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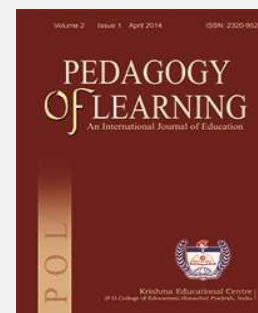
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Perspectives of Student Teachers and Teacher Educators on Pre-Service Secondary Level Teacher Education Programme of Odisha

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Abstract

Preservice teacher education programme plays an important role for quality improvement of school education. The paper analyses the perspectives of student teachers and teacher educators on secondary level preservice teacher education programme of Odisha. Adopting a descriptive survey, the present study reports views of 250 student teachers and 50 teacher educators from 10 secondary level teacher training institutions of Odisha. It is revealed that the syllabus partially confirms to the guidelines prescribed by NCTE in the document NCFTE 2009. Although each State can prepare teachers taking into account the State needs and contexts some of the concerns, contexts suggested by NCFTE 2009 for quality enhancement of teacher education programme in the country cannot be neglected. Regarding assessment and evaluation both student-teachers and teacher-educators agree that present evaluation system is not adequate as it does not focus equally on theory and practical. There is a big difference between theory content and practical content of the syllabus. It provides less flexibility to the student-teacher. Based upon the findings the paper presents implications.

Keywords: Perspectives of Student teachers and teacher educators, Pre-service secondary level teacher education programme

INTRODUCTION

Teachers are the frontline providers of quality education. They constitute the single largest input of the endeavour for improving the quality and relevance of the education system. Quality of education, in its broadest sense, depends to a considerable extent, on the quality of the teaching workforce. Teachers competence and commitment are a function of teacher education programme its pre-service and in-service components. The best of curriculum, textbooks and infrastructure support system are of little significance without the alchemy of teacher's reflective thinking and pedagogical skills. Teacher preparation and teacher development are the critical components of a sound system of teacher education (TE & SCERT, 2014).

Two year B.Ed programmes have been implemented in all the teacher training institutions and universities in the Odisha which in 2014 as per National Curriculum Framework for Teacher Education (NCFTE), 2009 imperatives and the syllabus for Bachelor of Education (secondary) has been prepared by TE & SCERT, ODISHA. There are 15 secondary level teacher training colleges around the state. These institutions are managed by Government of Odisha. The standard of teacher education is regulated by National Council of Teacher Education (NCTE), New Delhi, a statutory body, passed by the Parliamentary Act in 1993. As a result of the implementation of the NPE 1986, there was unprecedented quality improvement of Teacher Education in the State of Odisha. At Cuttack and Sambalpur, two Government Training Colleges were upgraded to the status of Institute of Advance Studies in Education (IASE) for expanding the facilities for research and organizing in-service and pre-service training courses. The Training Colleges located at Angul and Bolangir were upgraded to the status of Colleges of Teacher Education (CTE) and the remaining 2 Government Training Colleges were proposed to be upgraded to CTEs during the year 1988-89 (Education in Orissa, 1988-89, p.5). In pursuance of the Programme of Action (POA), 1986, steps were taken for pre-service and in-service education of teachers for the formal school system. The infrastructures of all kinds of Training Institutions were improved in various aspects. The Review Committee of the NPE set up in 1990 emphasized competency-based teacher education and organization of in-service and refresher courses for the purpose. Besides innovative activities were undertaken by such Training Institutions at various levels. The SCERT was strengthened to play an effective leadership role in Teacher Education. The Act passed in 1989 abolished all private Training Colleges and Schools in the State for doing away with commercialization of Teacher Education.

The current B.Ed. programmes in many universities in the country are not adequately research based and practical oriented. It is rigid, stereotyped and divorced from the reality of school life (Pandey, 1974). There is a need to integrate ICT, action research, evaluation etc. (Kakkad, 1983; Gupta & Kapoor, 2007) in the programme. To improve the quality of teacher education programme, the co-operating schools and colleges of education need to work in harmony and new links should be forged between schools and schools of education (Hemambujan, 1983; Rhodes & Bellamy, 1994). There is a need to revise the teacher education programme in order to suit the present context of secondary school education (Padmanabham, 2007). Now the curriculum transaction and evaluation in one year B.Ed. course are more theory oriented with less practical experiences. The existing practice teaching programme is just stereotyped and outdated methods of teaching are taught through lectures. The present B.Ed.

curriculum is mostly examination oriented and job oriented. The system of B.Ed. examination is such that any adult person with some common sense and general knowledge can easily pass the all important final examinations. As a result, even in institutions which have good infrastructural facilities and adequate staff, neither the student-teachers nor the teacher educators are serious about their work. Thus innovations are expected in teacher education programme to prepare the teachers to handle the diverse and challenging school population. (Gulhane, 2009). There is little coordination between theoretical and practical aspects of programme. The irony of the situation is that certain principles and maxims, to which the student- teachers are exposed, are not practised by teacher-educators themselves. The new methods of teaching, valid and reliable techniques of evaluation, proper use of audio-visual aids etc. that are taught to student- teachers are not put into practice (Upmanyu, 1974; Behera, 2005; Devi, 2010).

Practical and field work experience aspect of curriculum need to have adequate attention to understand the learners within social and cultural context and develop insights into children's thinking and learning, but to utter surprise it has always remained a neglected area of the programme. Hence the prospective teachers find themselves unable to tackle the problems of actual classroom situations (Anistha, 2008; Bhatia, 1987; Behri, 2008; Devi, 2010). In the current teacher education, there is lack of adequate school experience or multicultural programme and since it has a positive effect on building attitude of the beginning teachers towards teaching attempts must be taken to make it an integral part of professional preparation of teachers (Rastogi and Goel, 2010). The inputs as regards the exposures and experiences to be provided to the pupil-teachers for their professional development are a neglected area. Practice teaching programme is inadequately organized. Even preparatory phase of practice teaching seems not to be organized adequately due to inappropriate approaches adopted in the system. To mention a few are insufficient or lack of multicultural programme, less exposure of teaching skills during microteaching sessions, incompetency of teacher educators in microteaching classes and insufficient time adopted for microteaching sessions and similar other related problems (Devi, 2010). Since microteaching training has a great impact on the pupil-teachers, less emphasis on microteaching sessions in the programme may impede professional development of teachers (Banerjee & Sinha, 2010).

In the teacher education programme there must be a link among professional knowledge (Knowledge of subject matter, Curriculum and Pedagogy), interpersonal knowledge (relationships with students and the educational and local community) and intrapersonal knowledge (teacher ethics, disposition and reflection) to develop pupil-teachers as exemplary educators (Collinsion, 1996).

The student-teachers are not exposed to the opportunities for inculcation of professional elements due to lack of classroom presentation, group discussion, group work and panel discussion at large. The teacher-educators usually rely on lecture method and rarely do they use critical andragogical input and effective interactive mode of instruction (Devi, 2010). There is no scope for the pupil-teachers to experience the reflective practice which is a unique and individual development process helping pupil-teachers to identify their own personal experiences, perception of self, capacities and inclinations (Meek, 1991; Duin & Hansen, 1994).

To help pre-service teachers develop perspectives and skills fundamental to broad critical reflection on various social and critical issues in order to promote pursuit of democratic

school reform and school restructuring, the skills of persuasive communication, critical awareness, community involvement and cultural sensitivity should be incorporated in the framework and objectives of all teacher education courses (Claus, 1999). The existing teacher education programme is based on Cognitive philosophy of learning, it trains teachers to adjust a system where education is seen as transmission of information rather than developing the needed counseling skills and competencies to be a facilitator capable of encouraging learners to construct their own knowledge (Ranier, 1999). The teacher education programme does not prepare teachers having a sense of moral purpose. The beginning teachers lack the sense of what they do and why they do? Simply following any innovative, modern and scientific method or strategy can't be fruitful until and unless the student-teachers realize the purpose of using it in the usual teaching-learning process (Ducharme&Ducharme, 1999). In the present scenario of secondary education the teacher education programme should provide pupil-teachers with enough experiences to enable them understand diverse difficulties among the learners from a critical perspective and a keen interest should be nurtured in them to acquire more and more knowledge about the learners (Goodlad, 1999).

Time is a critical factor in teacher preparation. An analysis of the teacher education practices today reveals that the practice of teaching is usually of a short duration not more than five to six weeks and that too piece-meal in approach. There is no sufficient time in learning the conceptual or the skills components of teaching. Due to paucity of time lessons are planned with no reflection on the content of subject matter and its organization. As a result most products of teacher education programmes are neither proficient in general pedagogic skill nor are they able to reflect on the subject content of school texts (NCFTE, 2009).

Moreover, most of the teacher-educators show little interest in teaching and learning and trainees on the other hand come only for sake of admission and certificate (Kapoor, 2007). The colleges are ill equipped in respect of buildings, hostels, laboratories, libraries etc. which directly or indirectly affect the professional development of pupil teachers (Pandey, 1974). The evaluation process adopted in teacher education is excessively quantitative in nature. It is confined to measurement of mainly cognitive learning through annual/terminal tests and skill measurement is limited to a specified number of lessons. But for holistic professional development of prospective teachers a continuous and comprehensive evaluation system should be adopted. Both theory and practical aspect of the programme should be given equal impetus (Kakkad, 1983; Das, 1991, Acharya, 2011). Studies by Kumar (1996) compared the curricula of teacher education programme at secondary level in south Indian states with Regional college of Education and found them inadequate and unrevised for long time and Srivastav (1982), Yadav (2003), Das (1992) shows the benefit of teacher education programme but NCERT (1977), Pradhanaga (1986) and Behera and Basantia (2005) pointed out the inherent limitations of teacher education programme because of the curriculum it offers. Hence, it was pertinent to evaluate the secondary pre-service teacher education programme of Odisha taking the perspectives of student teachers and teacher educators. Keeping in view the contexts discussed above the present study intends to identify and address the problems of pre-service secondary teacher education programme in Odisha. Hence the study conducted is stated as: **“Perspectives of Student Teachers and Teacher Educators on Pre-Service Secondary Level Teacher Education Programme of Odisha”**

OBJECTIVE OF THE STUDY

To study the perspectives of teacher educators and student teachers on pre-service secondary level teacher education programme of Odisha.

RESEARCH QUESTIONS

What are the perspectives of teacher educators and student teachers on pre-service secondary level teacher education programme of Odisha?

METHODOLOGY

Design: The present study is a descriptive survey type research which was intended to collect detailed descriptions of various aspects of pre-service secondary level teacher education programme in Odisha.

Sample: The Population of the study consists of 10 of secondary level teacher training institutions of the state (training colleges, CTEs, IASEs). There are fourteen secondary level government teacher training institutions (2 IASEs, 10 CTEs and 2 Training Colleges) affiliated to five universities of the state i.e. Utkal University, Fakir Mohan University, Berhampur University, Sambalpur University and North Orissa University. One training institute from each University was randomly selected for the study. From each of the ten secondary level teacher education institutes, twenty-five student-teachers and five teacher-educators were selected randomly. Thus 250 student teachers and fifty teacher-educators were the participant of the study. The detail is presented as follows.

Tools: For the present study apart from the syllabus of different universities the following self developed tools were used. Information Schedule, Institute Profile, questionnaire for Teacher-Educators and Questionnaire for Student-Teachers

Procedure of the Study: Based on the sample and tools relevant data were collected from the teacher training institutions of the state of Odisha.

Analysis of Data: The collected data have been analysed qualitatively using percentage

RESULT OF THE STUDY

Perspectives of student teachers and teacher educators on the achievability of objectives of pre-service teacher education as reflected in NCFTE 2009 has been presented below. National Curriculum Framework for Teacher Education (2009) guidelines suggested for the attainment of following objectives through secondary level pre-service teacher education programme. The prospective Secondary teacher educators will be able to :-

- (a) Understand children within social contexts.
- (b) Understand cultural and political contexts.
- (c) Develop sensitivity to their needs and problems.
- (d) Treat all children equally.

- (e) Perceive children not as passive receivers of knowledge.
- (f) Augment their natural propensity to construct meaning.
- (g) Discourage rote learning.
- (h) Make learning joyful.
- (i) Make teaching learning participatory and meaningful activity.
- (j) Critically examine curriculum and text books.
- (k) Contextualize curriculum to suit local needs.
- (l) Do not treat knowledge as a given entity embedded in the curriculum and accepted without question.
- (m) Organize learner centred programmes and activity centred teachings.
- (n) Integrate academic learning with social and personal realities.
- (o) Responding to diversities in the classroom.
- (p) Promote values of peace, democratic ways of life, equality, justice, liberty, fraternity, secularity and zeal for social reconstruction.

The sampled student teachers and teacher educators were asked to report the achievability of each objective through the present curriculum on a five point-scale.

Table 1

Perspectives of teacher education programme of Odisha reported by student teachers and teacher educators

Sl. No	The Statements	Student teachers (N- 250)					Teacher educators (N= 50)				
		NA (%)	PA (%)	SA (%)	AA (%)	CA (%)	NA (%)	PA (%)	SA (%)	AA (%)	CA (%)
The prospective of secondary teacher educator will be able to											
a.	Understand children within social contexts.	31 (12.40)	45 (18)	71 (28.40)	67 (26.80)	36 (14.4)	2 (4%)	3 (12)	10 (20)	19 (38)	13 (26)
b.	Understand cultural and political contexts	19 (7.60)	48 (19.20)	84 (33.60%)	77 (30.80)	23 (9.20)	0 (0)	8 (16%)	6 (12%)	25 (50%)	11 (22%)
c.	Develop sensitivity to their needs and problems	24 (9.60)	19 (7.60)	64 (25.60)	89 (35.60)	54 (21.60)	1 (2)	9 (18)	6 (12%)	13 (26%)	21 (42%)
d.	Treat all children equally	12 (4.80%)	12 (4.80%)	56 (22.40%)	65 (26%)	105 (42%)	3 (6%)	2 (4%)	16 (32%)	14 (28%)	15 (30%)
e.	Perceive children	18	24	65 (26%)	51	92	0 (0%)	9	8	24	9

	not as passive receivers of knowledge	(7.20%)	(9.60%)		(20.40%)	(36.80%)		(18%)	(16%)	(48%)	(18%)
f.	Augment their natural propensity to construct meaning.	27 (10.80%)	14 (5.60%)	96 (38.40%)	71 (28.40%)	42 (16.80%)	7 (14%)	4 (8%)	19 (38%)	13 (26%)	7 (14%)
g.	Discourage rote learning	16 (6.40%)	27 (10.80%)	54 (21.60%)	96 (38.40%)	57 (22.80%)	0 (0%)	0 (0%)	21 (42%)	12 (24%)	17 (34%)
h.	Make learning joy full	21 (8.40%)	13 (5.20%)	89 (35.60%)	93 (37.20%)	34 (13.60%)	0 (0%)	0 (0%)	16 (32%)	28 (46%)	6 (12%)
i.	Make teaching learning participatory and meaningful activity	28 (11.20%)	35 (14%)	82 (32.80%)	54 (21.60%)	51 (20.40%)	6 (12%)	2 (4%)	7 (14%)	19 (38%)	16 (32%)
j.	Contextualize curriculum to suit local needs	17 (6.80%)	24 (9.60%)	62 (24.80%)	84 (33.60%)	63 (25.20%)	5 (10%)	11 (22%)	19 (38%)	6 (12%)	9 (18%)
k.	Organize participatory learning experience, play, projects, discussions, dialogue and observation	25 (10%)	31 (12.40%)	49 (19.60%)	84 (33.60%)	61 (24.40%)	0 (0%)	0 (0%)	25 (50%)	12 (24%)	13 (26%)
l.	Promote values of peace, democratic ways of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction	18 (7.20%)	24 (9.60%)	78 (31.20%)	92 (36.80%)	38 (15.20%)	8 (16%)	0 (0%)	19 (38%)	17 (34%)	6 (12%)
m.	Critically examine curriculum and textbooks						3 (6)	9 (18)	21 (42)	13 (26%)	4 (8%)
n.	Do not treat knowledge as a given entity embedded in the curriculum and accepted without question						0 (0%)	5 (10%)	12 (24%)	26 (32%)	7 (14%)
o.	Visits and learn to reflect on their own practices						0 (0%)	9 (18%)	15 (30%)	13 (26%)	13 (26%)

p	Integrate academic learning with social and personal realities	6 (12%)	3 (6%)	18 (36%)	19 (38%)	4 (8%)
q	Responding to diversities in the classroom	0 (0%)	0 (0%)	0 (0%)	18 (36%)	32 (64%)

**NA- Not at all achievable, PA- Partially achievable, SA- Somewhat achievable, AA- Almost achievable, CA- Complete achievable*

As revealed from the above table, 28.40% of student teachers responded that understanding children within social contexts was somewhat achievable through the syllabus. On the other hand 38% of teacher educators opined that it was almost achievable. About one third of student teachers viewed that understanding cultural and political contexts was somewhat achievable. Very interestingly it was found that 50% of teacher educators opined that it was almost achievable. Further it is found that 35.60% of student teachers stated that develop sensitivity to their needs and problems was almost achievable through the syllabus but, 42% of teacher educators said that it was completely achievable.

Majority of student teachers (42%) and teacher educators (30%) responded that treating all children equally was completely achievable, 36.80% of them opined that perceiving children not as passive receivers of knowledge was completely achievable whereas 48% of teacher educators viewed that it was almost achievable. 37.20% of student teachers and 46% of teacher educators responded that make learning joy full was almost achievable. 32.80% of student teachers opined that make teaching learning participatory and meaningful activity was somewhat achievable. On the other hand 38% of teacher educators opined that it was almost achievable. 36.80% of student teachers viewed that promoting values of peace, democratic ways of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction was almost achievable through the syllabus. There is scope for critical evaluation of curriculum and text books as reported by 42% of teacher educators.

Perspectives of Student Teachers and Teacher Educators on assessment strategies

Table 2

Assessment strategies of teacher education programme of Odisha reported by student teachers and teacher educators

Sl. No.	The Statements	Student Teachers (N- 250)			Teacher Educators (N= 50)		
		Yes (%)	No (%)	Indifferent (%)	Yes (%)	No (%)	Indifferent (%)
A	Weight age is given on theory and practical?	221 (88.40%)	29 (11.60%)	0 (0%)	46 (92%)	4 (8%)	0 (0%)
B	Adequacy of duration of the practice teaching (internship)	169 (67.60%)	29 (30.40%)	5 (2%)	32 (64%)	16 (32%)	2 (4%)

C	weightage given on internal marks (Sessional work, seminar, activity, assignment, project, tests etc.)	236 (94.40%)	14 (5.60%)	0 (0%)	39 (78%)	11 (22%)	0 (0%)
D	Weather semester system model should be implemented?	250 (100%)	0 (0%)	0 (0%)	50 (100%)	0 (0%)	0 (0%)
E	Weather present evaluation system full fills the objectives of NCFTE 2009?	198 (79.20%)	49 (19.60%)	3 (1.20%)	50 (%)	0 (%)	0 (%)
F	Do feel that there is a scope of holistic assessment of the student teacher with these present assessment strategies?	171 (68.40%)	76 (30.40%)	3 (1.20%)	26 (52%)	18 (36%)	6 (12%)
G	Do you evaluate students during practice teaching sessions?	233 (93.20%)	17 (6.80%)	0 (0%)	42 (84%)	8 (16%)	0 (0%)
H	Weather action research and field experience activity are incorporated in the present syllabus?	209 (83.60%)	34 (13.60%)	7 (2.80%)	50 (100%)	0 (0%)	0 (0%)
I	Do you feel that due weightage has been given on practical marks and other co-curricular and non co-curricular activities?	179 (71.60%)	71 (28.40%)	0 (0%)	39 (78%)	8 (16%)	3 (6%)
J	Whether there is institutional provisions for addressing complaints of	29 (11.60%)	217 (86.80%)	4 (1.60%)	--	--	--

	students & faculties towards grievance redressal ?						
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Table 2 revealed that 88.40% of student teachers agreed that current curriculum equal weight age is given on theory and practical. On the other hand 92% of teacher educators opined that it was almost parallal. 68.4% of student teachers viewed that there is a scope of holistic assessment of the student teacher with these present assessment strategies where as it was found that about 50% of teacher educators agreed with the views of student teachers. Further it is found that 79.2% of student teachers stated that present evaluation system fullfills the objectives of NCFTE 2009and about half of the sampled teacher educators agreed on this. Majority of student teachers (93.2%) and teacher educators (84%) responded that trhere is a scope to evaluate students during practice teaching sessions .86.80% of student teachers opined that there is no institutional provisions for addressing complaints of students & faculties towards grievance redressal whereas o teacher educators were silent to comment.Most of student teachers (67%) and teacher educators(67%) opined that there is a gap in weightage as given on practical marks and other co -curricular and other curricular activities.

MAJOR FINDINGS OF THE STUDY

- 28.40% of student teachers responded that understanding children within social contexts was somewhat achievable and 38% of teacher educators opined that it was almost achievable through the syllabus .
- 33.60% of student teachers viewed that understand cultural and political contexts was somewhat achievable and 50% of teacher educators opined that it was almost achievable.
- 35.60% of student teachers stated that develop sensitivity to their needs and problems was almost achievable and 42% of teacher educators said that it was completely achievable.
- 36.80% of student teachers opined that perceiving children not as passive receivers of knowledge was completely achievable and 48% of teacher educators viewed that it was almost achievable through the syllabus.
- 32.80% of student teachers opined that make teaching learning participatory and meaningful activity was somewhat achievable and 38% of teacher educators opined that it was almost achievable.
- 36.80% of student teachers viewed that promote values of peace, democratic ways of life, equality, justice , liberty, fraternity, secularism and zeal for social reconstruction was almost achievable. and 38% of teacher educators viewed it was somewhat achievable.
- 42% of teacher educators opined that critically examine curriculum and textbooks was somewhat achievable.

- 64% of teacher educators responded that responding to diversities in the classroom was complete achievable.

DISCUSSION OF RESULTS

The study revealed that the syllabus partially confirm to the guidelines prescribed by NCTE in the document NCFTE 2009. Although each State can prepare teachers taking into account the State needs and contexts some of the concerns, contexts suggested by NCFTE 2009 for quality enhancement of teacher education programme in the country cannot be neglected. The study revealed that the syllabus is not good enough to achieve some of the objectives listed in the framework developed by NCTE. The four objectives which are not achievable are to augment their natural propensity to construct meaning, to critically examine curriculum and text books, do not treat knowledge as a given entity embedded in the curriculum and accepted without question and integrate academic learning with social and personal realities. Studies conducted most recently by Acharya (2011) also revealed the same findings. The study conducted by her shows that the curriculum is not good enough to achieve some objectives which focus on constructivist perspectives in teacher education. In our Teacher Education Programme we focus the traditional behaviouristic approach and now there is time for paradigm shift. The study revealed some of the limitations of Teacher Education curriculum of Universities of Odisha like absence of some emerging contents, lack of adequate emphasis and implementation of skill based programmes and transactional approaches. The findings have been going as per the findings of many previous studies like Panda (2001), Behera and Basantia (2005), Yadav (2004), Acharya (2011) and others. While modifying the syllabus this may be taken into consideration.

Regarding assessment and evaluation both student-teachers and teacher-educators agree that present evaluation system is not adequate as it does focus equally on theory and practical. There is a big difference between theory content and practical content of the syllabus. It does not provide flexibility to the student-teacher. Therefore both students as well as teachers agree that the syllabus need to be revised as per the current frame work and the institution should be equipped with necessary resources to transact the curriculum for effectiveness of the programme.

EDUCATIONAL IMPLICATIONS

- 1) While preparing curriculum for teacher education, the curriculum framers should make a balance between theory and practical in terms of marks and content load. Similarly a proper balance needs to be maintained among the pedagogical theory, language and content cum methodology papers taking into consideration the socio-cultural and national demands.
- 2) Before the implementation and during the implementation of any new teacher education syllabus, the teacher educators who would implement/ transact present syllabus should be involved. Efforts should be made to develop a sense of confidence among them to transact the curriculum.
- 3) While implementing the syllabus of teacher education, it should be kept in mind that, the institution has the provision of adequate staff, infrastructure, provision of targeted oriented teaching-learning materials and textbooks.

- 4) The grass root level functionaries of teacher education programme like teacher-educators, trainee teachers should be encouraged to evaluate the effectiveness of the present teacher education syllabus.
- 5) The findings of the study will help the teacher-educator to know the constructivist principles which have been envisaged in NCFTE 2009.
- 6) It will motivate the teacher educators to use different innovative classroom practices and help the students to construct knowledge.
- 7) Teacher-educators need orientation in areas like 'Project Work', 'Action Research' and 'Field Work'. Therefore orientation programme should be organized by NCERT, SCERT to orient thy teacher-educators in these areas.
- 8) Adequate training and orientation may be given to the teacher-educators to achieve all the objectives of the present syllabus.
- 9) Proper supervision by NCTE may be undertaken to observe how the present syllabus works in different B.Ed. colleges in state of Teacher educators need to be sensitized towards awareness about NCFTE 2009 through various programmes like workshop, orientation etc. it is high time the policy makers, administrators and teacher educators get oriented towards the awareness about NCFTE 2009.

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