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Title of Thesis: *A Study of Classroom Processes followed in Teacher Education Institutions under the Two-Year B.Ed. Programme*

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In the context of recent changes in teacher education programmes put into effect by National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014 vide no. F. 51-1/2014-NCTE (N&S) on November 28, 2014 a.k.a. NCTE (Recognition Norms and Procedure) Regulations Act, 2014 mandating an increase in duration of all existing teacher education programmes, it was need of the hour to look into the implementation of new B.Ed. programme in the teacher education institutions. Bringing a reform is long-term process. A different approach of teaching-learning strategies, active students' participation and an altogether changed pattern of work culture is mandatory for bringing a curriculum reform. These alterations shall not be confined only to the beliefs and values of teacher educators but also reflect in the culture of the educational institutions and in all stakeholders. With this notion in mind, it was thought worthwhile to study the classroom processes followed in teacher education institutions in order to ascertain the extent of teacher education curriculum reform. Accordingly the problem for the study was stated as: "A Study of Classroom Processes followed in Teacher Education Institutions under the Two-Year B.Ed. Programme". The study focused on analyzing classroom processes of teacher education institutions situated in Delhi. The objectives of the study were- to analyze the Two-Year B.Ed. curriculum with respect to the prescribed classroom processes; to study classroom processes followed in implementing the Two-Year B.Ed. Programme; to identify innovative classroom practices of teacher educators; to identify constraints in implementation of the Two-Year B.Ed. Programme with respect to the classroom processes; & to suggest ways to improve the classroom processes for effective implementation of the Two-Year B.Ed. Programme.

Following a qualitative approach, particularly qualitative descriptive research design, data were collected through several research techniques such as content analysis, observation, interview and group discussion from a variety of sources i.e., curriculum, B.Ed. classrooms, teacher educators and student teachers through self prepared tools namely Categorization Matrix for Content Analysis, Agenda for Field Notes, Teacher Educator Profile-Questionnaire, Interview Guide for Teacher Educators and Focus Group Discussion Guide. Simple random sampling technique was used to select samples at various levels i.e. institution, teacher educators and student teachers. The field data was collected in two academic sessions 2016-17 & 2017-18; started in August, 2016 and completed in October, 2017. The data was analyzed qualitatively using narrative text analysis and thematic text analysis approach.

Findings of the Study

From the analysis of syllabi, it was concluded that a number of prescriptions related to classroom process are given. The content analysis of syllabi of GGSIP University and Jamia Millia Islamia revealed number of prescriptions under the practical and/or assignment categories and in University of Delhi such prescriptions spread across the entire syllabus found in rationale of the course, objective of the course, course content and practicum categories. The prescriptions for classroom processes changed from course to course in accordance with the nature of course as found in syllabi of all three universities. Categories found under the dimensions of **Pedagogy** were teaching-learning strategies, clarity of teaching, medium of instruction and inclusion of Persons with Disability (PwD). **Classroom environment** was the third dimension in the study which was explored to ascertain role of teacher educators' behaviour, teaching style, attitude, student teachers' motivation, personal interest and the freedom exercised in the B.Ed. classrooms during curricular transactions. Categories found under the dimensions of Classroom environment were- Position of Teacher Educator, Participation of Student Teachers, and Freedom in Classroom. **Teacher educators' notion of innovation** was found to be mixed where a few negated idea of innovation referring each classroom situation unique in its own sense and a few quoted ICT usage as innovation in teaching. A few mentioned use of reflective method and critical thinking as an innovation. The innovative classroom practices as identified by teacher educators were in domains of hands on exercises, reflection, critical thinking, creative thinking and use of ICT. The documented innovative classroom practices of teacher educators ranged in courses on Education in Contemporary India; Childhood and Growing up; Pedagogy of Mathematics, English, and Hindi. In this study **constraints in implementation of the Two-Year B.Ed. Programme** were focused on classroom processes. These constraints are reported in four categories- 1) Academic Constraint; 2) Institutional Constraint; 3) Inhibition in relations between student teachers and teacher educators; & 4) Any other constraint as reported by teacher educators and student teachers. The suggestions to improve the two-year B.Ed. programme- classroom experience- vary from one stakeholder to other like teacher educators suggest need for recruitment of teaching staff, investing on infrastructure, provisioning regular budget for maintenance of ICT resources; student teachers suggest need for flexible time-table, usage of variety of teaching and learning strategies etc; researcher suggests need for sense of compassion between and among teacher educators and student teachers.

To conclude, it is just the beginning of new era of curriculum reforms in teacher education in India. A lot of expectations from various stakeholders are invested in the two-year B.Ed. programme. The experiences of two-year B.Ed. will reflect in many years of school education in near time. The teacher education institutions have to look into their expectations from teacher education programme and devise a strategy suitable for effective implementation of two- year B.Ed. at all levels.