duration of internship programme itself; NCTE initiated for a deliberate effort to enhance the duration of internship programme for 20 weeks as per the recommendation of JVC Report 2012. The suggestion of NCTE perceived differently by the four universities

of Kerala. The analysis shows that the approach of MG University and Kerala University go more in tune with the suggestion of NCTE.

The analysis of curricular area on the basis of based the broad area of Practical is given in the table 24.

Table. 24

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Practical

Universities	Content/core course/ practical	Core course	Pedagogy course	Engagement with field
University of Calicut	Content/core course/ practical	yes	yes	yes
Kannur University	Content/core course/ practical	yes	yes	yes
M G University	Content/core course/ practical	yes	yes	yes
Kerala University	Content/core course/ practical	yes	yes	yes

The table 24 reflects the approaches adopted by different universities to incorporate the practical in the curriculum. NCTE suggested that practical must be included in the B Ed curriculum in core courses, pedagogic courses and engagement with field which is completely included in the curriculum of all the four universities of Kerala.

The analysis of curricular area on the basis of the broad area of Task and assignment is given in the table 25.

Table 25.

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Task and assignment.

Universities	Content/core course/ practical	Run through all courses	Sem-wise distribution
University of Calicut	Content/core course/ practical	yes	yes
Kannur University	Content/core course/ practical	yes	yes
M G University	not included	not included	not included
Kerala University	not included	not included	not included

The table 25 shows the effort taken by the universities of Kerala to include the topic task and assignment in the B Ed curriculum. NCTE suggested for task and assignment in the area engagement with field distributed in learning and teaching, pedagogy of school subject, knowledge and curriculum, assessment for learning, gender, school and society, creating an inclusive school and optional courses. The table shows that MG University and Kerala University do not included the topic task and assignment in the curriculum but the suggested concerns are addressed in the B Ed programme. While comparing with MG University and Kerala University; University of Calicut and Kannur University are more accurate and effective to impart the topic task and assignment in the curriculum of B Ed programme.

The analysis of curricular area on the basis of the broad area of Initiatory school experience is given in the table 26.

Table 26.

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Initiatory school experience.

Universities	Content/core course/practical	School exposure	School visit	Profile of the school
University of Calicut	Practical-EPC	yes	yes	yes
Kannur University	Practical-EPC	yes	yes	yes
M G University	not included	not included	not included	not included
Kerala University	Practical-EPC	yes	yes	yes

The table 26 reveals the effort taken by the universities of Kerala to incorporate the topic initiatory school experience in the B Ed curriculum. It shows that except MG University all the three universities are included the topic effectively. MG University did not include any provision for initiatory school experience in the B Ed curriculum.

The analysis of curricular area on the basis of the broad area of Understanding ICT is given in the table 27.

Table 27.

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Understanding ICT

Universities	Content/core course/ practical	ICT and its application
University of Calicut	Core Course	Yes
Kannur University	Core course	Yes
M G University	Core course	Yes
Kerala University	Application of ICT	Yes

The table 27 shows the effort taken by the four universities of Kerala to incorporate the topic ICT in the B Ed curriculum. NCTE suggested including understanding ICT and its application in the EPC. But except Kerala University other three universities included as core course on the topic ICT. Kerala University integrated ICT with each course whether core course, pedagogic and engagement with field- College based, school based, community based programme the application of ICT is included in the curriculum. Therefore the analysis shows that the suggestion of NCTE perceived more accurately by the Kerala University.

The analysis of curricular area on the basis of the broad area of Yoga practices is given in the table 28.

Table 28.

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Yoga practices

Universities	Content/core course/practical	Health	Yoga	Physical education
University of Calicut	Core course/practical	yes	yes	yes
Kannur University	Elective course	yes	yes	yes
M G University	Pedagogic course.	yes	yes	yes
Kerala University	EPC/ School internship practical	yes	yes	yes

The table 28 shows that different approaches have been adopted by the universities of Kerala to include the topic yoga practices in the curriculum of Kerala. Even though each university has included the topic; the approach of Kerala University shows more effective in the nature.

The analysis of curricular area on the basis of the broad area of Opportunity to research is given in the table 29.

Table 29.

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Opportunity to research

Universities	Content/core course/ practical	Action research
University of Calicut	Practical-internship	yes
Kannur University	Practical-internship	yes
M G University	Practical-internship	yes
Kerala University	Practical-internship	yes

NCTE envisioned for a classroom based research relating to the different aspects of younger children's learning. The table 29 shows the effort of the four universities on the topic opportunity to research. It shows that all the four universities incorporated the topic as same as envisioned by NCTE.

The analysis of curricular area on the basis of the broad area of Art in education is given in the table 30.

Table 30

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Art in education

Universities	Content/core course/ practical	Drama and art in education
University of Calicut	EPC	yes
Kannur University	EPC	yes
M G University	EPC	yes
Kerala University	Engagement with field.	yes

The table 30 shows that except Kerala University other three universities included art in education as EPC. Kerala University included as engagement with field. Even though approaches are different the suggestion of NCTE has been incorporated by all the four universities effectively in the curriculum.

The analysis of curricular area on the basis of the broad area of Holistic engagement with field is given in the table 31.

Table 31.

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Holistic engagement with field.

Universities	Content/core course/ practical	Holistic engagement in the school during internship
University of Calicut	Practical	yes
Kannur University	Practical	yes
M G University	Practical	yes
Kerala University	Practical	yes

NCTE suggested that the internship programme should not be merely delivering lesson plans instead the student teacher should be holistically engaged with the school activities as a regular teacher. Intern (student teacher) should actively participate in all the curricular and co-curricular activities to develop the professionalism among the student teacher. The table 31 says that the vision of

NCTE has been fulfilled by the universities by engaging the student teacher in the school activities.

The analysis of curricular area on the basis of the broad area of Dynamic teaching at elementary and secondary level is given in the table 32.

Table 32.

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Dynamic teaching at elementary and secondary level.

Universities	Content/core course/practical	Teaching in government and private school	Teaching at elementary secondary and senior secondary level	Internship not more than two blocks.
University of Calicut	Practical	yes	yes	yes
Kannur University	Practical	yes	yes	yes
M G University	Practical	not included	not included	not included
Kerala University	Practical	yes	yes	yes

The table 32 shows that the suggestion of NCTE to provide the opportunity to intern to function as a teacher at different levels under different management has not been followed by the MG University only. The suggestion of NCTE has been followed completely by the University of Calicut, Kannur University and Kerala University.

The analysis of curricular area on the basis of the broad area of Development of professional and personal self is given in the table 33.

Table 33

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Development of professional and personal self.

Universities	Content/core course/practical	Engagement with field-college based, school based and community based	Integration of theory and practical
University of Calicut	Optional course	yes	yes
Kannur University	Optional course	yes	yes
M G University	Optional course	yes	yes
Kerala University	Optional course	yes	yes

The table 33 shows that the suggestion of NCTE to develop professional and personal self for student teacher by engaging with field that is the school and by integrating theory with practical; has been incorporated effectively by all the four universities of Kerala.

The analysis of curricular area on the basis of the broad area of Provision for reflective journal is given in the table 34.

Table 34

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Provision for reflective journal

Universities	Content/core course/practical	Writing reflective journal during internship
University of Calicut	Practical-internship	yes
Kannur University	Practical-internship	yes
M G University	Practical-internship	yes
Kerala University	Practical-internship, core course, pedagogic course	yes

The table 34 shows that provision for reflective journal given by different universities of Kerala. Except Kerala University all the three universities had included the topic in the internship programme. But university of Kerala had given a wide provision for reflective journal by including it as practical in pedagogic courses as well as core course. It shows that the effort of Kerala University is more effective to fulfill the vision of NCTE on reflective journal.

The analysis of curricular area on the basis of the broad area of classroom observation and interaction is given in the table 35.

Table 35

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of classroom observation and interaction

Universities	Content /core course /practical	Interaction with community	Interaction and observation of peers	Interaction with faculty	Interaction and observation of school
University of Calicut	practical	yes	yes	yes	yes
Kannur University	practical	yes	yes	yes	yes
M G University	practical	yes	yes	yes	yes
Kerala University	practical	yes	yes	yes	yes

The curriculum framework for two year B Ed programme of NCTE reflects the need for observing the classroom in the school as well as college. It also reflects the importance of interaction of the student teacher within the classroom, among peers, with the faculty and in the school during the internship programme. The

table35 shows that four universities of Kerala have been effectively incorporated the demand of NCTE in the two year B Ed programme for developing competent professional teachers.

The analysis of curricular area on the basis of the broad area of Engagement with real life intervention is given in the table 36.

Table 36.

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Engagement with real life intervention.

Universities	Content/core course/ practical	Real life intervention
University of Calicut	Practical-EPC	yes
Kannur University	Practical-EPC	yes
M G University	Practical-EPC	yes
Kerala University	Practical-EPC	yes

The curriculum framework of NCTE proposed broad methodologies of real life intervention practical for student teacher. The table 36 shows that the four universities of Kerala have been made a deliberate attempt to provide real life practices for the student teacher.

The analysis of curricular are on the basis of the broad area of Understanding self is given in the table 37.

Table 37.

Comparison of the B .Ed curriculum of Universities in Kerala based the broad area of Understanding self.

Universities	Content/core course/practical	Development of inner self	Professional identity of the teacher.
University of Calicut	Practical-EPC	yes	yes
Kannur University	Practical-EPC	yes	yes
M G University	Practical-EPC	yes	yes
Kerala University	not included	not included	not included

NCTE suggested that understanding the self develop inner self and the professional identity of a teacher. The table 37 shows that the suggested topic were included by the three universities in the B Ed curriculum except the Kerala university.

The consolidated table 38 gives the picture about the strategies adopted by the universities of Kerala to incorporate the curricular area Engagement with field.

Table 38

Curricular area Engagement with field.

Universities	University of Calicut	Kannur University	M G University	Kerala University
Enhancing professional capacities	yes	yes	yes	yes
School internship	yes	yes	yes	yes
Practical	yes	yes	yes	yes
Task and Assignment	yes	yes	not included	not included
Initiatory school experiences	yes	yes	not included	yes
Understanding ICT	yes	yes	yes	yes
Yoga practices	yes	yes	yes	yes
Opportunity to research	yes	yes	yes	yes
Art in education	yes	yes	yes	yes
Holistic engagement with field	yes	yes	yes	yes
Dynamic teaching at elementary and secondary level	yes	yes	not included	yes
Development of professional and personal self	yes	yes	yes	yes
Provision for reflective journal	yes	yes	yes	yes
Classroom observation and interaction.	yes	yes	yes	yes
Engagement with real life intervention.	yes	yes	yes	yes
Understanding self.	yes	yes	yes	not included

The table 38 shows a clear picture on the curricular area engagement with field which is exclusively a practical course to enhance teaching skills of the student

teacher. It is reflected in the table that selected criteria from the curricular area engagement with the field had been incorporated completely by the university of Calicut and Kannur University. The criteria task and assignment, initiatory school experiences and dynamic teaching at elementary and secondary level were not included in the B Ed curriculum as prescribed by the MG University. Kerala University also denied imparting the criteria like task and assignment, initiatory school experiences, dynamic teaching at elementary and secondary level and understanding self. Kerala University had given provision for school induction programme for one week that provides the same result as the programme initiatory school experience.

Conclusion

The analysis of B Ed curriculum of University of Calicut, Kannur University, MG University and Kerala University based on the 34 selected criteria suggested by NCTE shows that a deliberate effort has been taken by all the four selected universities of Kerala to incorporate all most of the suggestion effectively. A slight deviation has been visible in the case of MG University and Kannur University to incorporate the topics like Indian economy, pedagogy and curricular shift -1990s & 2000s issues of caste and social classes, diversity, inequality, marginalization, task and assignment, development of inner self, professional identity of the teacher, dynamic teaching at elementary and secondary level etc. But the Kerala University of Kerala and MG University attempted more practically on the topics like school internship programme of 20 weeks along with initiatory school experience of one with, language across curriculum, Understanding ICT etc.

Therefore the investigator concluded that; the study showed while considering theory course University of Calicut and Kannur University attempted to incorporate all the suggestion of NCTE but practical difficulties are there in perceiving the suggestion effectively and inculcating the same in the curriculum. So the approach of Kerala University and MG University reflected as more effective in achieving the aims and objective of preparing a humane teacher.

While considering the content coverage suggested in the curriculum framework of NCTE with special reference to the curricular area perspective in education the four universities in Kerala perceived differently. University of Calicut and Kannur University had followed the same structure for the curriculum construction. MG university and Kerala University is different in their approach.

The content coverage on the curricular area curriculum and pedagogic studies had been included differently by the universities in Kerala. The strategies and approaches are different in most of the selected criteria.

The suggested curricular area enhancing professional capacities had been incorporated differently by the four universities of Kerala. But the approach of Kerala university is more accurate to provide effective professional capacity for the student teacher.

**SUMMARY, FINDINGS AND
SUGGESTIONS**

- *Study in retrospect*
- *Objectives of the study*
- *Methodology*
- *Sources of data*
- *Major findings of the study*
- *Conclusion*

SUMMARY, FINDINGS AND SUGGESTIONS

This chapter gives an overview about the significant aspects and different stages of the study. It includes study in retrospect, objectives of the study, methodology, findings of the study, major suggestions and conclusion of the study.

Study in Retrospect

The present study entitled as **Critical Analysis of under Graduate Teacher Education Curriculum of the Universities of Kerala with Special Reference to the Recommendations of JVC Report 2012 and NCTE Regulations 2014.**

Objectives of the Study

The present study has the following objectives.

1. To know how far the B.Ed. curriculum of universities of Kerala in tune with the curriculum framework of the two year B.Ed. programme by NCTE.
2. To identify the content coverage suggested in the curriculum framework of NCTE with special reference to the curricular area perspectives in education.
3. To identify the content coverage suggested in the curriculum framework of NCTE with special reference to the curricular area curriculum and pedagogic studies.
4. To identify the content coverage suggested in the curriculum framework of NCTE with special reference to the engagement with field

Methodology

The methodology used for the study is criterion based content analysis explication.

Sources of data

The primary source of data in this study is the two year B.Ed. curriculum of universities of Kerala is used as the primary source of data. The criteria for the study were identified by analyzing the two year curriculum framework B.Ed. programme by NCTE. As secondary sources of data the researcher used National curriculum framework 2005, National Curriculum Framework for Teacher Education 2010, Justice Verma Commission Report vol-12012, National Council for Teacher Education Regulation 2014- Appendix 4, books, related articles which appeared in educational journals, unpublished Master dissertation, unpublished Doctoral thesis, infibnet a reservoir of Indian thesis and shodhganga online library for the study.

Major findings of the Study

The major findings of the study are as follows:

- The broad area theoretical framework of cross cultural psychology, sociology and the suggested topic child development are included by the University of Calicut, Kannur University and MG University. But the selected topic anthropology did not included in the curriculum by Kerala University. The analysis shows that the suggestion of NCTE has effectively incorporated by the University of Calicut, Kannur University and MG University.

- Sufficient initiation has been taken by the universities of Kerala to impart the topic socio political realities in the curriculum of two year B Ed programme as per the suggestion of NCTE.
- A deliberate attempt has been taken by the University of Calicut to incorporate all the topics effectively as core paper in the curriculum to incorporate the broad area policy framework for public education in India by all universities of Kerala. But Kannur University, Kerala University and MG University had failed to incorporate all suggested topics. University of Calicut is more accurate and effective as per the NCTE curriculum framework than the other three universities of Kerala.
- Except Kerala University other three universities followed the suggestion of NCTE on the criteria gender, caste and classes. Kerala University included only the topic gender in the curriculum there is no provision for the topics caste and social classes in the B Ed curriculum of Kerala University.
- The four Universities of Kerala had been initiated to impart the criteria National policy on education in the B Ed curriculum.
- The four Universities of Kerala had been initiated to impart the criteria Studies on Indian society and education in the B Ed curriculum
- University of Calicut, Kannur University and MG University has been incorporated the criteria Issues on diversity. Kerala University did not include any topics that discuss the topic issues on diversity

- The criteria social and emotional development had been included in the B Ed curriculum of all universities in the Kerala as suggested by NCTE.
- University of Calicut, Kannur University and MG University has included the topic awareness about gender inequality as the core course. Kerala University is different in the approach of imparting the topic in the curriculum.
- Inclusive education had been included as a core course as prescribed by NCTE curriculum framework of two year B Ed programme by University of Calicut, Kannur University and Kerala University. It is an elective/ associate course for the MG University
- The criteria learning and teaching has been incorporated as a core course as directed by NCTE by all the four universities of Kerala
- Kannur University and University of Calicut included language across curriculum as the core paper. For the curriculum of Kerala University it is a practical programme of engagement with field.
- Kerala University had adopted different strategy which enables student teacher to understand the school curriculum critically.
- MG University does not given any clause for vocational/ work education, health education and physical education in the B Ed programme. Kerala University included it as a practicum. It is an elective course for Kannur University. University Calicut included it as an optional course. Therefore

the approach of University of Kerala is more accurate with the suggestion of NCTE.

- All the four universities are incorporated the criteria Specialisation in one subject area effectively in the curriculum.
- The four universities of Kerala have incorporated the criteria study the nature of discipline effectively in the curriculum.
- The universities to incorporate the criteria school knowledge with community life. A deliberate attempt has been taken by the Kerala University to incorporate the topic language across curriculum. Instead of including as a core or pedagogic course; language across curriculum is subjected to inculcate the language in the curriculum effectively.
- Assessment for learning has been addressed effectively by the four universities of Kerala as per the suggestion of NCTE.
- Enhancing professional capacity has been incorporated effectively by all the four universities of Kerala. The practical EPC has been included in the curriculum to impart the topic to the student teachers.
- The strategies adopted for inculcating internship programme in the B Ed curriculum by the four universities of Kerala. NCTE initiated for a deliberate effort to enhance the duration of internship programme for 20 weeks. MG University and Kerala University go more in tune with the suggestion of NCTE.

- The suggestion of NCTE to include practical in all aspects had been completely adopted by the all the four universities of Kerala.
- MG University and Kerala University do not include the topic task and assignment in the curriculum but the suggested concerns are addressed in the B Ed programme. While comparing with MG University and Kerala University; University of Calicut and Kannur University are more accurate and effective to impart the topic task and assignment in the curriculum of B Ed programme.
- Except MG University all the three universities are included the topic effectively. MG University did not include any provision for initiatory school experience in the B Ed curriculum.
- NCTE suggested including understanding ICT and its application in the EPC. But except Kerala University other three universities included as core course the topic ICT. Kerala University integrated ICT with each course whether core course, pedagogic and engagement with field- College based, school based, community based programme the application of ICT is included in the curriculum
- Different approaches have been adopted by the universities of Kerala to include the topic yoga practices in the curriculum. The approach of Kerala University shows more effective in the nature due to its practical side.
- Action research had been incorporated in the B Ed curriculum by all universities to provide opportunity to research.

- Art in Education has been included in the curriculum by all the four universities effectively even though the approaches are different.
- The student teacher is getting enough opportunity to participate in the school to understand the internship by engaging them holistically with the field all the four universities of Kerala.
- NCTE suggested to provide the opportunity to intern to function as a teacher at different levels under different management has not been followed by the MG University only. The suggestion of NCTE has been followed completely by the University of Calicut, Kannur University and Kerala University.
- Suggestion of NCTE to develop professional and personal self for student teacher by engaging with field that is the school and by integrating theory with practical; has been incorporated effectively by all the four universities of Kerala
- Provision for reflective journal given by different universities of Kerala. Except Kerala University all the three universities had included the topic in the internship programme. But university of Kerala had given a wide provision for reflective journal by including it as practical in pedagogic courses as well as core course.
- NCTE reflected on the need for observing the classroom in the school as well as college. It also reflects the importance of interaction of the student teacher within the classroom, among peers, with the faculty and in the school during

the internship programme. The four universities of Kerala have been effectively incorporated the suggestion of NCTE.

- The four universities of Kerala have been made a deliberate attempt to provide real life practices for the student teacher as suggested by the universities of Kerala.
- NCTE suggested that understanding the self with an aim to develop inner self and the professional identity of a teacher. The suggested topic was included by the three universities in the B Ed curriculum except the Kerala University.

Conclusion

The analysis of two year B Ed programme based on the various criteria identified by the investigator made to conclude that all the four Universities of Kerala attempted to reform the curriculum as per the norms and regulations of NCTE. Still there occurs slight deviation in perceiving the suggestion of the NCTE by the universities. While considering theory courses University of Calicut and Kannur University is more accurate with the suggestion of NCTE. But the suggestion of NCTE related to the practical course such as engagement with field, EPC understanding ICT etc. the curriculum of Kerala University go in tune with the NCTE curriculum framework of two year B Ed programme.

Educational implications

- Even though the curriculum framework of two year B Ed programme did not mention about the grading and credit system a clear prescribed format of grading and credit system has been incorporated in the curriculum of Kerala University which can be applied by other three universities since the students who are getting admission for the programme with grading system in the qualifying examination.
- NCTE suggested for incorporating inclusive education in the curriculum. But there do not have any provision for preparing the student teacher with the practical knowledge in an inclusive classroom which means there is no provision for inclusive education during the internship programme.
- NCTE suggested for an internship programme for 20 weeks of two phases. The universities are included both the phases at a single stretch. It is ineffective in nature because there must be an orientation programme in between the two phases for student teachers to review the difficulties that they may have faced during the first phase of internship.
- Instead of providing core paper for ICT and Language across curriculum there must have an integrated programme of ICT and Language across curriculum.

Suggestion for further studies

- The same study can be replicated on the two year M Ed curriculum.
- The study can be replicated on the universities of other states of India.
- The curriculum framework of two year B Ed programme consists of more criteria but the investigator selected only 34. The same study can be replicated on other criteria suggested by NCTE.
- The inclusive education and its inculcation in the B Ed curriculum both as theory and practical during internship and in the school curriculum can be selected as a topic for further study.

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