

## **CURRICULUM TRANSACTION PROCEDURES IN TWO YEAR SECONDARY TEACHERS' PRE-SERVICE TRAINING PROGRAMME OF HIMACHAL PRADESH**

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### **ABSTRACT**

*This paper presents the results an extensive analysis of curriculum transaction procedures being followed in the two year secondary teachers' pre-service training programme of Himachal Pradesh University, Shimla, operative since 2015-16. The descriptive survey method was followed for gathering the relevant information pertaining to curriculum transaction procedures, being followed by teacher educators in different colleges of teacher education across the state. After careful and in-depth analysis of information gathered, the strengths and weaknesses of different curriculum transactional procedures and methodologies adopted in terms of planning, teaching methods and strategies, use of media: print and electronics i.e. ICT, evaluation strategies, co-curricular activities and practice teaching were discovered. Suggestions were also made for improvement of curriculum transaction procedures in teacher education programme.*

**Keywords:** Curriculum Transaction procedures, Secondary Teachers' Pre-service Training Programme, Planning, Media: Print and Electronics, ICT, Evaluation, Co-curricular Activities, Practice Teaching.

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### **Introduction**

In Independent India, reports of various commissions and committees on education viz. Education Commission (1964-66), National Policy on Education (1986), National Knowledge Commission (2007), Justice J. S. Verma Commission (2012) etc. had expressed special concern for teacher preparation by identifying a variety of shortcomings and recommending remedial measures. Consequently, teacher education in India focused its attention on defining new goals especially in the light of the national development programmes and changing role of the teacher in the new and emerging social order. Major developments in the area of teacher education, since independence, have provided it a stature of an independent area of specialization. However, despite many developments, the concerns expressed by various commissions and committees are still found relevant today, as the draft New Education Policy (2019) also pointed out that teacher education is severely lacking and indeed in a crisis at the current time.

Education in this 21<sup>st</sup> century is a challenge to excellence in every endeavor. Many new and vibrant areas of education have now come under the purview of teaching-learning. The use of new media and latest technological interventions has made education interesting and thrilling to teachers as well as to learners at all levels. The inclusion of health education; sex education; value and aesthetics education; vocational education; information and communication technologies and; drama and art in education etc. have attained immense public attention in the professional training of prospective teachers' right from the school level. Today, there is a need of well qualified and well prepared teachers with academic and professional competencies of high order along with earnest sense of responsibility and commitment to strive constantly to raise learning level, capacity and achievement of learners, so as to make them increasingly autonomous and self-actualizing persons (Sharma, 2013).

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Teacher education is the process of providing teachers the skills and knowledge necessary to teach effectively inside or outside the classroom environment. It is the professional preparation, in pedagogy, of those who want to enter the profession of teaching (Mangla, 2001, p. 3). However, the success of any teacher education or preparation programme depends largely on the curriculum that it follows and the transaction of this curriculum.

Curriculum is the backbone of any teacher education or preparation programme. It is the sum total of all learning activities or experiences, within or outside the classroom, that are to be provided to the prospective teachers, in order to achieve the goals of teacher education in particular and of education in general and for the continuous and willful growth of prospective teachers in every sphere of life whether personal, social, professional or vocational.

Curriculum transaction is the effective and desired implementation of the curriculum contents on the basis of aims and objectives specified in the curriculum. It incorporates decisions about the contents and effective planning for providing learning experiences to its learners on the basis of content, organization of planning, administration/implementation of the organized planning and evaluation of the implementations by the implementer and the experts in the relevant field (Sharma, 2013).

There has been a considerable research in teacher education pertaining to practice teaching component (Damodar, 1977; Bhatnagar, 1980; Raj, 1984; Deo, 1985; Bhatnagar, 1988); assimilation and use of various innovations like micro-teaching, simulation, educational technology, interaction analysis etc. (Pillai, 1991; Mohanti, 1984; Natrajan, 1984; Bawa, 1989) and; effectiveness or comparisons of teacher education programmes (Srivastava, 1982; Das, 1991; Kumar, 1998; Yadav, 2011). Srinivachryulu (1990) conducted a research for improving the standards of B.Ed. programme. Sharma (2013) evaluated the curriculum transaction procedures of one year pre-service secondary teacher education programme of Himachal Pradesh and Khandagale (2016) critically analysed the curriculum transaction in one year teacher education in some colleges of teacher education affiliated to Shivaji University, Kolhapur in the state of Maharashtra.

The perusal of the studies listed above indicates that a considerable research has been conducted in the field of teacher education, but still there are many areas which need special attention of researchers. It is pertinent to mention here that two year teacher preparation programme was implemented throughout the country as well as in Himachal Pradesh in 2015-16, on the recommendations of highly powered Justice J.C. Verma Commission report (2012) and National Curriculum Framework for Teacher Education (NCFTE, 2009) for improving the quality of teacher education in India. Moreover the investigator could not trace any research, analyzing the curriculum transaction procedures in two year teacher preparation programmes since its implementation. So, in view of the concern expressed by the Draft National Education Policy (2019) and to substantiate the intentions of implementation of two year teacher preparation programme to improve the quality of teacher education in Himachal Pradesh, it was thought worthwhile to analyze the curriculum transaction procedures in two year teacher preparation programme.

It is expected that this study will be of immense use to the curriculum framers, implementers, administrators, teacher educators and other stakeholders in identifying the relevance of theory and practice in teacher education.

#### **Objective of the Present Study**

To study the curriculum transaction procedures in two year secondary teachers' pre-service training programme of Himachal Pradesh with regard to i) planning; ii) teaching methods and strategies; iii) use of media: print and electronics; iv) evaluation strategies; v) co-curricular activities and; vi) practice teaching.

#### **Method**

The descriptive survey method was used to gather relevant information.

#### **Sample**

A multistage sampling technique was followed to achieve the stated objective of the study. The total sample consisted of 214 teacher educators teaching in various colleges of education, with 5 or more than 5 years of teaching experience, from across 34 colleges of teacher education.

#### **Instrumentation**

The relevant information was gathered by using Curriculum Transaction (CT) Questionnaire, comprising of open ended, closed ended and rating type of items developed by the investigator himself.

**Statistical Technique Used**

Frequencies counts, percentages and technique of rank order were used to analyze the data.

**Results**

- **Planning**

Most of the teacher educators (96.26 percent) pointed out that they do planning for transacting a particular course. Figure-1 displays the different types of planning carried out by teacher educators for transacting the curriculum in secondary teachers' pre-service training programme.

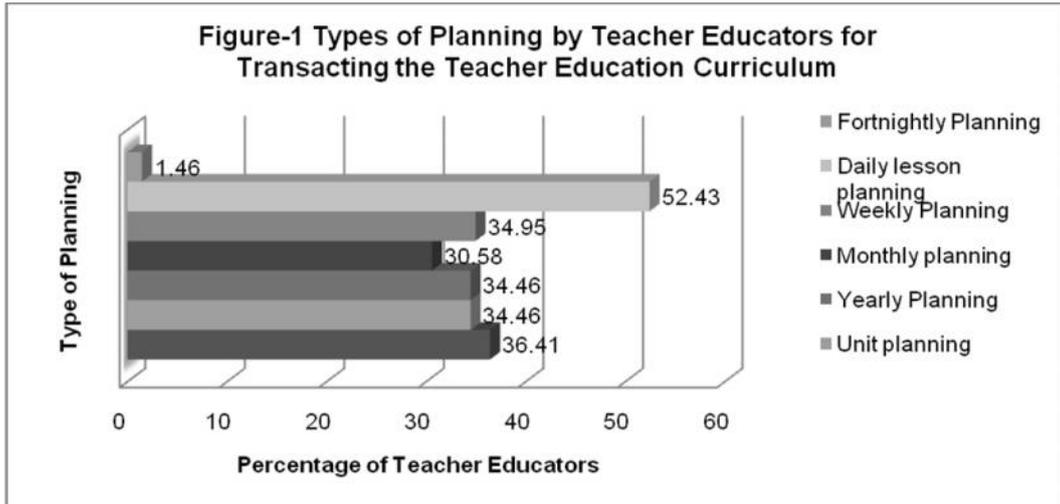


Figure 1 clearly displays that most preferred planning among teacher educators was daily lesson planning followed by course planning; weekly planning; yearly and unit planning; monthly planning and; fortnightly planning. It was also pointed out by all the teacher educators that they prepare and follow tentative activity calendar for organizing co-curricular activities.

- **Teaching Methods and Strategies**

Figure-2 displays the rank orders for the use of various teaching methods by teacher educators.

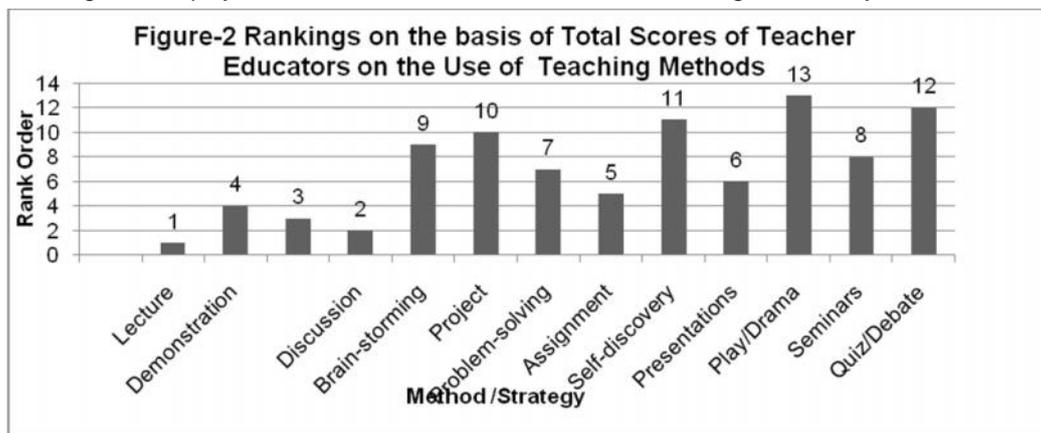


Figure-2 shows that on the basis of the rankings the use of various teaching methods by the teacher educators was in the order of: i) Lecture; ii) Discussion; iii) Lecture-demonstration; iv) Demonstration; v) Assignment; vi) Presentations; vii) Problem-solving; viii) Seminars; ix) Brain-storming; x) Project; xi) Self-discovery; xii) Quiz/Debate and; xiii) Play/Drama.

Most of the teacher educators also expressed that they do not get any guidance from NCTE/NCERT regarding teaching methods for transacting the contents to the prospective teachers in the classroom.

Figure-3 and 4 displays the percentage of responses of teacher educators about the provision of library period and organization of guest lectures for prospective teachers.

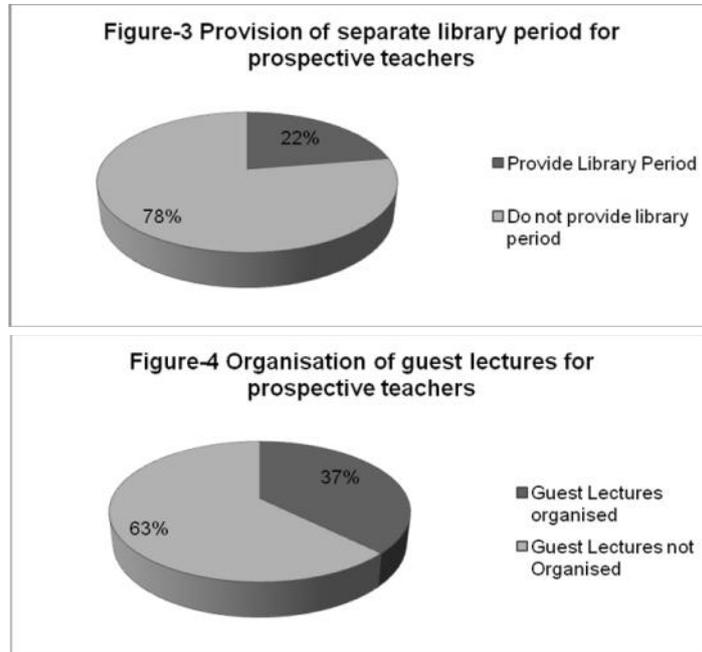
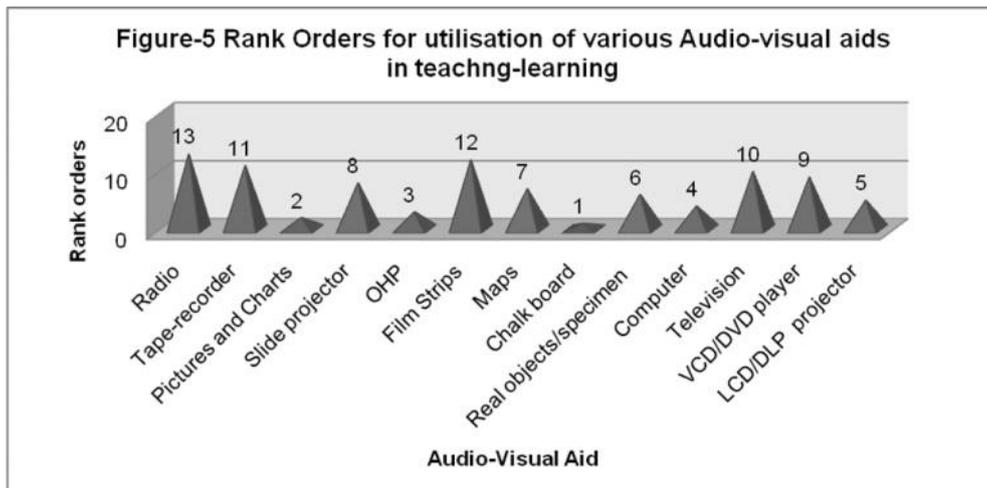


Figure-3 shows non-availability of separate periods for library consultation and Figure-4 indicates non-organisation of guest lectures for prospective teachers as per the responses of teacher educators.

- **Use of Media: Print and Electronics / Information and Communication Technology**

The responses of teacher educators indicated that a variety of audio-visual aids were available in most of the colleges of education in the form of Information and Communication Technology (ICT) Resource centre or so called Educational Technology Lab. The rank orders for utilization of various audio-visual aids are shown in the Figure-5 below.

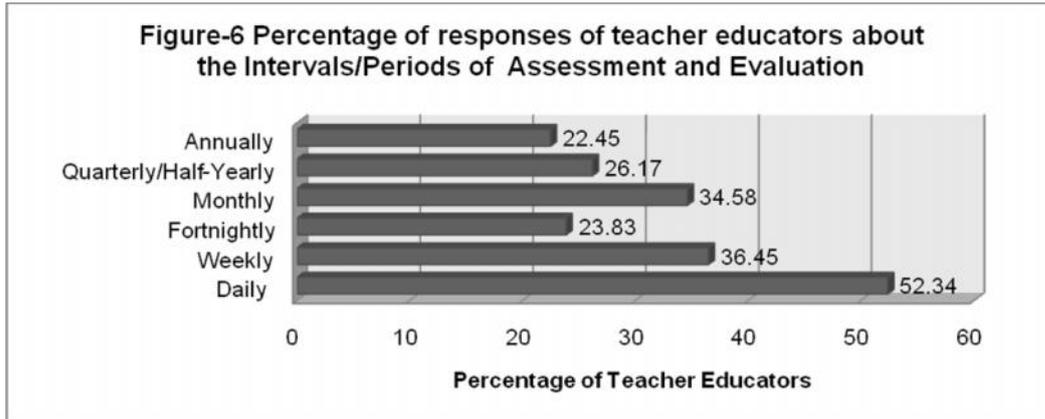


From Figure-5, it can be seen that utilization of various audio, visual and audio-visual teaching aids by the teacher educators, was in the order of: i) Chalk board; ii) Pictures and Charts; iii) OHP; iv) Computer; v) LCD/DLP projector; vi) Real objects and specimen; vii) Maps; viii) Slide projector; ix) VCD/DVD player; x) Television; xi) Tape-recorder; xii) Film Strips and; xiii) Radio.33

- **Evaluation Strategies (Assessment and Evaluation Procedures)**

Most of the teacher educators (94.86 percent) responded that both internal and external modes are utilized for assessing and evaluating prospective teachers' progress. Further, it was responded that following components viz. i) Attendance; ii) participation in various activities; iii) performance during micro-teaching and simulation and; iv) achievement in unit tests and house exams, are given due weight age for assessing the performance of prospective teachers.

Figure-6 represents the percentage of responses of teacher educators about intervals/periods after which internal assessment of prospective teachers is carried out.



From Figure-6, it can be seen that more than half of the teacher educators used to assess and evaluate prospective teachers' performance on continuous basis i.e. daily, whereas some of them carry out weekly, monthly and a few quarterly/half-yearly, fortnightly and annually.

- **Organization of Co-Curricular Activities**

With regard to co-curricular activities all teacher educators responded that variety of educational; cultural and recreational; games and sports and; community experience based activities are organized for prospective teachers.

- **Practice Teaching**

- **Micro-teaching**

All teacher educators responded that micro-teaching is carried out as per the schedule provided by HPU Shimla through prescribed syllabus and all prospective teachers practice five listed micro-teaching skills. Figure-7 represents various methods employed by teacher educators for orienting prospective teachers to micro-teaching.

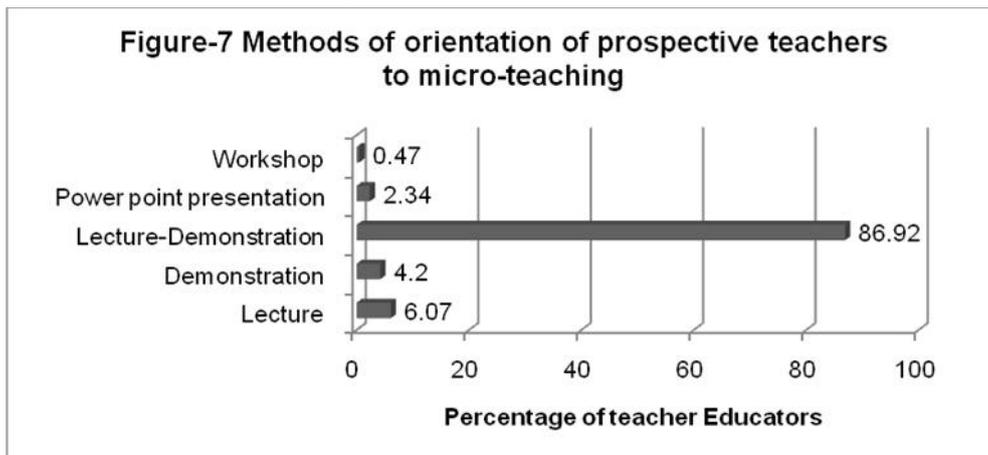
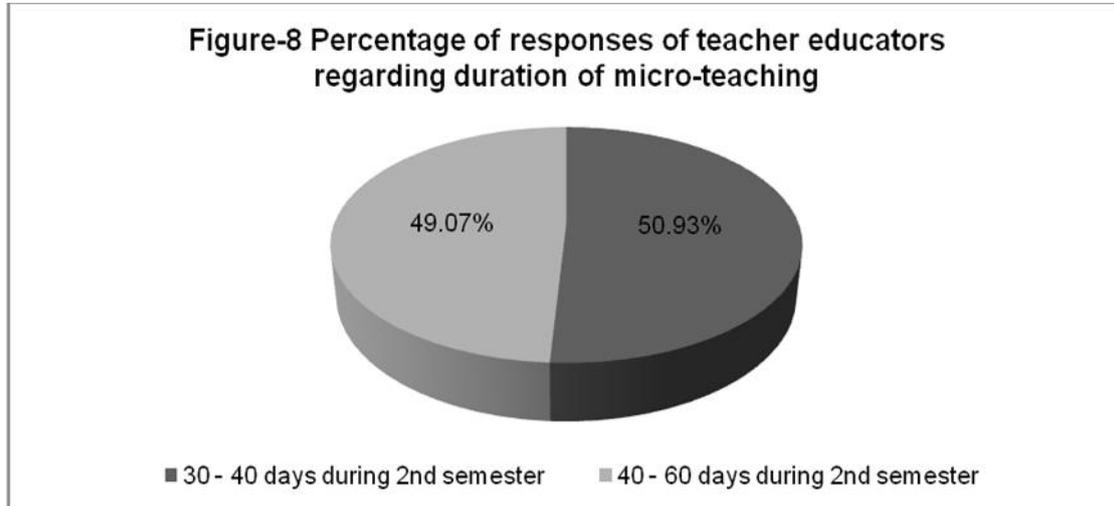


Figure-7 shows that large majority of teacher educators used to orient prospective teachers to micro-teaching through lecture-demonstration.

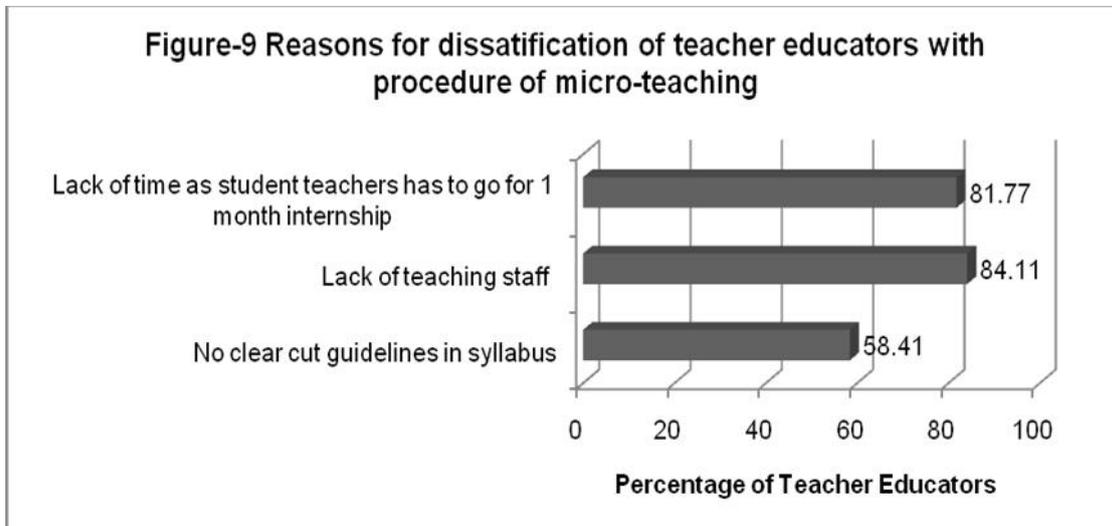
All teacher educators responded that each prospective teacher practices 20 micro-lessons in all with 2 micro-lessons per teaching subject for each skill ( $2 \times 2 \times 5 = 20$ ).

The percentages of responses of teacher educators for the duration of micro-teaching are shown in Figure-8.



From Figure-8, it can be seen that a little more than half of the teacher educators responded for 30-40 days duration and a little less than half of them responded for 40-60 days duration for micro-teaching.

Around 36.91 percent teacher educators were satisfied with the procedure of micro-teaching, whereas 63.09 percent were not. The reasons for dissatisfaction of teacher educators are shown in Figure-9



From Figure-9, it can be observed that main reasons for dissatisfaction of teacher educators with the procedure of micro-teaching were i) lack of teaching staff; ii) lack of adequate time and; iii) no clear cut guidelines for organizing micro-teaching.

#### ▪ **Simulated Teaching**

All teacher educators responded that simulated teaching is carried out in the beginning of third semester of two year B.Ed. programme as per the prescribed syllabus of HPU Shimla and all prospective teachers also practice 20 macro-lessons under simulated conditions.

Figure-10 represents various methods employed by teacher educators for orienting prospective teachers to simulation.

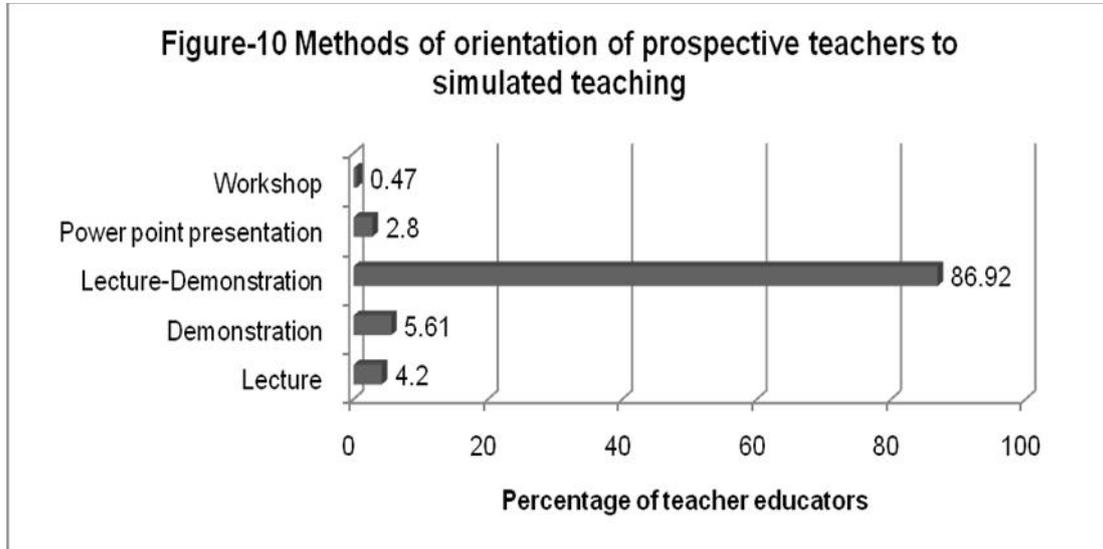
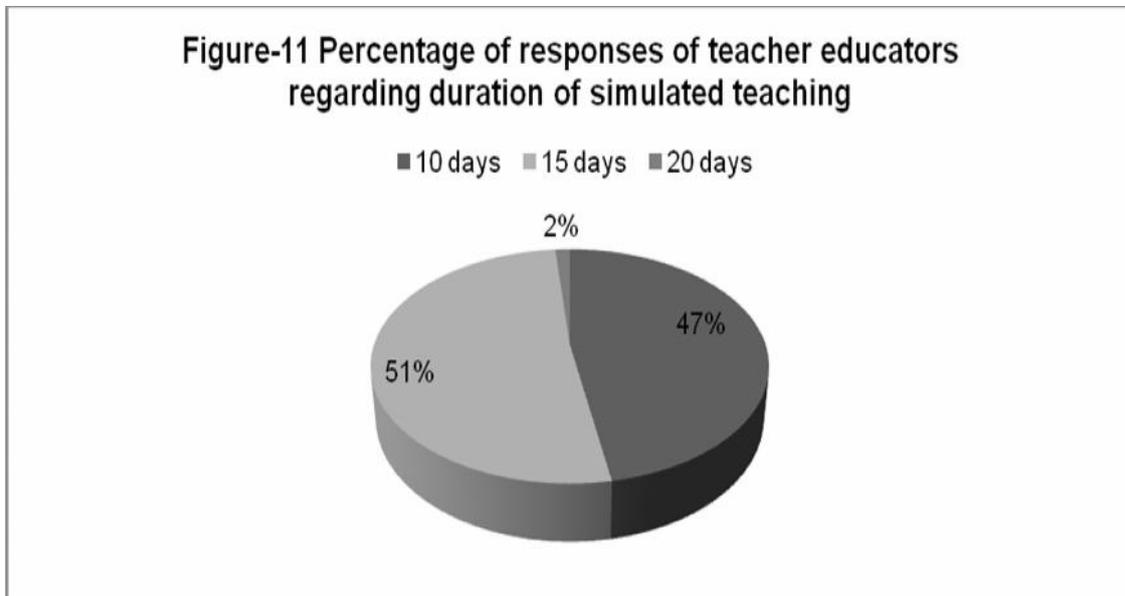


Figure-10 shows that large majority of teacher educators used to orient prospective teachers to simulated teaching through lecture-demonstration.

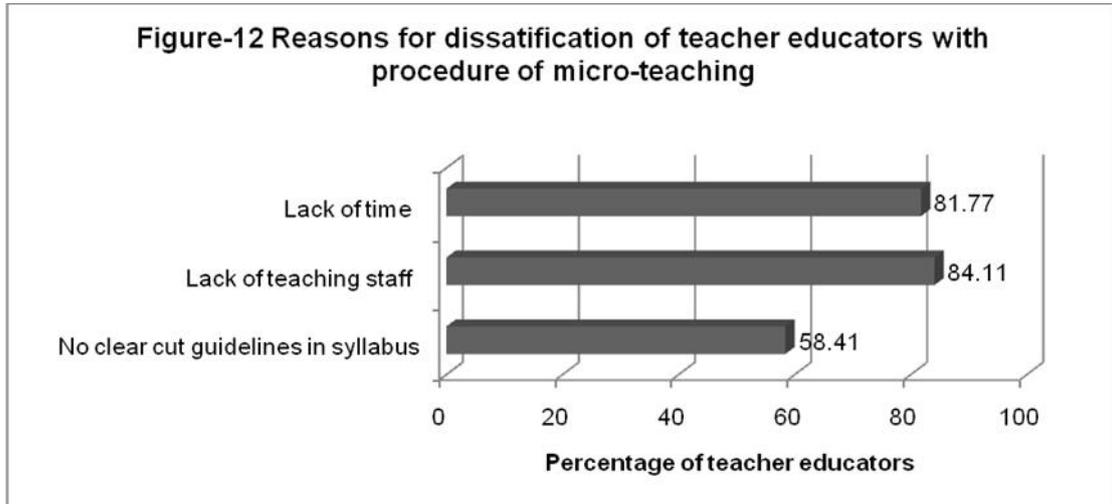
All teacher educators responded that each prospective teacher practices 20 macro-lessons under simulated conditions in all with 10 lessons per teaching subject (10x2=20).

The percentages of responses of teacher educators for the duration of simulation are shown in Figure-11.



From Figure-11, it can be seen that a little more than half of the teacher educators responded for 10 days duration and a little less than half of them responded for 15 days duration for simulated teaching.

Around 30.37 percent teacher educators were satisfied with the procedure of simulated teaching, whereas 69.63 percent were not. The reasons for dissatisfaction of teacher educators are shown in Figure-12



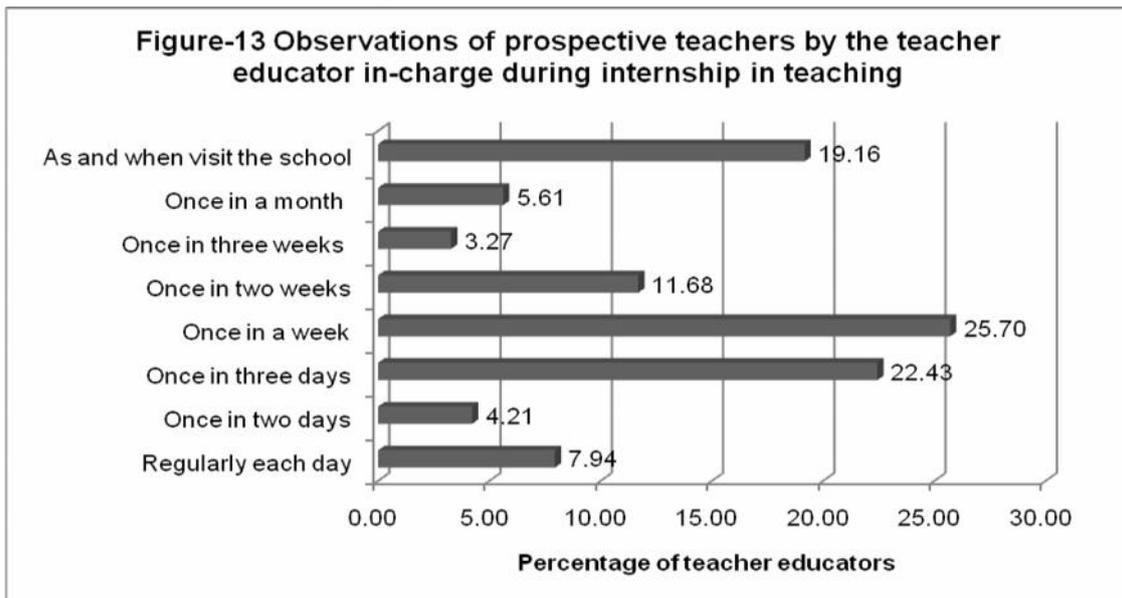
From Figure-12, it can be observed that main reasons for dissatisfaction of teacher educators with the procedure of simulated teaching were i) lack of teaching staff; ii) lack of adequate time and; iii) no clear cut guidelines for organizing simulated teaching.

▪ **Internship in Teaching**

All teacher educators responded that during internship in teaching

- each prospective teacher undergoes an internship in teaching of at least 16 weeks/ 4 months duration in third semester;
- each prospective teacher teaches 100 lessons in all (50 lessons in each teaching subjects);
- each prospective teacher observe 30 lessons of fellow prospective teachers;
- prospective teachers also take part in other activities of the school and;
- each prospective teacher prepare as well as maintain other records and register as per the requirement of the training programme.

Responses of teacher educators regarding observation of prospective teachers in real classroom situation are shown in Figure-13.



From Figure-13, it can be seen that the observation of prospective teachers by concerned teacher educator in-charge varies a lot. Some of the teacher educators used to observe the prospective teachers once a week; some once in three days; some as and when visiting the school of internship; some once in two weeks; few each day regularly; few once in a month; very few once in two days and; very few once in three weeks.

The reasons for varied observation of prospective teachers by the teacher educator in-charge during the internship in teaching are shown in Figure-14.

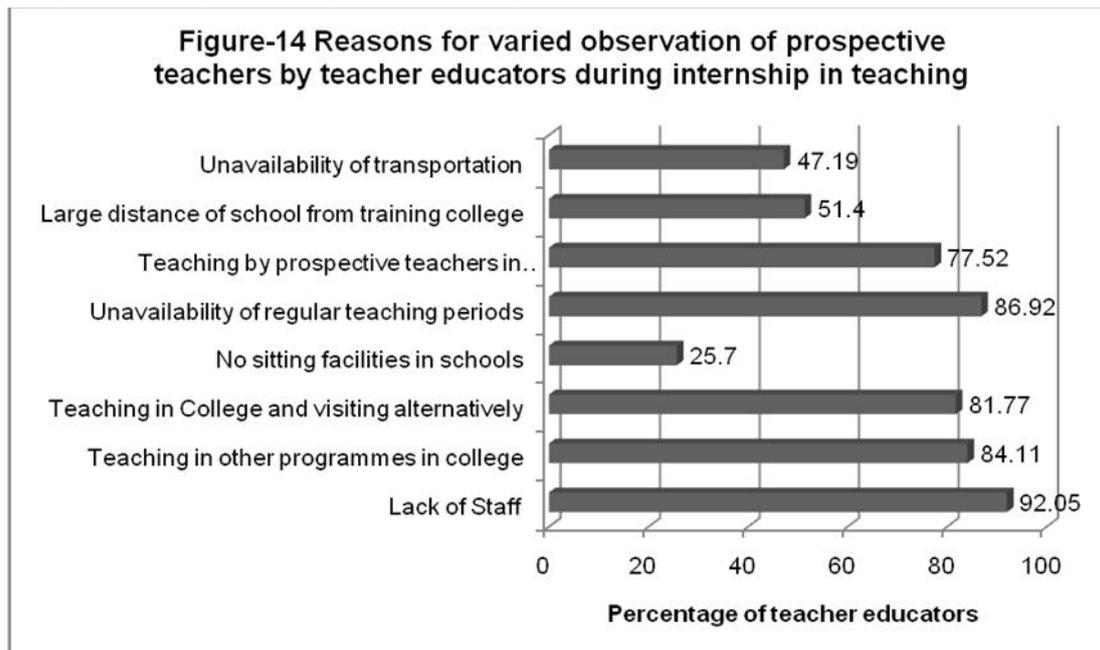


Figure-14 shows that main reasons for irregular observations of prospective teachers during internship in teaching by the concerned teacher educators were in the order: i) Lack of staff; ii) unavailability of regular periods/teaching classes to the prospective teachers; iii) teaching by teacher educators in other programmes being run by the college; iv) teacher educators have to teach 1<sup>st</sup> semester subjects in college along with observing prospective teachers during internship; v) teaching practice by prospective teachers during adjustment periods only; vi) Large distance of school from college; vii) unavailability of proper transportation facilities and; viii) improper sitting arrangements in the schools of internship.

From the responses of the teacher educators it was found that 52.33 percent of the teacher educators were satisfied with the procedure and duration of the real teaching practice, whereas 47.66 percent were not. Most of the satisfied and dissatisfied teacher educators pointed out duration of teaching practice to be too long and suggested that to make internship in teaching fully successful proper and complete teaching staff is mandatory.

**Discussion and Implications**

An effective teacher education curriculum for a challenging environment like that of today i.e. in 21<sup>st</sup> century must focus on training and educating prospective teachers' to a skilled level and should reflect conditions of real work place i.e. schools. At the same time an effectively transacted curriculum, especially in teacher education is likely to increase the effectiveness, efficiency and competence of prospective teachers. On the basis of results and careful examination of the curriculum transaction procedures in secondary teachers' pre-service training programme in Himachal Pradesh, the point wise discussion and implications are as follows:

- **Planning**

It is a proven fact that planning plays an important role in executing any event/programme successfully and does not require any justification. The findings here indicates that a variety of planning's were being in practice among teacher educators and majority of them were following daily lesson

planning. No doubt to some extent it is also essential, but without having complete vision for the whole year or semester for a particular course, it would not be worthwhile to transact a course curriculum effectively. A successful journey owes its credit to thorough planning, the same way a successful curriculum transaction owes its success to proper planning and surely the proper planning cannot be a planning carried out instantaneously at the time of its execution. So, there is a need to revisit the planning component for transacting a teacher training or education curricula. Teacher educators need to follow yearly/semester course planning for each of the paper/course they teach; as this type of planning contains monthly as well as unit planning which in other ways facilitates daily lesson planning. In case of co-curricular activities, the preparation of annual academic calendar is highly appreciable. In such types of planning, teacher educators can easily have a complete view of what they need to do in the whole session regarding the instructional work or curricular activities and co-curricular activities. These planning are economic from the view point of time.

- **Teaching Methods and Strategies**

The results show that mostly teacher educators were preferring lecture; discussion; lecture-demonstration; demonstration; assignment and; presentations as methods/strategies for teaching the prospective teachers as these are the top rated methods and strategies, over problem-solving; seminars; brain-storming; project; self-discovery; quiz/debate and; play/drama etc. However, the present era of advancements and technological revolution demands for use of project, problem-solving, self-discovery, seminars etc. invariably, which incorporate appropriate use of latest technologies, for the achievement of comprehensive objectives of teacher training programme. In this manner prospective teachers can have an exposure for enhancing their knowledge and development of understandings, visions, critical thinking, practical skills and advancements in terms of technological applications. Further, as far as the guidance from NCTE and NCERT is concerned, both of these statutory bodies have provided many online Open Educational Resources (OERs), which needs to be utilised for professional growth of prospective teachers as well as teacher educators. In addition provision of compulsory visits to library and invitations to guest lecturers would be added advantage to broaden the intellectual horizon of prospective teachers.

- **Use of Media: Print and Electronics / Information and Communication Technology**

The results indicate that use of electronics or so called information and communication technologies in teaching-learning was very less; top rated media were chalk-board; pictures and charts; over head projector; computer and DLP/LCD projector etc. However, use of online resources or so called open education resources (OER) did not finds any kind of mention. There is a need to improve upon the use of such OERs and exposure to information and communication technology, while preparing teachers for 21<sup>st</sup> century.

- **Evaluation Strategies (Assessment and Evaluation Procedures)**

The results indicate that for assessing prospective teachers' performance both internal and external modes of assessment were in use, with due weightage to i) Attendance; ii) participation in various activities; iii) performance during micro-teaching and simulation and; iv) achievement in unit tests and house exams. More than half of the teacher educators used to assess and evaluate prospective teachers' performance on continuous basis i.e. daily, whereas some weekly, monthly and a few quarterly/half-yearly, fortnightly and annually. This shows that there is still ample scope for making assessment and evaluation procedures continuous and comprehensive as uniformity in assessment and evaluation procedures was lacking for majority of teacher educators across the colleges of teacher education.

- **Organization of Co-Curricular Activities**

The results indicate organization of variety of co-curricular activities. However, educational and the community experiences based activities need to be incorporated more and more from the point of view of their organization, execution and viability in real work place so that prospective teachers may get most out of them. The activities need to be organized with a purpose and in alienation with goals of teacher preparation programme.

- **Practice Teaching**

The results indicate that micro-teaching and simulation were organized in tune with prescribed syllabus and prospective teachers were oriented to micro-teaching and simulation mostly through lecture-demonstration. For orienting prospective teachers to innovations like micro-teaching and simulation, techniques like work-shops, power-point presentations and team-teaching etc. should be used by the teacher educators, so that prospective teachers can experience feeling of co-operation,

sense of co-ordination and use of various techniques in a viable manner. Over and above these innovations demand a proper planning, well in advance on the part of teacher educators and support from the institution as well. So that the issue pertaining to lack of time can be sorted out. The results also indicate lack of teaching faculty in most of the teacher education institutions as reasoned by majority of teacher educators and there is no denying fact that lack of faculty adversely affects the successful transaction of any kind of curriculum. This indicates demand for appointment of teaching faculty and special steps to be taken by the concerned institution and proper monitoring and supervision by affiliating body. For no clear-cut guidelines in prescribed syllabus, the schedule and procedure for both micro-teaching and simulation also need a revision in the teacher preparation curriculum and seek for intervention from affiliating university.

As far as the internship in teaching is concerned the results show that during real teaching practice some of the teacher educators used to observe the prospective teacher once a week; some once in three days; some as and when visiting the school of internship; some once in two weeks; few each day regularly; few once in a month; very few once in two days and; very few once in three weeks. It indicates improper observation of prospective teachers on the part of teacher educators. Though, it is mandated in the prescribed syllabus that each prospective teacher is required to deliver 100 lessons during internship in teaching under the supervision of teacher educator of concerned institute. If a prospective teacher is not supervised properly by the teacher educator during internship in teaching, it makes no use of such teacher preparation programmes, because in 21<sup>st</sup> century teachers are not born rather they are made through proper and rigorous training. Main reason of varied observation of prospective teachers by the concerned teacher educators is the lack of faculty or staff. This again indicates demand for appointment of teaching faculty and special steps to be taken by the concerned institution and proper monitoring and supervision by the affiliating body.

### Conclusion

Transaction of curriculum is a much difficult task because it is based on both theoretical and practical aspects. Two basic considerations need to be born in mind while planning transaction processes. One is the context in which transaction is carried out in terms of the physical and social characteristics of the setting. Second relates to teachers who actually are to transact the curriculum – their capabilities and attitudinal dispositions. The transaction procedures or strategies of the training programme have an important impact on the learning of the prospective teachers in terms of acquiring the necessary skills and related knowledge for to be a competent and effective teacher. Therefore, transaction of the curriculum meant for such a noble purpose becomes the hallmark of the teacher training programme. There is no doubt that a curriculum is the backbone of any programme of learning or training, but at the same time, the transaction of curriculum comprises the heart and soul of that programme. The findings and their discussion indicates demand for increase in the manpower i.e. teaching faculty, revision of curriculum and proper monitoring and evaluation by the concerned affiliating university and state government as well if the real objective of teacher preparation programme is to be achieved.

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