

CURRICULUM TRANSACTION IN PRE-SERVICE TEACHER EDUCATION IN RAJASTHAN

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Abstract: This study investigates the process of curriculum transaction in pre-service secondary teacher education programmes in Rajasthan, with a focus on the perspectives of teacher educators and student teachers regarding the relevance and effectiveness of the curriculum. The primary objectives were: (1) to examine how the curriculum is transacted across diverse institutional settings, and (2) to assess its perceived relevance in preparing future teachers for contemporary educational challenges. A mixed-method research approach was adopted, integrating both quantitative and qualitative data to ensure a comprehensive understanding of curriculum practices. The study sample included three major universities in Rajasthan. From these, 11 affiliated teacher training institutions were randomly selected. Data were collected from 60 teacher educators and 250 student teachers. Findings indicate that while the NCTE-prescribed curriculum is structurally sound and broadly aligned with the National Education Policy 2020, significant disparities exist in its transactional quality across institutions. Student teachers reported positive perceptions regarding components such as inclusivity, child development, arts, ICT, and reflective practice. However, challenges persist in areas like curriculum contextualization, integration of legal frameworks, and faculty preparedness. Moreover, non-pedagogical content in some modules was deemed misaligned with core teaching competencies. The study concludes that curriculum design alone is insufficient; its success depends on systematic implementation, faculty development, institutional commitment, and context-based adaptations. Recommendations include strengthening monitoring mechanisms, revising outdated content, enhancing field-based experiences, and promoting university-school partnerships to improve curriculum transaction and achieve transformative teacher education.

Keywords: Pre-service teacher education, curriculum transaction, teacher educators, student teachers, NEP 2020, curriculum relevance, inclusivity.

Introduction

Quality and excellence in education remain key priorities in India's national development strategy. In line with this, the Government of India has placed strong emphasis on strengthening teacher education to ensure effective classroom teaching and learning outcomes. Managing teacher education, however, is a complex task influenced by various institutional, pedagogical, and policy factors. Pre-service teacher education in Rajasthan plays a crucial role in equipping future teachers with professional competencies. As per the guidelines of the National Council for Teacher Education (NCTE), the state has progressively revised its

teacher education programs in alignment with the National Curriculum Frameworks for Teacher Education (NCFTE) 2009 and 2014. Earlier, the B.Ed. was of one-year duration, primarily theoretical, with a brief internship of about 30–40 days. It focused on educational psychology, pedagogy, and evaluation. Following NCTE's 2014 reforms, the B.Ed. was extended to two years, with increased emphasis on inclusive education, ICT, reflective practices, and a 20-week school internship. Rajasthan's teacher education institutions, including state universities, government DIETs, and private colleges, adopted this revised structure to varying degrees. Institutions like SIERT and the

Rajasthan School Education Council have supported these reforms through training and curriculum development. Despite these efforts, disparities in curriculum transaction, limited digital integration, and uneven practical implementation remain challenges. This study aims to critically examine the implementation of the revised curriculum in pre-service secondary teacher education programs across Rajasthan, assess its effectiveness, and identify gaps between policy and classroom-level practice.

REVIEW OF LITERATURE

The transformation of pre-service teacher education in India has been strongly influenced by national-level policy reforms, particularly the National Curriculum Framework for Teacher Education (NCFTE) developed by the NCTE in 2009 and revised in 2014. These frameworks emphasized constructivist, reflective, inclusive, and practice-based approaches to teacher training. NCFTE 2009 advocated a humanistic perspective in teacher education, promoting school-community linkages, inclusive practices, and experiential learning, while NCFTE 2014 laid out a restructured two-year B.Ed. programme, extended internships, blended learning, and greater emphasis on curriculum transaction *and* reflective pedagogy (NCTE, 2009, 2014). While these frameworks have significantly reshaped the theoretical vision for teacher education across India, implementation at the state level, especially in Rajasthan, has been uneven and faces considerable systemic and infrastructural bottlenecks. Rajasthan has over 250+ teacher training institutions, including

DIETs, IASEs, CTEs, and private B.Ed. colleges, many of which attempted to revise their curriculum structure post-NCFTE. However, studies show that the actual curriculum transaction remains largely theoretical and lacks meaningful engagement with field realities (Sharma, 2021).

Sharma (2021), in a study on curriculum transaction in Rajasthan, highlighted the lack of student engagement, minimal use of technology, *and* rote-based delivery methods in many institutions. These findings echo earlier critiques by Behera (1989), Tisher (1990), and Bordoloi & Dutta (1990), who all found that B.Ed. curricula were overloaded, poorly transacted, *and* detached from school contexts. Joshi, Reddy, and Roy (1991) similarly argued that innovative methods like team teaching and microteaching were either absent or poorly implemented. The internship component, seen as a core of practice-based teacher training in NCFTE 2014, has not been optimally realized. Singh (2016) reported that internships in many B.Ed. colleges across Rajasthan were treated as ritualistic and lacked proper mentoring and evaluation. This is supported by the NCERT (2020) Annual Status Report, which observed that Rajasthan lags behind in effective internship execution and ICT training. The internships, often reduced to tokenism, fail to develop reflective teaching or classroom management skills.

Further, Choudhary and Meena (2018) emphasized that despite curriculum reforms, implementation gaps persist due to outdated teaching practices and inadequate institutional support. Rathore and Jain (2020) found that most rural teacher education colleges in

Rajasthan face a shortage of trained teacher educators and the use of digital resources is minimal. These findings indicate that while the policy frameworks promote 21st-century pedagogy, the ground reality remains far from it. Emerging studies bring in a global and skill-based perspective. Osiesi, Mensah Prince & Blignaut (2025) found that while pre-service teachers across contexts viewed their curriculum positively, they strongly recommended better integration of ICT assessment, workload balance, and digital literacy. In India, Kumari & Jha (2023) showed that no significant differences exist between government and private teacher educators in terms of ICT competencies—pointing to a plateau in tech integration, regardless of the institution type.

Additionally, Roy (2023) confirmed that extended internships and reflective practicum, as recommended in NCFTE 2014, help in reinforcing subject knowledge and pedagogical depth. However, their successful execution is linked to institutional capacity and faculty engagement, which vary considerably in Rajasthan. Many private institutions continue to suffer from weak monitoring mechanisms, a shortage of qualified faculty, and a lack of infrastructure. The Education Commission (1964–66) and National Commission on Teachers (1983–85) emphasized integrating practice with theory, *increasing* working hours, and equal emphasis on theory and practice teaching. These recommendations continue to be relevant, as the gap between theoretical curriculum and field practice remains wide even today.

Furthermore, the quality of curriculum transaction is closely tied to the pedagogical preparedness of teacher educators. Rathore and Jain (2020) pointed to digital illiteracy and lack of pedagogical training among faculty members, especially in rural Rajasthan. As per NCERT (2020), ICT integration and reflective pedagogy are underutilized, resulting in the curriculum being delivered mechanically. In addition to curriculum and internships, there is also insufficient attention to learner diversity, multilingualism, *and* inclusive practices. Singh & Kathuria (2025) emphasized the NEP 2020's thrust on multilingual classrooms, yet these pedagogical shifts have not been integrated meaningfully into pre-service teacher training in Rajasthan.

The studies by Balwaria (2021) and Setua & Yadav (2024) stress the urgent need for institutional reforms, enhanced faculty development, and integration of ICT to ensure the curriculum is delivered meaningfully. Moreover, Nurrahmah et al. (2025) revealed that reflective thinking and oral communication skills during microteaching were significantly underdeveloped among pre-service teachers, pointing to weak focus on pedagogical content knowledge and delivery. While national-level policies such as NCFTE (2009, 2014) and NEP 2020 have set ambitious visions for improving pre-service teacher education, there exists a critical implementation gap in Rajasthan.

OBJECTIVES

1. To study the process of transaction of the curriculum of the pre-service secondary teacher education programme in Rajasthan.

2. To examine the views of the teacher educators and student teachers on pre-service teacher education curriculum from the point of view of its relevance.

METHODOLOGY

Research Design

The study adopted a mixed-method research approach to investigate the current status of the Pre-Service Teacher Education Program in Rajasthan. This approach combines both quantitative and qualitative methods to ensure a comprehensive understanding of the issue.

Sample and Sampling Techniques

The sample was carefully chosen to maintain diversity in terms of location, management type (government and private), and institutional size. The final sample of the study consisted of three Universities (Jai Narayan Vyas University, Jodhpur; University of Rajasthan, Jaipur; and Mohanlal Sukhadia University, Udaipur); 11 teacher training institutions were randomly selected from the affiliated colleges under the three universities; 60 teacher educators, with an average of 5 educators selected from each institution; 250 student teachers, selected proportionately from the sampled institutions.

Data Collection Instruments

The researcher developed three context-specific tools for data collection to address the objectives of the study. These included an institute profile for Heads of Institutions, a questionnaire for teacher educators, and a

questionnaire for student teachers. All instruments were validated by experts and pilot tested to ensure reliability, clarity, and contextual relevance. The investigator personally visited each selected teacher education institution, devoting an average of three to four days per institution to collect the required data. The teacher educator and student teacher questionnaires were distributed and collected.

ANALYSIS AND INTERPRETATION

Teacher Educators' Responses towards Pre-Service Teacher Education Contents as per the Syllabus

The responses of teacher educators regarding the existing pre-service teacher education curriculum reveal a mixed yet insightful perspective on its relevance, effectiveness, and areas requiring reform. The data highlights teacher educators' critical perspectives on specific course components within the pre-service teacher education curriculum, especially in relation to their relevance, utility, and contextual appropriateness. The responses of teacher educators in this segment reveal important insights into the curriculum's inclusiveness, digital orientation, legal literacy, and policy alignment within pre-service teacher education.

Table 1: Teacher Educators' Responses towards the Courses' Perspectives in Education and Curriculum & Pedagogic Studies (N=60)

Course	Title of the course	Appears to be suitable (in %)	Needs to be Changed (in %)	Need to be Rejected (in %)

Perspectives in Education					
PE-1	Education, school and society	41.66	58.33	0	
PE-2	Childhood and growing up	66.66	33.33	0	
PE-3	Learning and teaching	58.33	41.66	0	
PE-4	Contemporary concerns in education	41.66	50.00	0	
PE-5	Knowledge and curriculum	50.00	33.33	0	
PE-6	Education management	58.33	25.00	0	
PE-7a	Creating an inclusive school	41.66	41.66	16.66	
PE-7b	Gender, school and society	50.00	50.00	0	
PE-8a	Action research	33.33	50.00	16.66	
PE-8b	Guidance and counseling	66.66	16.66	16.66	
Curriculum and Pedagogic Studies					
CPS-1	Language across the curriculum	50.00	50.00	0	
CPS-3	Pedagogy of a school subject (A&B)	41.66	50.00	8.33	

A significant proportion (58.33%) of teacher educators express that the current course and curriculum require revisions, highlighting a perceived disconnect from the actual school and community contexts. This indicates a need to realign the curriculum with ground realities to make it more contextually relevant and practice-oriented. Interestingly, an equal percentage (58.33%) acknowledge that the curriculum contributes to developing children's learning processes, suggesting that while there are structural concerns, the pedagogical content retains some effectiveness. Half of the respondents (50%) strongly agree that their courses effectively address knowledge and curriculum development, while the same percentage affirm alignment with themes of gender, school, and society, indicating a moderate level of confidence in the curriculum's socio-

educational grounding. However, only 25% see a need for changes in the area of education management, implying general satisfaction or possibly low engagement with that content. A small yet notable minority (16.66%) advocate rejecting the current approach to inclusive education, reflecting resistance or dissatisfaction with how inclusivity is integrated into teacher training. In the domain of guidance and counselling, 66.66% of teacher educators support the existing course content, suggesting that this component is well-received and considered appropriate for current educational needs. Language education presents a divided view: while 50% believe that the curriculum is accurate and the syllabus topics are relevant, another 50% argue for changes in the treatment of language as a cross-curricular theme, pointing to possible ambiguity or imbalance in implementation.

Table 2: Teacher Educators' Responses for skill development (only one course) towards the Courses enhancing professional capacities and Optional course (N=60)

Course	Title of the course	Appears to be Suitable (in %)	Needs to be Changed (in %)	Need to be Rejected (in %)
Course enhancing professional capacities				
EPS-1	Critical understanding of ICT	41.66	58.33	0
EPS-2	Understanding the self	50.00	50.00	0
EPS-3	Fine art\Performing art (Drama)\ Performing art (Indian Music)	66.66	33.33	0
EPS-4	Physical Education and Yoga	66.66	33.33	0
Optional course for skill development (only one course)				
OCSD-1	Fruit and vegetable preservation	50.00	50.00	0
OCSD-2	Spinning and weaving	0	58.33	41.66
OCSD-3	Tailoring	0	16.66	83.33
OCSD-3	Woodwork	0	16.66	16.66

A notable 58.33% of teacher educators strongly agree that the ICT (Information and Communication Technology) paper requires revision. This suggests that while ICT is a vital part of 21st-century education, the current design or content may be outdated, overly theoretical, or disconnected from practical classroom applications. This finding underscores the need for updating ICT curriculum to better align with emerging digital pedagogies and tools. Opinions on the Fine Arts, Performing Arts, Drama, and Indian Music courses are somewhat split. While 66.66% support their relevance to the current educational context, 33.33% feel that some changes are needed. This could reflect diverse interpretations of how the arts are being

integrated, with some advocating modernization of content or more localized cultural inclusion. A strong consensus (66%) emerges around Physical Education and Yoga, with educators recognizing their importance for students' physical and mental well-being. This reflects a growing appreciation for holistic education aligned with NEP 2020 goals, which emphasize well-being, mindfulness, and fitness as integral to school life. Interestingly, 50% of educators expressed concern over the inclusion of non-core topics such as fruit and vegetable preservation, indicating that these may be perceived as irrelevant or outdated in the context of teacher preparation. This sentiment is reinforced by a substantial 83.33% of teacher educators

advocating for the removal of tailoring as a subject in the teacher education curriculum. These topics, although potentially useful in vocational contexts, are seen as misaligned with the pedagogical and professional objectives of pre-service teacher training. Collectively, this data reflects growing

expectations among teacher educators for a curriculum that is contemporary, child-centric, and professionally oriented, in line with both NEP 2020 and global trends in teacher education.

Table 3: Teacher Educator Curriculum

Sl	Statements	Yes (in %)	No (in %)
1	Do you find scope in the curriculum to evaluate the methodology adopted by the students' teacher for CWSN students in the common classroom?	65.00	35.00
2	Does the curriculum emphasize & keep focus on compulsion in computer literacy for student trainees	86.66	13.30
3	During training, does the syllabus provide scope to trainees to be familiar with the mandates of the RTE-2009?	58.33	41.66
4	Adequate units of syllabus focus on the Government Resolution on the constitution, Rules, Responsibilities of SMC & SMDC in school education	33.33	66.66

A substantial 65% of teacher educators affirm that the curriculum provides adequate scope to evaluate the methodologies used by student teachers when working with CWSN (Children With Special Needs) in inclusive classrooms. This is a positive indicator that inclusivity is being addressed in principle within teacher training, though it also suggests that further support and depth may be required to enhance implementation effectiveness. A large majority (86.66%) believe the curriculum emphasizes compulsory computer literacy for student-teachers, reflecting a strong alignment with contemporary educational demands. However, the small segment (13.3%) who disagree may be indicating inconsistencies in implementation, outdated content, or lack of infrastructure, highlighting the need for

systematic integration and uniform access to digital resources across institutions. In terms of legal and constitutional awareness, 58.33% of teacher educators report that the curriculum introduces student-teachers to the mandates of the RTE Act, 2009. While this shows moderate integration, the implication is that a significant portion of educators feel this area still lacks depth or consistent coverage, especially critical as RTE forms the legal backbone of universal school education in India. On a more concerning note, only 33.33% of teacher educators believe that the syllabus adequately covers key government resolutions, constitutional provisions, and the roles and responsibilities of School Management Committees (SMC) and School Management and Development Committees (SMDC). This

low percentage signals a major gap in equipping future teachers with knowledge of school governance, participatory structures, and decentralized educational administration, all of which are emphasized under the NEP 2020.

Student Teachers' Responses towards Pre-Service Teacher Education Contents as per the Syllabus

The combined responses of student teachers and teacher educators provide valuable perspectives on the overall effectiveness of pre-service teacher education, particularly in core areas such as educational philosophy, child development, learning theories, and national goals. Student teachers' views reveal

a nuanced understanding of how well the curriculum addresses contemporary issues, curriculum planning, and educational management. Their feedback also highlights the positive integration of themes like inclusion, gender equity, action research, and school guidance. Notably, there is strong endorsement for the Enhancing Professional Capacity (EPC) component, especially for its focus on arts, ICT, language across the curriculum, and reflective practice, all of which contribute significantly to holistic professional development.

Table 4: Student Teachers' Responses towards the Curricular Areas PE1, PE2 and PE3 (N=250)

Curricular Area	Items/Criteria	Adequately Reflected (in %)	Reflected (in %)	Not Reflected (in %)
Area-PE 1: Education, School and Society				
1	Understanding Education	52.80	36.00	11.20
2	Foundation of Education	62.00	32.00	6.00
3	Education and School	56.80	38.40	4.80
4	Education, Society and culture	60.00	38.40	5.60
5	Education and National Development	56.00	40.00	4.00
Area-PE 2: Childhood and Growing Up				
6	Understanding learner development	55.20	40.00	4.60
7	Theories of child and adolescent Development	58.00	36.80	5.20
8	Developmental characteristics and needs During adolescence	50.40	36.00	13.60

9	Understanding individual differences Among learners	58.00	32.00	10.00
10	Addressing learning needs	58.40	36.00	5.60
Area-PE 3: Teaching and Learning				
11	Understanding learning process	50.00	36.00	14.00
12	Theoretical perspective of learning process	58.40	36.00	5.60
13	Meaningful learning	67.60	40.00	4.40
14	Teaching for meaningful learning	60.00	32.00	6.00
15	Teaching as a profession	38.40	46.00	15.60

A majority (52.8%) of student teachers affirm that their course content reflects a sound understanding of education. This is moderately encouraging, though the figure also suggests that nearly half of the cohort may not find the curriculum entirely satisfactory in this regard. Moreover, the finding that only 4.8% of teacher educators feel their curriculum fails to reflect education and schooling shows general confidence from the academic side, albeit with a hint of complacency. Encouragingly, 60% of student teachers feel that the course relates well to education, society, and culture, while 56% of teacher educators believe their curriculum effectively contributes to national development. These perspectives affirm the social and developmental relevance of the curriculum. Under PE 2: Childhood and Growing Up, 55.2% of teacher educators believe the course effectively helps children understand learning, while only 5.2% of student teachers report a lack of reflection on child and adolescent development, indicating strong alignment in

this core pedagogical area. The understanding of individual differences among learners appears adequately addressed, with 58% of student teachers affirming this aspect of the course. Additionally, 58.4% strongly agree that theoretical perspectives on learning are well incorporated, and 67.6% agree that the course promotes meaningful learning, suggesting pedagogical soundness in course design. However, challenges remain. A significant 40% of student teachers feel their courses do not fully reflect the learning process, pointing to a possible gap between theoretical content and its practical application. More critically, 46% of teacher educators themselves acknowledge that their curriculum does not adequately address children's understanding of the teaching profession—an area central to shaping professional identity and reflective practice.

Table 5: Student Teachers' Responses towards the Curricular Areas PE4, PE5 and PE6 (N=250)

Curricular Area	Items/Criteria	Adequately Reflected (in %)	Reflected (in %)	Not Reflected (in %)
Area- PE 4: Contemporary Concerns in Education				
1	Diversity, inequality and marginalization in society	52.00	36.00	12.00
2	Constitutional provisions, Policies and Acts in Education	54.00	38.40	7.60
3	Child Rights and Human Rights	59.60	36.00	4.40
4	Global concerns for education	56.80	32.00	11.20
5	Quality concerns for education	36.40	55.60	9.60
Area- PE 5: Knowledge and Curriculum				
6	Understanding the nature of knowledge	55.60	40.00	4.40
7	Construction of knowledge	48.00	38.00	14.00
	Understanding curriculum	50.00	36.00	14.00
	Curriculum planning and development	52.00	35.60	12.40
	Curriculum transaction, evaluation and renewal	59.60	32.00	8.40
Area- PE 6: Educational Management				
26	Educational Management	52.00	39.60	8.40
27	School-based management	49.20	36.00	14.80
28	Resource management: sources, utilization and mobilization	32.00	52.00	16.00
29	School Development Plan (SDP)	58.00	36.00	6.00
30	Review, monitoring and feedback mechanism	50.00	36.00	14.00

A moderate 52% of student teachers believe that the topic "Contemporary Concerns in Education" helps learners grow by fostering awareness of diversity, inequality, and marginalization. This indicates that the curriculum is responsive to social justice themes, though the figure also implies that

nearly half of the students may not find this component fully impactful—suggesting a need for deeper engagement through participatory and reflective pedagogies. Positively, only 4.4% of student teachers report a lack of emphasis on child rights and human rights, affirming that these themes are largely

present and likely well-integrated into the content. In the domain of Knowledge and Curriculum, 50% of student teachers express confidence in understanding the curriculum well, whereas 12.4% feel disconnected from curriculum planning and development. This signals that while half the cohort finds the curriculum helpful in conceptual understanding, greater clarity or hands-on experience with planning processes could improve comprehension for the rest. With regard to Educational Management, 39.6% of student teachers believe that the topic helps children understand its relevance, while a slightly higher 52% of teacher educators assert that concepts such as resource management,

utilization, and mobilization are well-reflected. This alignment suggests that while educators are confident in the curriculum's design, the actual transfer of this understanding to students may be incomplete, indicating potential issues in delivery methods or engagement. Moreover, 50% of student teachers strongly agree that the topic of Review, Monitoring, and Feedback is clearly reflected in their educational management training. Only 14% of teacher educators question the presence or necessity of this topic, showing broad consensus on its importance.

Table 6: Student Teachers Responses towards the Curricular Areas PE7a, PE7b, PE8a and PE8b (N=250)

Curricular Area	Items/Criteria	Adequately Reflected (in %)	Reflected (in %)	Not Reflected (in %)
Area- PE 7a: Creating an Inclusive School				
1	Inclusive Education	62.00	28.00	10.00
2	Children with Special Needs	51.60	40.00	8.40
3	Inclusive School	64.00	24.00	12.00
Area- PE 7b: Gender, School & Society				
4	Gender-Related Concepts	64.80	20.00	15.20
5	Forms of Gender Inequality & Issues	40.00	48.00	12.00
6	Addressing Gender Issues: Intervention and Strategies	54.00	36.00	10.00
Area- PE 8a: Action Research & Innovation				
7	Understanding Action Research	32.00	59.60	8.40
8	Conducting Action Research	48.80	36.00	15.20
9	Reporting Action Research	66.00	22.00	12.00
Area- PE 8b: Guidance and Counselling				

10	Understanding School Guidance Programme	62.00	32.00	6.00
11	Understanding School Counselling Programme	52.00	40.00	8.00
12	Tools and Techniques of Guidance and Counselling	54.00	40.00	6.00

A solid 62% of student teachers affirm that the course on “Creating an Inclusive School” critically reflects the principles of inclusive education, indicating that the curriculum is largely effective in developing sensitivity towards diversity, equity, and children with special needs. Furthermore, only 8.4% report a lack of such reflection, showing that inclusivity is reasonably well-integrated into the course structure. In the area of Gender, School, and Society, 64.8% of student teachers believe that gender-related concepts are well-addressed, while 12% express concern over inadequate representation of gender inequality and related social issues. This demonstrates a mostly positive perception, but it also suggests the need for deeper treatment of structural and intersectional dimensions of gender, possibly through experiential and context-based pedagogies. In terms of research engagement, 59.6% of student teachers strongly agree that

Action Research and Innovation are appropriately covered in the curriculum. The low percentage (12%) of those who feel the reporting aspect of action research is inadequately represented indicates that technical skills in documentation and dissemination may need further attention. The understanding of school support systems also appears strong: 62 and 52 student teachers strongly agreed that the topics “Understanding School Guidelines Programme” and “Understanding School Counselling Programme” respectively are reflected in their training. These figures reflect effective integration of school operations and psychosocial support structures, both of which are central to holistic teacher preparation under NEP 2020.

Table 7: Student Teachers Responses towards the Curricular Areas EPC 3&4 and CPC 1&3 (N=250)

Curricular Area	Items/Criteria	Adequately Reflected (in %)	Reflected (in %)	Not Reflected (in %)
Area- EPC-3 & 4 Courses Enhancing Professional Capacities:				
1	Fine Art / Performing Art (Drama & Music)	67.60	24.00	8.40
2	Physical Education & Yoga	64.00	24.00	12.00

3	Critical Understanding of ICT	64.00	30.00	6.00
4	Understanding the self	28.00	64.00	8.00
Area- CPS-1 & 3 Curriculum & Pedagogic Studies:				
5	Language across the Curriculum	58.40	36.00	5.60
6	Pedagogy of a School Subject	71.60	17.60	10.80

The responses from student teachers demonstrate strong support for the “Enhancing Professional Capacity” (EPC) component of the curriculum, particularly in its emphasis on arts, ICT, language, and self-reflection—critical areas for holistic teacher development. A significant 67.6% of student teachers agreed that their course enhances professional capacity through components such as fine arts, drama, music, and performance, suggesting that these creative modules are effectively enabling self-expression, confidence, and pedagogical creativity. Regarding ICT integration, only 6% of student teachers felt that Critical Understanding of ICT was not adequately reflected. This low percentage indicates that the majority find the ICT module to be relevant and effectively delivered, reinforcing the curriculum’s focus on digital literacy and 21st-century teaching skills. 64% of student teachers also expressed that their course encourages self-evaluation, and they are able to see their own learning and growth reflected in the curriculum. This speaks to the success of reflective practices, a critical dimension of professional identity formation and continuous improvement in teacher education. Additionally, only 5.6% of student teachers reported that language across the curriculum and pedagogy of language studies was not reflective of curricular goals. This suggests that language as a cross-curricular

competency is well-integrated in most teacher education programmes.

RESULT AND DISCUSSION

The findings of this study affirm that the NCTE-prescribed teacher education curriculum is robust in its design, with clear alignment to national priorities such as those outlined in the National Education Policy 2020 and the NCFTE 2009/2014 frameworks. The curriculum effectively addresses core domains such as educational theory, child development, inclusivity, gender and human rights, curriculum planning, ICT, and professional development. Student teachers and educators largely perceive it as comprehensive, contextually relevant, and conceptually sound. A majority of student teachers (52.8%) and teacher educators recognized that the course content reflects a sound understanding of education and its relation to society, aligning with national priorities of the NEP 2020 (MoE, 2020). Furthermore, 60% of student teachers agreed that the curriculum connects well with cultural and societal issues, supporting the idea that teacher education must reflect social contexts (NCTE, 2009). In the area of *Childhood and Growing Up*, 55.2% of respondents affirmed the curriculum supports understanding of learning theories and child development, and 58% acknowledged the curriculum’s ability to foster recognition of individual differences. This is consistent with

Shulman's (1986) advocacy for pedagogical content knowledge rooted in developmental psychology.

On inclusive education, 62% of student teachers confirmed that the curriculum adequately reflects concerns related to CWSN (Children with Special Needs), and only 8.4% felt this area was underrepresented. Similarly, 64.8% agreed that gender issues were addressed effectively, although 12% believed forms of gender inequality remained underexplored. These findings reflect a positive trajectory toward social inclusion, although implementation gaps persist (UNESCO, 2020). The *Enhancing Professional Capacity (EPC)* modules were well received, with 67.6% of student teachers affirming the relevance of fine arts, drama, and music in building professional skills. In addition, only 6% found ICT integration insufficient, suggesting a robust presence of digital pedagogy. However, some educators still advocate curriculum revisions in this area to keep pace with evolving educational technologies (Mishra & Koehler, 2006). A significant portion (64%) of student teachers appreciated the emphasis on self-evaluation and reflection, highlighting the curriculum's role in fostering reflective teaching practices. This aligns with Schön's (1983) concept of the reflective practitioner, vital for teacher autonomy and continuous improvement. In the area of educational management, 52% of teacher educators agreed that resource mobilization, review, and feedback mechanisms were clearly reflected in the curriculum. Yet, only 33.3% believed the syllabus adequately addressed legal and

administrative frameworks such as school governance, suggesting a need to strengthen institutional knowledge and civic responsibility in teacher training. While 50–67% of participants found most curriculum components meaningful and well-integrated, a consistent pattern of institutional or instructional gaps emerged. These findings echo prior research (Kumar, 2011; Zeichner, 2010) which suggests that curriculum effectiveness in teacher education often depends more on delivery mechanisms, faculty preparedness, and contextual adaptability than on curriculum design alone.

CONCLUSION

While the NCTE (2014) prescribed teacher education curriculum is well-aligned with national educational priorities and professional competencies, its effective implementation remains inconsistent across institutions. The findings from this study reveal that although the curriculum addresses critical areas such as inclusive education, child development, educational management, digital literacy, and professional capacity-building, its impact is limited by institutional disparities, faculty preparedness, and contextual factors. To ensure that intended learning outcomes are fully realized in the classroom, a continuous feedback loop between curriculum, practice, and policy is essential. Teacher education institutions must move beyond content delivery and actively engage student teachers in reflective, inclusive, and practice-oriented learning experiences. This is in line with the vision of the National Curriculum Framework for Teacher Education (NCFTE 2009, 2014) and

the NEP 2020, which emphasize holistic, equitable, and experiential learning. Despite its structural soundness, the status of pre-service teacher education in regions like Rajasthan reflects partial implementation, with notable gaps in field experience, curricular integration, and institutional readiness (Kumar, 2011). Addressing these challenges requires not only policy clarity but also systemic investment in infrastructure, human resources, and pedagogical innovation. In conclusion, the NCTE curriculum has the potential to produce professionally competent, socially responsive, and reflective teachers, but this potential can only be fulfilled through systemic reform, pedagogical coherence, and strong institutional commitment. The path forward lies in bridging the gap between curricular intent and classroom reality, ensuring that every student-teacher is prepared to lead inclusive, innovative, and meaningful learning experiences.

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