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## FINDINGS

On the basis of the findings from the study it has been revealed that most of the teacher educators have been found having moderate to very high perceptions regarding existing two years B.Ed. curriculum. However a significant difference has been found in teacher educators' overall perceptions w.r.t. their qualifications and subject of teaching but no such difference was in their overall perceptions with respect to their age, gender and experience. While in case of Pre-service teachers significant differences were found w.r.t. their gender, entry qualifications, subject of teaching, year of study and medium of instruction. It is also evident from the results of separate dimensions of the tools used for the teacher educators and Pre-service teachers that they are in the favor proper training for teacher education aspirants and they further revealed that the existing system of admission in four years B.Ed. curriculum is however satisfactory but it should be improved by giving a proper weightage to the assessment of communication skills of the Pre-service teachers so as to worthy candidates could enter into this noble profession. Further it has also been found that a variety of activities have been included in the existing teacher education curriculum but i.e. theoretical aspects, school internship curriculum and enhancing professional competencies courses but most of the teachers and teacher educators were of the view that in the existing curriculum a lot of time is invested in covering this aspects. Further the Pre-service teachers revealed unfavorable experiences in school internship program it may be due to the repeated visits for two years as in turn the schools have to make separate arrangements for them thereby leading to the disturbances in their daily academic routine.

Many of the research findings in the present study is in accordance with the suggestions made by the NEP 2020 with respect to teacher education. National Education Policy 2020 acknowledges that the quality of teacher education, its recruitment process are not at par with the desired goal. The present study also found that even today bright and meritorious students do not opt for teaching profession. In order to attract meritorious students to teaching profession, weightage can be given to the marks/grades obtained by students in the qualifying exams. NEP 2020 aims at moving teacher education into multidisciplinary colleges and universities by 2030 and minimum qualification for being a teacher would be a 4 year integrated course. In the present study, majority of teacher educators were in favor of 4 year integrated B.Ed. course. Pre-service teachers, mostly post graduate students were also in favor of the integrated course. NEP 2020 focusses on inclusive education, multi-level teachings, inclusion of innovative pedagogical techniques and collaborative teachings, the present study findings too seeks to incorporate these aspects in the curriculum. The need for a common National Eligibility Test has been suggested by the majority of the respondents and it has been recommended by NEP 2020 as well.

So it can be concluded that the existing two years B.Ed. curriculum is quite successful in providing proper knowledge and professional skills to the Pre-service teachers and in raising the quality of teacher education. But there are certain aspects of the existing two years B.Ed. curriculum that needs to be taken care of by the stakeholders in order to make it more successful and enriched.