STUDY OF RELATED LITERATURES

CHAPTER - II
2.00 INTRODUCTION TO STUDY OF
THE CHAPTER - II
RELATED LITERATURE

With a view to presenting an appropriate Presentation on the Present study,
a sincerely dedicated study on the issues related to the topic is an urgent need for
the greater interest of the genuinity of the coveted outcome. Study of Related
literature helps get Primary and Secondary Sources of data. Knowledge of various
Commissions on education and their treatment on Teachers Training Curriculum
specially can help the researcher to arrive at a conclusion because it will mainly
follow the “Historical Method of Research”. From the year 1854 India witnessed
upto 2015 a good many number of Commissions on Education like woods
Despatch, Haunter Commission, Hartog Committee, Education Policy of Lord
Curzon(1854), National Education Movement (1905-38), The Culcutta University
Commission (1917 - 19), University Education Commission (1948-49), National
Commission on Education (1964-66), Secondary Education Commission (1952-
53) Mudaliar Commission, Adisheshaiah Commission and National Policy on
Education. Commissions from 1854 to 1946 only aimed at creating required
clers for running British Administration. After Independence in 1947 India
witnessed a bunch of Commissions aiming at real development and growth of the
nation and nationals through education. Some of these commissions were in
favour of inculcating amongst the students the sense of Communal Harmony,
Human values, Traditional values with humanity. But it was not so practically.

So far it is observed no any commission in India on education after
1947 could pay proper emphasis on creating humanitarian teaching forces and
this is the weakness of India’s Secondary and Higher Secondary Education for
which the country has been producing more paper-made degrees than the proper
citizens with values and humanism.
**With a view to** receiving an overall practical pen-picture on the present Study, the discussion on study of Related Literatures shall be divided in to A , B and C Categories, These Categories are given below. Category “A” has Sub-divided in to A I to V, b, C. Category “B” has been Sub-divided by I to V.

A- I) Constitutional demand on the Present Study.
   II) Socio - Philosophical demand on the Present Study.
   III) Socio - Educational demand on the Present Study.
   V) a) Focus on the Present B.Ed Curriculum of various universities of various states of India as shown through University website, with comments of the researcher.

b) Present M.Ed Curriculum of some Universities as shown in website, with Comments .

c) Present D.Ed Curriculum as shown in the website and Comment of researcher.

III) Comparative study of Teachers’ Training of India , UK and USA
IV) Present Socio-Political, Socio-Educational Scenario at the Country along with TV reportings, News Paper Reportings and National Crime Chart.

**B) COMMENT BY THE RESEARCHER**
I) On the basis of Indian Constitution,
II) On the basis of Socio-Economic Demand,
III) On the basis of National demand,
V) On the basis of Philosophical Demand,

2.01 CONSTITUTIONAL DEMAND ON THE PRESENT STUDY

AFTER GOING THROUGH THE CONSTITUTION OF INDIA AND TEACHERS’ TRAINING CURRICULUM

As our Constitution of the Country follows Socialism, Secularism, Federalism, Equality, Communal Harmony, National Integration and Inter National Friendship and Fraternity as per preamble of the Constitution of India as declared by the Constituent Assembly, Article 16 of Indian Constitution, Chapter - III of Indian Constitution where the Fundamental Rights have been incorporated under the protection of the Hon’ble Supreme Court of India, the Teachers Training Curriculum needs to be modified in accordance with the need of the Constitution to fulfill the need of the country and country men. There is no any paper in Teachers’ Training Curriculum in India under Indian Universities which provide such Constitutional Provisions of Socialism, Secularism, Democracy, Equality, Good Citizenship, Communal Harmony and National Integration without which the Teachers’ Training Curriculum can only produce paper-degrees not the proper and required human - power -
capital as teachers that can take part in the Sector of productions of human power capital further as per the need of the nation in accordance with the constitution of India. Indian Constitution gives birth to federalism. At the Union Level, there exists Union Government which is free to enact any Law under Union list. At the State Level there exists state governments which are free to enact any Laws under State List. But if any Law enacted by State Governments Stands against Union Law, the Law and or Laws enacted by the Union Government stands valid. There are three lists so far the enactment of the Laws are concerned and these three divisions are

(I) Union List   (II) State List   (III) Concurrent List.

**Under** Union list, the Union Government is the only authority to enact any law under Union List. State Governments can enact any law under State List. In case of Laws under Concurrent List both States and Union Government can enact law. In this case also, any law enacted by States under Concurrent Lists, union Law stands valid and therefore, it is more correct and Justified to say that “India is more unitary than the federal”

**Then** while there is no such Compulsory paper in the Teachers’ Training
Curriculum that can Save Indian Federalism and to maintain Communal Harmony and National Integration, Central government is to enact law so that all the Universities are made bound to add one paper of one hundred marks at least compulsory in Teachers’ Training Curriculum and this is the need of the hour for maintenance of the strongest National Unity and Integrity, which will give birth to peace, leading to national development and growth and thus the Culture Lag will be diminishing. The modification of the teacher training curriculum is a demand of the Magnificent Magna carta of free Indian federalism.

Any book on any issue possesses an Introduction either from the author or from the publisher that gives an over all idea on the matters which are the contents and also pays hints to main theme of the book. Such type of Introduction in relation to constitution is technically called as Preamble. Our Constitutional Preamble tells of the following matters and their maintenance strongly:
(I) Secularism

(II) Socialism

(III) Democratic Republic nature

(IV) Unity in diversities

(V) Equality

(VI) Communal Harmony and National Integration.

(VII) Friendship and International brotherhood.

But our Teachers’ Training Curriculum throughout the country does not follow Indian preamble and Chapter III of Indian Constitution which is a threatening to India for future generation in relation to maintain Secularism, Federalism, Communal Harmony, National Integration, Social Justice, Mutual adjustment and Inter National Peace.

Dr. Durgadas Basu Speaks, through his book “Introduction to the Constitution of India”, at Page 22-23, on the Philosophy of the Indian Constitution, “The preamble is based on the Philosophical principles of Republic, Independent India, Promoting of National and International Peace as per Art. 51 of Indian Constitution, Democracy, Political Justice, Democratic Society, Economic Justice, Social Welfare State, Social-Liberty, Equality and fraternity as per Arts. 19, 25-28, of Unity and Integrity of the Nation. Here the constitution of India expresses, neither the integration of the people nor a democratic political system could be ensured with infusing a spirit of brotherhood amongst the heterogeneous population, belonging to different races, religions and Cultures.”

Here it is clear that Constitutional Philosophy pays more stresses on National spirit of brotherhood the other name of Communal Harmony.
But our country’s Curriculum for Teachers’ Training has willingly and or unwillingly denied Communal Harmony. Thus, to honour the Constitution, the Teachers’ Training Curriculum of the country under different Universities must include Communal Harmony and National Integration through man-making Policy as a compulsory paper of one hundred marks at least for the people, by the people and of the people with the inclusion of the process and maintenance of Social Justice.

**2.02 SOCIO - PHILOSOPHICAL DEMAND FOR THE PRESENT STUDY**

Where all Sciences end, Philosophy begins. Philosophy directs the ways to achieve the aims and objectives. Therefore, Educational Philosophy directs us how to achieve aims and objectives on Education for future life. Philosophy that directs to achieve educational aims of a country is the Educational Philosophy.

A brief review of the Vedic Philosophy on Syllabus on Education and training tells of the under mentioned issues:

(a) Language and literatures to be taught
(b) Mathematical Calculation included in the Vedic Education Systems.
(c) Science and agronomy was the another speacility of Vedic Education.
(d) Weapon - Training was in the Syllabus.
(e) Yoga - Culture was at the top priority.
(f) Humanism and love to man kind was included and this gave a clear rise of the then India which at present remaining absent from the present Teachers’ Training Curriculum.

Therefore, it becomes certain that Vedic India trained their teachers’ on humanism, love, friendship, fraternity and love to all under the Sun.
A brief review of Buddhist educational Philosophy, it is found that there also exists teachers’ Training Programme through the Buddhist “Educator - Sramans”. Buddhist Philosophy on Education and Training to Teachers’ included then, in the syllabus of Teachers’ Training with all other Subjects a paper on “LOVE TO MANKIND AND HUMANISM”.

The Then Nalanda and Taxila University used to Train up the teachers’ in such a way as the would be teachers may be well-equipped in preaching love and respect to Mankind, Friendship and Fraternity for the world as an Indian. Buddhist Philosophy extended Message on world peace following the Principles of “BASUDHIBA KUTUMBAKAM”.

Some Educational Philosophers say, “Education is Bi-polar” while some say “Education is Tri-Polar. Adams the eminent educationist advocated BI-POLAR PROCESS”

ROSS, the Educational Psychologist and Educational Philosopher also supports BI-POLAR PROCESS.

But John Dewey the pragmatist follows Tri-Polar System of Education taking with the mentioned I - III factors.

(I) Educator / Teacher
(ii) Educands and (iii) Subject matter / Curriculum for Society.

The Tri-Polar education is being expressed through Figure “E” given below

**FIGURE - 04**

![Tri-Polar System of Education Diagram](image)
Now-a-days, world is on the way to follow Pragmatism. Thus Tri-polar Education System is needed. Curriculum favouring the Society in the other name of Social Justice leading to peace is to be followed by humanism.

**Therefore**, from the Philosophical point of view the TRI-POLAR System is an accepted truth of the World and thus the curriculum for would be Teachers Training is to be included where it is expressed. that constitutional demands are to be associated with human power training with value education along with:

(I) Indian Federalism
(II) Indian Secularism
(III) Indian Democratic Republic
(IV) Communal Harmony and National Integration.
(V) Secularism,
(VI) Process of peace and amity
(VII) Love to nation and nationals with humanism.
(VIII) Inter National friendship.

### 2.03 SOCIO - EDUCATIONAL DEMAND

**Society** needs education and education develops Society with peace, progress and total development. Therefore, there exists an internal relationship between Society and education.

**Aims** of Education depend on the nature of Society or a Country. Nature of a Society depends on the nature of Political atmosphere. While a dictatorial State maintains dictatorial aims of education. a Communist Country follows the System of Communism. In the like wise manner a country or a society like India, with multi-religions, Castes and mixed culture, is to follow Socialism, Secularism as well as
Communal Harmony and National Integration with friendship, brotherhood and fraternity and similarly India’s Constitution follows all these principles of Secularism and Communal Harmony. Therefore the aim of democratic India as a Social welfare State with Secularism must have secular pattern of Education Policy which is to be reflected in the Teachers’ Training Curriculum with cent percent Security in the name of “Indian Integrated Secularistic Democracy” without which India can not Shine.

Vincent Smith, the world famous Historian is in his opinion, “India Possesses Unity in Diversities” and therefore, Unity in Diversities and its ways to maintain, must be in Teachers’ Training Curriculum.

Dr. R. C. Mazumder, the World famous personality on History tells, “India is having different religions, different cultures, different castes, food habits, Unique dresses but the country Unites every thing into a Common Stream of Patriotism with National Unity and Integrity and therefore Teachers’ Training Programmes and the Curriculum must follow principles of ways to maintain unity in diversities as an independent subject Compulsorily.

Therefore, it would be more effective for the Interest of the Nation and the Nationals to redefine B.Ed, M.Ed and D.Ed Curriculum in accordance with the Indian Culture and Philosophy aiming towards reaching to the highest glory to achieve constitutional and social demands as these are national needs and to be fulfilled in Teachers’ Training Curriculum for the common interest of the nation and nationals to keep India free from the evil paws of terrorism.
2.04  PRACTICAL STUDY ON RELATED TEACHERS’ TRAINING UNDER UNION MINISTRY OF EDUCATION DURING 1965-1966 EXPERIENCED BY THE RESEARCHER AS A STUDENT FROM WEST BENGAL AN ALL INDIA LEVEL PGDPED PROGRAMME UNDER EDUCATION MINISTRY, GOVERNMENT OF INDIA (1965-66)

In the year 1965-66, particularly from and during May 26th. 1965, the Ministry of education, Government of India started one orientation Course for Teachers’ Training at Barwaha Central Training Institute located at 65 Kilometres away from Indore of Madhya Pradesh and the other Training Institute at Sariska in Alwar in Rajasthan, which, including the Researcher of the Present Study, along with 16 male and female teachers from West Bengal and same number of teachers from other States of the country, were attended as the In-Service-Teacher-Trainees for a complete year on deputation. It was previously named as National Discipline Scheme of the Union Government and during the training period the same, training had been re-named as National Fitness Corps Training under the Directorship of Mr. D.G. Wakharkar and Major General A. S. Pathania as Director General.

West Bengal code at the Central level of the researcher of Present Study was BAR/65/WB/19. It was a Post Graduate Diploma Course in Education under Union Education Ministry and the curriculum of which is given hereunder.
2.04.01 CURRICULUM ACCORDING TO

VIVEKANANDA

Education is the Continuous process. Further education is the preparation for future life. Education beautifies human beings according to Rabindranath Tagore the world famous poet. According to Swami Vivekananda the great Indian monk, “Education is the manifestation of perfection already in a man”. Education as per Maharshi Dayanand Saraswati is to know thyself.

VIVEKANANDA’S FIRST VIEW OF EDUCATION IS TO BRING OUT FROM THE STUDENTS QUALITIES AND HUMANITY.

According to Swami Vivekananda, education is the only way to prepare a proper and humanly man for Society and such a potential force of truly humanistic professionals for the country is the need of the hour. Education prepares human-power capital for the country and education be given to top priority for the sake of development of growth of humanism and thus development of nation. There is no place of brutality in education. Education is to be Non-violent in nature.

The great Swami follows the pragmatism taking all excellent matters from the Western countries combined with moral values, Social values, patriotism, fellowship, friendship, nationally and internationally. Properly honest and nation loving citizens shall have to be created through Curriculum and while teachers are the vanguards of the nation, Friends, philosophers and Guides of the present students, Teachers’ Training Curriculum shall have to be framed basing on the need and emergence of the nation as per Indian system of
education to bring out all round development. Plato was in believe that talent
does not depend on non-genetically and therefore talent must be found in boys
and girls born in any Social class. Mohandas Karmchand Gandhi popularly
known as Gandhi-the father of the nation - India, believes basic education as
the need of country-loving students as a part of Wardha Scheme to be generated
by the Teachers’ Training through the Teachers’ Training Curriculum to
produce proper man. He wanted Indianization of education with international
aspects which is good enough for safety, security, peace, progress, friendship,
fraternity and love to people going across the national level to International
level. Gandhi’s another view on education is that education shall follow non-
voilence. In education which is the reflection of his non-voilent movement
against British exploitations up to 1947, 2nd week of August.

Now-a-days, in the country it is seen that violence in education has
been taking places in some educational Institutions in the shape of Ragging.
To follow Gandhian principle of Non-voilence in education attempts are
there for preventing education from violence but there shall be a law for the
land in place of directives. Union Government shall have to enact Law on
the maintenance of Non-voilence in Education, sooner the better.

Vivekananda was the first educational philosopher who tells of
Introduction of the Indian philosophies of Vadanta and Yoga to Western
world and is credited with the raising the issue of man-making education
along with efficient professionals. Vivekananda is the follower of
nationalism and Internationalism both..
Curriculum of Teachers’ Training plays a vital role in development of properly trained successful teachers who only can bring out proper citizens for the country.

According to Swami Vivekananda the Teachers’ Training Curriculum is to follow the main principle of Man-Making-Education through the inclusion of the following characteristics:

(a) Literature,
(b) Mathematics and statistics,
(c) Sciences,
(d) History and Geography,
(e) Advanced Age-based modern Sciences,
(f) Modern Technological know-how,
(g) Teaching Abilities,
(h) Value oriented education with totality,
(I) Indian Traditions of Humanism and good International Relationship.

The Great Swamiji further advocates the inclusion of freedom in education and culture so that India as a nation can show to the world the way of humanism with peace and amity. He further advocates in favour of inclusion of the “Yoga” in the curriculum to achieve mental stabilities. In an efficiently bold lecture in America in August, 1895 the great Swamiji expressed his principle of Man-Making-Education with nationalism. Later M. K. Gandhi, Dr. Rajendra
Prasad, V. V. Giri and Sarojini Naidu followed Swami Vivekananda on the matter of Educational Curriculum of the Teachers’ Training Principles of Vivekananda.

2.04.02 DETERMINANTS OF CURRICULUM DEVELOPMENT

Preparation of Curriculum for Teachers’ Training needs proper attention of the Curriculum planners. They are to be well aware of the modern trends of the Society, current development, Government circulars, UGC circulars and present Scenario of the country going on Researches in education is to be taken into consideration.

There are several factors which are to be in the planning of the Teachers’ Training Curriculum and these factors are given below:

(a) Philosophical factors,
(b) Sociological Factors,
(c) Needs of the Society,
(d) Scientific and Technological changes,
(e) Circulars, Rules and Regulations made or is to be made by the Government of a Country,
(f) Psychological factors,
(g) Humanism,
(h) Current developments through Educational Researches.
2.04.03 THE NEED OF MODIFICATIONS OF THE
TEACHERS’ TRAINING CURRICULUM IN THE
PRESENT SCENARIO IN INDIA (2016).

In Indian Scenario at present, it is observed that the degradations of Sociological, Philosophical, Economic and Political arena are hovering in the horizon of the Country. Safety, Nationally and Individually, is at a stake. Sense of humanity is lossing its natural ways. The culture Lag is greater. In some places humanism is disturbed by inhumanities.

Weaker Sections of the society are being exploited sometimes. The National Income is coming down leading to less of per-capita Income. Inequal Distribution of national wealth is in existence. All these are the reasons for which there is to be a modification of Teachers’ Training Curriculum as quick as possible with a view to making India as a great factor in the earth. It is because of the fact that only Education rightly needed Teachers’ Training Curriculum. If teachers are trained humanly, the students-the future generations-will be humanly and thus it will be helpful to make India Great.

In the same lecture at America Swami Vivekananda raised a slogan for Humanism, Nationalism and Internationalism. At the same time he expressed spiritualism for the whole world where the Swami expressed further, “England lives in with 3B’s – (1) Bomb,

(2) Blood and

(3) Brandy.”
He told further that England exploits the whole world. History will not forgive England. Thus by saying, he supported Indian Movements for Independence both in the ways of Peaceful agitations and Militant Nationalism, Dr. Raja Gopalacharaya rightly remarks, “Vivekananda is the Pole-star of Indian Independence Movement, Educational and Cultural development and Freedom.

2.04.04 OBSERVATIONS

Our Teachers’ Training Curriculum is English patterned and following rote-learning and very recently one year training has been taken a turn into 2 years but with an eye-washing modification that deserves further Modifications for the maintenance of the Growth of GDP, per capita income, development of individuals and nation, Nationality and with Global Perceptions of peace, progress and happiness nationally and Globally through perfect Teachers’s Training Curriculum.

India is having safety problems individually, Socially, morally, economic and political. Present Scenario tells of higher growth rate of crime, may be against women sections, weaker sections, senior citizens categories, Murders and sometimes dishonesty. All these are the national evils. Further terrorism is in its highest peak. This is the high time for National Planners to modify the Teachers’ Training Curriculums as described by Swami
Vivekananda as the “Panacea” to solve all problems.

Suggestions to National Planners are given below:

(1) Formation of the National Teachers’ Training Curriculum committee taking members from all the states and union Government.

(2) Prepare a draft Curriculum and Circulate the same for peoples’ mandate, Schools, Colleges, Universities and B.Ed Colleges staff for further comments.

(3) Taking feedback on the Draft-curriculum,

(4) Then re-sit again to assess the public comments and then find the viability of the draft. Intention is to popularize Teachers’ Training Curriculum which only, if exact, can successfully bring total development, growth in all sections of the people and Terrorist free state. So is the need of Swami Vivekananda on his curriculum

(5) It is a matter of fact justified enough to tell if unable to modify the Curriculum as per the need of the hour the History of Indian education will not forgive the Planners. Therefore modifications are to be really treated as the Prime-need which is to be actualised sooner the better.
2.05 THE CURRICULUM OF THE POST GRADUATE TEACHERS’ TRAINING PROGRAMME UNDER
MINISTRY OF EDUCATION, GOVERNMENT OF INDIA
(1965-1966)
UNDER MAJOR GENERAL A.S.PATHANIA AND COMMANDANTSHIP OF D.G. WAKHARKAR AT BARWAHA AND SARISKA

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<th>Paper No.</th>
<th>Subjects</th>
<th>Theory</th>
<th>Practical</th>
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<td>2nd. Paper</td>
<td>Psycho-Pedagogy</td>
<td>100</td>
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<tr>
<td>3rd. Paper</td>
<td>History of Education (Past &amp; Present)</td>
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<td>4th. Paper</td>
<td>School Management and Administration</td>
<td>100</td>
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<td>5th. Paper</td>
<td>Simple Anatomy, Physiology and First Aid</td>
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<td>National Ideals of good Citizenship</td>
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<td>6th. Paper(B)</td>
<td>National Integration, Community singing of all states</td>
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</tr>
<tr>
<td>7th. Paper</td>
<td>Mental Health</td>
<td>100</td>
<td>–</td>
</tr>
<tr>
<td>8th. Paper</td>
<td>Drill &amp; Marching, firing, Malkhambs, Gymnastics, Lezim and Community Songs of all the states</td>
<td>100</td>
<td>50</td>
</tr>
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<td>9th. &amp; 10th. Papers Teaching abilities</td>
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<td>(b) 100 50 50</td>
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OBSERVATION

*** This Curriculum of Ministry of Education, Govt. of India during 1965-66 does not possess Computer Education because during those days Computer was Far behind from India. This Curriculum for Teachers’ Training is better than those of Present Curriculum for B.Ed, but still it does not contain man making
education with moral values fully.

* The indicated 6th. Paper is to be considered in the Curriculum of 200 marks. which also is to be included with National Ideals of good citizenship Communal Harmony, Secularism, Peace & Progress.

Indian Constitution Signed and accepted by the President of the Constituent Assembly of India in November, 1949 tells of democracy, Secularism, humanism, friendship, fraternity, Communal Harmony, good International Relationship.

The Constitution offered the Citizens of the Country some fundamental rights like:

1) Right to life,
2) Right to property,
3) Right to Freedom,
4) Right to freedom of Religion
5) Education and Cultural Rights
6) Right against exploitations
7) Right to constitutional Remedies

In the 42nd Amendments of the Constitution of India Smt. Indira Nehru Gandhi inserted in the constitution the World “Socialism” and thus the Constitution received wider written concept as a Social Welfare State.

This Teacher’s Training Curriculum is almost suitable to suggested modification of the old Teachers’ Training Curriculum but still it is Logging behind:

a) Knowledge of Constitution,
b) Rights, fundamental rights of the Citizens
c) Preamble of the Constitution
d) Secularism
e) Love to weaker sections of the society

Therefore the curriculum of the Teachers’ Training 1965,66 needs to be joined with IGNOU’s Curriculum after attaching “a” to “e”.
2.06 FOCUS ON THE PRESENT B.Ed CURRICULUM OF DIFFERENT UNIVERSITIES IN INDIA (UP TO 2014 - 2015)

In India B.Ed Degree Course is going on with different Colleges and Universities under the recognition of National Council of Teacher Education, New Delhi. The curriculum of B.Ed Course is almost same with simple variations of the names of the subjects and papers of other states. The curriculum of B.Ed of the Osmania University is given here under.

A Thorough study of all these Curriculum has been carried out carefully and comments have been given at the end of Chapter - II - the study of Related literature which is self explanatory to explain and support the researcher’s view in an all-out manner. A thorough study on the curriculum of all other Universities like Annamalai University, Kurukshetra University, Maharshi Dayanand University, Burdwan University, NSO University, Andhra University, Choudhury Devi Lal University, IGNOU etc. has been carried out carefully. The study of the curriculum of such Universities are shown in a chart as a comparative study whether these Universities are having any scope for Man-Making Education or whether this curriculum is accordance with the constitutional provisions or not.

A chart is being added as the comparative study of all the Universities in relation to B.Ed Curriculum The Chart is shown as “A” but before putting the Chart the researcher attempts to place one - sheeted OSMANIA UNIVERSITY B.Ed Curriculum with other Universities to compare with these universities.
2.06.01 OBSERVATION ON
TEACHERS’ TRAINING CURRICULUM

B.Ed Curriculum of Osmania University is not fully following man-making Curriculum. This Curriculum can prepare a Teacher with less morality and therefore students under the teachers prepared under this curriculum can not be motivated with the National Ideals of good citizenship. Therefore, Osmania University curriculum for B.Ed deserves to be modified towards national directions to achieve national welfare.

The B. Ed Curriculum of Osmania University Lacks preparing proper human power capital in the shape of Trained Teachers because of the fact that it follows only. professionalism and neither humanism nor socialism. It follows the principles of neither Swami Vivekananda nor R. N. Tagore and there this syllabus is not in accordance with the national needs.

The Teachers’ Training that does not create a Socially useful Teaching force is of neither usable nor desirable.

Any Teachers Training Curriculum is to be National-Oriented first and then Inter-National Oriented. Therefore the Curriculum of Osmania University fails to add better citizenship which is the need of the hour at present scenarios in India.

There shall have to be uniform pattern of Teachers’ Training Curriculum throughout the country with some state-wise specialities because “Education” is in the Concurrent list amongst the three lists of this State of India as a “Federalistic” State in Political nature.
2.06.02 OBSERVATION ON BU AND SKBU

B.Ed Curriculum of Burdwan University does not provide constitutional requirements and needs to be nourished with Introduction of Communal Harmony and Humanism with Secularism. Astonishingly the land of the great Educator Swami Vivekananda has forgotten the principle of Man-Making-Education as advocated by “Swamiji”. Proper nourishment is required sooner the better.

India at present from 1947 till date has been passing through various types of problems - problems on humanity, honesty, terrorism, Communalism some times and some where the Curriculum of the University of Burdwan is to be modified in accordance with the present Socio-political, Socio-educational atmosphere sooner the better.

Same is the matter with the Teachers’ Training Curriculum of Sidhu Kanho Birsha University, Purulia in West Bengal.

These two Universities – BU and SKB University need modifications on the issue of Teachers’ Training Curriculum with:

(1) Nationalism,
(2) Internationalism,
(3) Humanism,
(4) Secularism,
(5) Patriotism,
(6) Social Awareness in ful.
(7) Love to weaker sections of the Society.
(8) Love and respect for India’s culture and Traditions.
2.06.03 OBSERVATION ON
NSOU, KOLKATA

B.Ed Curriculum of NSOU, KOLKATA University does not provide constitutional requirements as needed today to maintain Communal Harmony good citizenship and qualities to be the good nationals and, therefore, needs to be nourished with Introduction of Communal Harmony and Humanism with Secularism.

Teachers’ Training Curriculum thus of NSOU, Kolkata does not suit to the present Scenario going on in the States of India. Mal-practice, in-humanism, murders and killings for honour along with Social, moral, legal violations of the Countries rules, regulations and laws are becoming greater than of 1947 and, is, therefore needs to be modified in relation to present Scenario going on hurting citizen’s interest and thereby the common interest of nation.

The curriculum of NSOU must follow (a) Socialism, (b) Humanism, © Indian Philosophy, (d) Indian Philosophers like R. N. Tagore, Swami Vivekananda, Maharshi Dayananda, Aurobinda Ghosh fully to maintain the Principles of :-

1. Bashudhaiba Kutumbakam - All are my relations,
2. Humanistic approach
3. Social Bindings,
4. Spiritualism,
5. Realism,
6. Idealistic Idealism,
7. Pragmatism and
8. Man-Making Education
9. Neo-Vedantism and
10. Good matters of Western Educational Philosophy.
B.Ed Curriculum of KURUKSHETRA UNIVERSITY also does not provide constitutional requirements and needs to be nourished with Introduction of Communal Harmony and Humanism with Secularism along with man-making educational principles of the great Swami Vivekananda for the Common interest of the Nation and nationals.

It does not follow neither Western Philosophy nor Indian Philosophy. Man-making Education of the great Swami Vivekananda is far away from this Curriculum of Kurukshetra University of Haryana State though Man-Making is needed. What is the need is the inclusion of a full paper, Compulsory in nature, on humanity, Socialism and Communal Harmony without which the Curriculum could not create a Socially useful purposive Teaching Force to prepare the future human-power-capital for the interest of the Indian Society.

India needs, now, a Scientifically based true human power force as the highly motivated successful teachers who will not only teach the subjects of studies but also shall incalculable amongst the students-trainees the following :-

(a) Love for the country,
(b) Love for the Society belongs to,
(c) Love and respect to constitution,
(d) Love and proper respect for Women Section,
(e) Love to family members,
(f) Love to Internationalism,
(g) Patriotism and fellow feelings,
(h) Knowledge of UN, On Educational Affairs specially, Teachers’ Education,
(I) Knowledge of UNESCO, On Education specially Teachers’ Education.
(j) Global education specially Teachers’ Education
B.Ed Curriculum of PATIALA UNIVERSITY should be modified with the inclusion of Swami Vivekananda’s man-making education along with all humanitarian values and love to Nation.

International friendship and fraternity is to be added in the Curriculum of Patiala University. Man-Making System is to be a must in the Teachers’ Training Curriculum without which the Curriculum will be meaningless.

There is lack of some particular matters in Patiala University which are given below.

(a) Proper Humanism,
(b) Teachings on Patriotism,
(c) Teachings on Man-Making-Education,
(d) Love to Nation and Nationals,
(e) Love to International Communities,
(f) Soft mindedness for Weaker Sections of the Society like disabled persons, helpless children and Senior Citizens.

Without all these above mentioned factors described from “a” to “f” a Teacher can not be a real Teachers. A real Teacher is the friend, Philosopher and guide to his / her students and thus of the Society.

A real teachers is to turn a raw-child in to proper human power capital for the country with rightly adopted feelings with humanitarian outlook and with the essence of communal harmony.

Teacher Training curriculum should not only create professionalism but with humanism also.
B.Ed Curriculum of LUCKNOW UNIVERSITY needs to be modified with the inclusion of constitutional requirements to prepare good citizens for the country with Man-Making education to save the nation. Now-a-days in our country dishonest in all most all the sectors of the Society are in existence. Over and above humanity is at a stake. Fellow feelings are not there. Weight age in the Constitution was not given.

We have forgotten that we are also the part of present global village that tells of Internationalism without terrorism. In our Country 26/11 is an Ulcer in the body-politic of India owing to terrorist attack. Now a days the whole of the world almost are in problems due to terror-attacks. To minimize such attacks Curriculum may be a good shelter.

To keep India free from the Cruel hands of terrorism is to be renovated in such a way where the Teaching Force shall act as the “Internal Solders” without military uniform to create Civic Soldiers in every houses with professionalism and humanism to fight against terrorism to make Indian Society happy, peaceful and trust worthy to other nations.
2.06.07  OBSERVATION OF KASHMIR UNIVERSITY ON TEACHERS’ TRAINING CURRICULUM GOING ON AT PRESENT

B.Ed Curriculum of KASHMIR UNIVERSITY shall have to be modified as per the constitutional directions to create Secularistic personalities with National ideals of good Citizenship for the survival of the Country with full-fledged Integrity. Specially the University of Kashmir is to take precaution on the issue of the terrorism which has become a part of Kashmir.

It is learnt from day to day news papers that some good number of youths are going on the wrong way. The number of such dissatisfied youths are innumerable. If the Country wants those wrong-way-goers at the national Stream of patriotism KU is follow the following as quick as possible :-

1) A thorough Change of Teachers’ Training Curriculum,
2) Earning while learning,
3) Essence of Indian Constitution,
4) Humanism along with Nationalism.

It is sure and confident that if exact Curriculum is followed to prepare proper human power capital the wrong-way-goers will certainly come back to main stream of Patriotism of the Country.

Thus through modified Teachers’ Training Curriculum Jammu and Kashmir will smile with happiness, peace, progress, integration and security with tourism development also. Therefore for the need of adjustment of peace, growth, development as well as integrity the Teachers’ Training Curriculum is to be Constitutionalized fully. The current curriculum also is not nationalistic and therefore needs to be modified.
2.06.08 COMMENT ON THE PRESENT SCENARIO
IN RELATION TO PRESENT TEACHERS’ TRAINING
CURRICULUM

Some Teachers’ Training Programmes of the country shown in the present study that these are specially meant for making professionals only neglecting man-making education and Man-Making Professionals.

A good teacher, a good engineer, A good physician are to be professionals undoubtedly but if the professionals are not made true citizens then the professionalism without being a model citizen, good professionals are seen to be with negation and only. Shall help the society to be at the highest mount of crime chart.

Our present Socio-political Scenario of honour killing, assassinating mother by son, daughter-in law by father-in-Law, un-cared death of patients at the Hospitals, women harassments all these are due to the Single - Sided curriculum of our Teachers-Training where there exists less scope to prepare proper human being. So these Teachers’ Training Curriculum shall have the need to be re-evaluated and modified to directions to the exact bring out such a potential force of teaching power that can bring out proper professionals with humanism, secularism, federalism and national ideals of good citizenship with a view to reaching the national end as directed by our constitution of India.

According to News served by the PTI, an IAS Officer throws his old mother out of her building, a military officer is a suspect to hand over national security plan to enemy country. All these present scenario are the result of
Non-man-making B.Ed curriculum in the country. While Mr. X, Y and Z are the teachers without training on constitution, Communal Harmony and Value Education, how do these teachers’ can bring out good citizens with professionalism and proper humanism with secularistic views. Now-a-days the newspapers become full of News with family murders, business murders political murders, rape, gang rape, taking hush money, supporting terrorism. All these have been the common scene before us. These are mainly due to absence of Man-Making Education policy of Swami Vivekanand in the Teachers’ Training Curriculum.

Once the Soviet Russia ignored all these qualitative policies and principles from their Teachers’ Training Curriculum and result is that the USSR now has been broken into pieces. The country-USSR-has lost its Supremacy over the World. Indian Curriculum Planners must consider the above mentioned facts of the then USSR and act accordingly.
## CHART - A

### 2.06.09 STATUS SHOWING THE B.Ed CURRICULUM-AT A GLANCE OF VARIOUS INDIAN UNIVERSITIES ON THE ISSUE OF RELATIONSHIP WITH THE CONSTITUTION OF INDIA OR NOT

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of University</th>
<th>B.Ed Syllabus Full Marks</th>
<th>No. of Subjects/Paper</th>
<th>Whether paper on Man Making Education is there or not</th>
<th>Whether Syllabus follows constitutional Provisions or not</th>
<th>Remarks of the Researcher</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Osmania University</td>
<td>1000</td>
<td>Theo-8 +Pract.-2</td>
<td>No</td>
<td>No</td>
<td>Does not provide constitutional requirements and needs to be nourished with Introduction of Communal Harmony and Humanism with Secularism</td>
</tr>
<tr>
<td>02</td>
<td>Kurukshetra University</td>
<td>1000</td>
<td>Theo-8 +Pract.-2</td>
<td>No</td>
<td>No</td>
<td>Does not provide constitutional requirements and needs to be nourished with Introduction of Communal Harmony and Humanism with Secularism</td>
</tr>
<tr>
<td>03</td>
<td>CDL University</td>
<td>1000</td>
<td>Theo-8 +Pract.-2</td>
<td>No</td>
<td>No</td>
<td>Does not provide constitutional requirements and needs to be nourished with Introduction of Communal Harmony and Humanism with Secularism</td>
</tr>
<tr>
<td>04</td>
<td>Burdwan University</td>
<td>1000</td>
<td>Theo-8 +Pract.-2</td>
<td>No</td>
<td>No</td>
<td>Does not provide constitutional requirements and needs to be nourished with Introduction of Communal Harmony and Humanism with Secularism</td>
</tr>
<tr>
<td>05</td>
<td>Andhra University</td>
<td>1000</td>
<td>Theo-8 +Pract.-2</td>
<td>No</td>
<td>No</td>
<td>Does not provide constitutional requirements and needs to be nourished with Introduction of Communal Harmony and Humanism with Secularism</td>
</tr>
<tr>
<td>06</td>
<td>Annamalai University</td>
<td>1000</td>
<td>Theo-8 +Pract.-2</td>
<td>No</td>
<td>No</td>
<td>Does not provide constitutional requirements and needs to be nourished with Introduction of Communal Harmony and Humanism with Secularism</td>
</tr>
<tr>
<td>07</td>
<td>Vidyasagar University</td>
<td>1000</td>
<td>Theo-8 +Pract.-2</td>
<td>No</td>
<td>No</td>
<td>Does not provide constitutional requirements and needs to be nourished with Introduction of Communal Harmony and Humanism with Secularism</td>
</tr>
</tbody>
</table>
2.06.10 OBSERVATION ON S.V.N. UNIVERSITY

In the 4th. unit of S.V.N.U., Sagar, M.P., an attempt has been made to include some of the portions of the constitutional items but not fully. Humanitarian views and values have not yet been included. So, humanitarian values, India’s traditional outlook and value education with social mobility are to be included no sooner the better. The university is in the name of great Indian monk cum Socio-educational Philosopher-Swami Vivekananda. It is assumed that the University is to follow the principles of the great Swamiji but astonished to observe that Vivekananda’s Principles of education have been either denied or ignored.

Vivekananda’s educational Policy and Social Policy are same and equal. Both these two are both side of a single coin. So these cannot be ignored or denied.

The great Swami tells, “Education is the manifestation of perfection already in a man”.

He further tells that it is a continuous process from birth to death that is a life long process.

The Swami also tells of teaching humanism. He is the first person spoke of loving to mankind is loving to God. He is the first person on the earth who brought a new idea of education. This is distance mode by telling, “If mountain does not come to Mohammed, Mohammed must go to mountain”. It does not only tells of distance mode of education but also humanism and Socialism in education which SVNU, Sagar lacks and therefore needs modifications.
2.07.00 STUDY OF RELATED LITERATURE SHOWING PRESENT SOCIO-EDUCATION, SOCIO-CULTURAL, SOCIO-ECONOMIC STATUS OF OUR COUNTRY THROUGH NEWS PAPER CUTTINGS.

Some News paper cuttings (attached in Annexure-V) are forwarded with the present study which will indicate how horrible status of our society is having at present.

Out of these News Paper Cuttings it is clear that our present conditions of the country in all most all spheres are not alright which is due to non-man-making education curriculum of our Teachers’ Training programme.

Important news appeared in Several News Papers, registered under the Registrar of the News papers of the Government of India, out of thousand, a few only, clearly speak of how the Indian Society is being degraded morally, Socially, politically.

Scanned copies of some particular news served by the registered news papers are given in Annexure-V hereafter to show the present social status of our country, as on date.

The News Paper Cuttings attached in Annexure - V tell of Social, Moral, Legal, Ethical degradation of the country step by step following Law of Diminishing returns of Economics. These are to be taken into consideration to make-up in the Teachers’ Training Curriculum.
2.07.01 TRANSLATION FROM HINDI TO ENGLISH OF THE NEWS ON GDP AND PER CAPITA INCOME

The above is the NEWS circulated by HINDUSTAN dated 23/07/2015 (attached in Annexure-V showing in Hindi that if totally world income is Rs. 100/- then India is having an income of Rs. 2.74, China is having Rs. 13.9, The USA is having Rs. 23.32, Germany having Rs. 5.17, Zapan with Rs. 6.18. Thus it indicates our per capita Income is lowest of the lot.

Observation

India is the 2nd Largest populated Country after China. China and India’s share of income indicates that India could not develop its human power capital properly due to absence of the qualities on humanity, sincerity, moral values in the Teachers’ Training Curriculum going on presently.

More over according to assessment made and circulated by the “AAZ TAAK” on 24th July, 2015, India shall topple China with the number of population as to be with in 2022. But even to this day our GDP is not growing hope fully.

Modification of Teachers’ Training Curriculum is needed because it has less relevance with the present scenario of the Country.

If total national incomes of all the countries stand as Rs. 100/- then Indian share of income stands to be Rs. 2.74 only which is the ultimate result of our Teachers’ Training Curriculum’s lacknes.

This indicates our national income as well as per Capita income is very
lower due to the fact that we have prepared only professionals and not humanistic professionals. So, is the situation of our income ratio.

Today's students are the human power capitals tomorrow. If these students one not being taught by the Qualitative teachership is bound to be the grand failure with a view to raising our GDP there is to be properly Trained Teachers with qualitative approach to bring out further right and useful human-power-capital in the shape of students of Teachers’ Training.

The raising of G.D.P. not only depends on number of huge population but also on dedicated and humanistic population. Who can add a better go to Economic growth allowing commoners of the country with required bread and butter.

Switzerland is a very small and mountainous country with very very less number of population but still its G. D. P. is higher. The Reason is that their Teachers’ Training Curriculum does not only produce professionals but also humanistic ideals of good citizenship.

India with 120 crores population is to learn from Less-populated country Switzerland on the issue of education and training.
The controller of examination department of the BU supplied very very less number of question papers at some examination centers of the BA & B.Com examination. following which there was chaos and catastrophe in the examination centers.

COMMENTS:

This News indicates, our Teachers’ Training Curriculum is a grand failure in producing expert educational administrators and coordinators.

Thus the curriculum of Teachers’ Training is having less relevance at the present status and therefore needs addendum with human power skills with capacity.

to days’ educational administrators are the creations of those teachers who were trained by the previous Teachers’s Training Curriculum where there were no constitutional touch, no humanism taught, no teaching of moral values were there. Indian Traditions like ‘Basudhaiba Kutumbhakam’ – All are my kith and Kin– were also ignored. Our old aged B. Ed Curriculum could not produce efficiency with all. Only a few are found with efficiency, but this is due to personal attempt of these few persons.

Dynamic Abilities. Here lies the lackness of the Teachers’ Training Curriculum. Though from 2014-15 onward new two years programme has been started it is no doubt an eye wash.
SOME CRITICS CAN FAVOUR CURRENT CURRICULUM

Critics may tell that Vidyasagar, Swamiji, Maharshi Dayananda, Aurobind Ghosh, R. N. Tagore, Mahatma Gandhi, Pt. Jawaharlal Nehru, Moulana Abul Kalam Azad, Netaji Subhash Chandra Bose Sarojini Naidu, Smt. Indira Nehru Gandhi, Lal Bahadur Shastri are the creations of this Teachers Training Curriculum. So the critics may be in opinion that the Curriculum, if can produce such above personalities of high national importance then how it can be said that this Curriculum is bohus.

ANSWERS TO THOSE CRITICS FAVOURING THE OLD ONE IGNORING ANY CHANGES

It is certain that the above named persons are undoubtedly super-personality during those days of imbalance Curriculum of Teachers Training but it is also a fact, proven ofcourse that these personalities were actually socialised by their families, parents and some Gurus who were people loving, humanistic, Secular and Nation loving. The influence of Teachers Training could not made them influenced at all. Some time Rabindranath Went against rote-learning of the Curriculum. In an allegorical story the world famous poet explained how does rote-learning make anti-national people in the country to fulfil the required clerical forces and babus who will be the only supporter of the English-the then ruling power in India.
The Visva Bharati, the Central University, has become the producer and protector of economic dishonest persons, alleged rapists and Women harassments. These persons are the productions of Secondary curriculum under, Teachers’ Training Curriculum of our country which indicates only irrelevance. The Hon'ble High Courts Judgement is a hallmark on the irrelevancy. Lord Grassam’s Theory, – “Bad Money Drives out good money out of Circulation” – here seems to be applicable with deep agony.

Country only can shine while its people are honest, Sincere, devoted, dedicated as well as patriotic in nature. If the people of the Country does not get touch of an acceptable and reliable Curriculum of Teachers’ Training, no good number of people will be produced and therefore dishonesty, disorder, disobedience will be arround the country. Thus valueless education shall disturb properly valued education. And thereby such unbearable situations will be coming one after the other. Therefore is the need of modifications of the Teachers’ Training Curriculum.
2.07.04 NEWS PAPER NAME : BARTAMAN (BENGALI DAILY FROM CALCUTTA)
REPORT FROM NEW DELHI 27/07/2015 (PTI)

Tells thus:

Ex-Central Minister was awarded 4 years RI by the Hon’ble Court at Delhi on the Charge of Corruption of Rs. 2 Crores in 1998. Ex Central Minister Thungam is 68 years old. Side by side other Co-accuseds tarli AO and C. Sangit was also punished. 4th. accused Mr. Mahesh Maheswari got 2 nd a half years’ R.I. This News is being shown for what type of Minister our educational curriculum produces. The News paper cuttings have been attached with the Annexure-V of this thesis paper to show the genuinity of the statement.

This is only due to irrelevant inhuman Teachers’ Training Curriculum and hence deserves to be modified with immediate effect.

It is the fact that Teachers’ Training Curriculum is not in accordance with the need and emergence of the Society so is the Crime by the Minister. To avoid Mal-Practices or to root out the same the B.Ed new curriculum also is to follow the principles of honesty amongst educated personalities to make our country prosperous & peaceful and therefore the Curriculum going on at present needs to be re defined and modified in accordance with need of the Indian Society.

India’s population is after China. Some says India is over populated. But matter is not like that. These 120 crores of population have come to India not with only stomach but with good brains two hands, two legs of which they can creat India as the greatest nation of the world if properly educated with professionalism , humanism as well as sincere devotion to mother land.
2.07.05 OBSERVATION ON THE NEWS PAPER NEWS PUBLISHED IN THE SUNDAY STATESMAN DTD. KOLKATA, 26TH. JULY, 2015.

Through this News dtd. 26/07/2015 Asansol by Statesman News service the following news has been ventilated:

One TMC leader had beaten up Wazimuddin Zamal, a para Teacher employed in Rahamania High School for unnecessary agitation in the School Creating dead lock in Teaching - Learning Process. But the Minister advised TMC Sub-divisonal organization to suspend these TMC Leader with immediate effect.

If there would have been other person than the Ramakrishna Mission School product-Education Minister, P. Chattopadhyay such action could not be received.

Further this minor incident indicates that there are certain lobbies who are trying to create chaos in the school campus to disturb Teaching Learning process. This small incident indicates our Society is having some youth though less in number to create horror in the Schools and Colleges and these youths are the productions of Non-Man-Making Education Curriculum and therefore is to be redressed at the earliest as per the need of the Society.

Therefore Swami Vivekananda’s Man-Making-Education policy is to be Translated into action in Teachers’ Training Curriculum so that Country may be saved.
This is the Ananda Bazar Patrika Calcutta edition dtd. 31/07/2015 tells the fact that as per the advice of the Hon’ble Suprem Court of India, New Delhi the V. C. of the Uttar Banga University has started processive action against the financial corruptions of an amount of Rs. 1.00 Crore done by the Registrar of the UB University, Siliguri.

This News indicates for the last thirty years such defaulcations were on in many a universities and question in the name of autonomous character of Universities. But this is fact that like the Registrar of UBU, Siliguri, many other officers of other Universities will be charged in near future.

This is being shown, if the 56 years old registrar is entangled with such financial crime then at least from the year 1959-60 she was playing false financially with the government and public. This corruption also is the effect of Non-Man Making Education Curriculum and is to be redressed sooner the better.

OBSERVATION

Some top Educational Administrators are also corrupted. this is also
failure of Secondary Teachers’ Training Curriculum for the reason that
during the age group of 13 years to 16 years no education on human values
and love to nation was added to students by their teachers because of value-
less Curriculum on Teachers’ Training. Teachers with value-less teachers’
training can not surely produce value-oriented students.

Corruption amongst educational administrators are unwanted. But this takes
place regularly which is to be avoided.

So is the need of modifications, further, of Teachers’ Training Curriculum.

It is a known fact that people by birth is not bad. It is society and curriculum
that make people bad.

Timely needed proper training on value oriented education is the super-need
of the hour. Honesty is the burning question now a days in the Society.
Honesty is to be preserved, nationalism with humanity and secularism is
above all. If these can be followed required human power capital can be
achieved and maintained well.
According to the News published by the Dainik Jagran dtd. 14th. August, 2015, 150 Crores of Rupees have been seized from the houses of ten Physicians illegal money and this income is impossible without any mal-practises. If good and sincere to patients the Physicians are next to God but if in sincere is alike money lender.

Observation

Here the Physicians become alike Kabuliwala and or money lenders or Exploitator. This News indicates that our Secondary curriculum could fail to generate proper men with values. If analyzed systematically, it is certain that the sources of these physician’s income is illegal and inhuman.

Some times Physicians prescribe medicine to grow acute problem of the patient. Then by other medicine of high cost is prescribed that too from a particular Medicine shop.

Sometime doctors take cut money from the X’Ray Lab.

Sometimes Physicians operate patients to get more money.

Maximum of Physicians ignore normal delivery for money.

All these are due to immorality, What we find in money lenders and or Kabuliwalas on interest matters.

This is degradation of men socially and or morally.
STUDY OF RELATED LITERATURE
BASED ON THE PRESENT STUDY
NEWS FROM NEWS CHANNEL
(ELECTRONICS MEDIA)

(ONLY A FEW OUT OF MILLIONS)

<table>
<thead>
<tr>
<th>Date, Time of Telecast</th>
<th>Contents with Headlines</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>dtd. 18.10.2013</td>
<td>Nithari Group</td>
<td>Shows inhumanities, Criminals are educated Indians-mean they were not been produced as the good citizen with sense of brotherhood by our education system and Teacher Training Curriculum.</td>
</tr>
<tr>
<td>time 6.10 p.m.</td>
<td>Assassination Case</td>
<td></td>
</tr>
<tr>
<td>Z-News</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.10.2013</td>
<td>AARUSHI</td>
<td>Inhuman Activity</td>
</tr>
<tr>
<td>Z-News</td>
<td>Assassination Case</td>
<td></td>
</tr>
<tr>
<td>dtd. 28.06.2014</td>
<td>Honour Killing Case by</td>
<td>Hon’ble court punished with life long imprison mart. This case also indicates that our Education System could not instill amongst the people, fraternity, love to family members, adjust abilities which is the defect of our Secondary education system and Teachers Training Curriculum.</td>
</tr>
<tr>
<td>time 8.10 p.m.</td>
<td>qualified parents parents killed daughter &amp; daughter in-law</td>
<td></td>
</tr>
<tr>
<td>24 Ghanta</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OBSERVATION

The above mentioned two News served by TV Channels- Z-News and 24 Ghanta, express the inhumanity of Guardian class people and parents group. This is sufficient enough to prove the degradation of guardian class people, parents in having humanity and love to children. These guardian class people got teachings from those teachers who were not trained with proper curriculum.
### 2.09 STUDY OF RELATED LITERATURE

BASED ON THE PRESENT STUDY
NEWS FROM NEWS CHANNEL
(ELECTRONICS MEDIA)

(ONLY A FEW OUT OF MILLIONS)

<table>
<thead>
<tr>
<th>Date, Time of Telecast &amp; Zone of Channel</th>
<th>Contents with Headlines</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dtd. 15.07.14 Time: 10.55 p.m. Z-News</td>
<td>Teacher rapes students in Bangalore</td>
<td>This inhumanity is the production of Teachers Training programme in our country producing only good students, not good human beings with all traditional values. This Teachers’ Training programme is incapable of bringing out proper man-Power.</td>
</tr>
<tr>
<td>Dtd. 19.12.14 time 10.25 A.M. ABP News Channel</td>
<td>70 years old Nun at a Christian Missionary School was rapped by four youths.</td>
<td>Out of these four Criminals three were Indian Citizens, one from Bangladesh. This mostly inhuman activity tells with cry the change of the Teachers Training Curriculum and Secondary education Curriculum must have man-making education in the curriculum which is the crying need of the present scenario.</td>
</tr>
</tbody>
</table>

### OBSERVATION

Above two inhuman incidents now-a-days have become almost a common Scene in all the parts of the country. Sooner the better, the Teachers’ Training Curriculum needs to be modified to get rid of these mis happenings.
2.10
STUDY OF RELATED LITERATURE
BASED ON THE PRESENT STUDY
NEWS FROM NEWS CHANNEL
(ELECTRONICS MEDIA)
(ONLY A FEW OUT OF MILLIONS)

<table>
<thead>
<tr>
<th>Date of Telecast</th>
<th>Contents with Headlines</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dtd. 01/08/15</td>
<td>FIR lodged by a Sexually tortured woman at Jadavpur P.S. on 31/07/2015.</td>
<td>Our Present Teachers Training Curriculum is not able enough to produce good citizens, patriotic citizens, human loving citizens for the country. The curriculum only can bring out some Machine with anger, unadjustability and looking women as consumable goods sexually.</td>
</tr>
<tr>
<td>Time : 08.55 p.m. Etv. News Bangla</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Dtd. 04.08.15 | Government Project to Appoint Philosophical And Religious Priests to make youths understand to keep them away from terrorism. | Better late than never. This project is the most important requirement. Now a days it is found that some Indian Youths are entangled with terrorism which is due to the fact that our Teacher Training Curriculum could only produce Teacher and not the humanistic and National Teacher and hence with Man-making Education policy the Curriculum |
| time 8.45 P.M. Zee News | | |

OBSERVATION

The first news is the negative news that expresses our incapability to think positive towards society. The second news was positive. While government wants to launch such project... This indicates acceptability of principle of modification of Teachers’ Training Curriculum.
## STUDY OF RELATED LITERATURE

**BASED ON THE PRESENT STUDY**

**NEWS FROM NEWS CHANNEL**

**(ELECTRONICS MEDIA)**

**(ONLY A FEW OUT OF MILLIONS)**

<table>
<thead>
<tr>
<th>Date, Time of Telecast</th>
<th>Contents with Headlines</th>
<th>Remarks</th>
</tr>
</thead>
</table>
| **Dtd. 06.08.15**  
ATV News Bangla | A young girl was murdered at Guarden Reach Rly. Quarters Colony by his another girl friend. | It is a case of non-adjustability. The Present Teachers’ Training Curriculum is having no such weapon so that teachers Training under this curriculum can put amongst their students the Psychological adjustment which comes out of Delinquency amongst Teacher-Trainees. |
| **Dtd. 07.08.15**  
Zee News | In Mandasore in the state of Madhya Pradesh, The Committee of two Madrashas have decided and started Teaching Learning of the Quran, The Geeta and allotted classes for Communal harmony. | The main theme of the Present study rests on this practical attempts by the minority community at M. P. which could have done by Teachers Training Curriculum earlier but authority failed. |

**OBSERVATION**

Here the 1st. News is negative expressing and demanding the modification of Teachers’ Training Curriculum immediately.

The second one is positive which directly or indirectly tells of supports the present study-directly favouring secularism and humanism.
2.12 STUDY OF RELATED LITERATURE
BASED ON THE PRESENT STUDY
NEWS FROM NEWS CHANNEL
(ELECTRONICS MEDIA)

(ONLY A FEW OUT OF MILLIONS)

<table>
<thead>
<tr>
<th>Date, Time of Telecast &amp; Zone of Channel</th>
<th>Contents with Headlines</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dtd. 08/08/2015 Time 9 p.m. Z-News</td>
<td>Gang rape case telecast by Z-News in Agra</td>
<td>Gang rape in Delhi, Agra, Bangalore, Basirhat, Ranchi and many other places indicates our failure of need based Teacher Training Curriculum</td>
</tr>
</tbody>
</table>

| Dtd. 08/08/2015 Z-News                  | In Ranchi, losing the Scope of Gang rape, 05 Women were burnt to death at Pandran Ranchion 07/08/2015 at Midnight in the name of mutual adjustment. Before awarding punishment these 05 women were declared as “witches”. | This is due to unscientific, impractical, disintegrational, inhumanistic and anti secular curriculum of Teachers Training that can not teach a would be Teacher to be human in its true sense first then a teacher. |

OBSERVATION

The above two News tell the Society that our present Scenario is not pleasant. Secondary stage of Education is a vital period of character building. If students get is this period highly sophisticated teachers with capabilities to motivate Society, Student can build up his or her character. But due to lack of Man-making principles in our Teachers’ Training Curriculum, presently students and secondary Schools do not get proper teachers with humanity.
2.13 STUDY OF RELATED LITERATURE
BASED ON THE PRESENT STUDY
NEWS FROM NEWS CHANNEL
(EFFECTICS MEDIA)
(ONLY A FEW OUT OF MILLIONS)

<table>
<thead>
<tr>
<th>Date, Time of Telecast &amp; Zone of Channel</th>
<th>Contents with Headlines</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>Dtd. 14/08/2015 A TV News Bangla at 10.15 p.m.</td>
<td>An amount of Rs. 22 Crores in cash had been seized by anti-corruption Department from house of Assistant Engineer, Bali Municipality, Financial Corruption</td>
<td>This is a financial Corruption done by a Municipal Engineer for the reason that he has not be educated in the line of Man-Making Education.</td>
</tr>
<tr>
<td>Dated 11/08/15 ETV News Bangla at 9 p.m.</td>
<td>100 Kg Explosives were seized by police from the house of an Indian citizen who got links with Terrorists.</td>
<td>The News indicates that some our Citizens are playing anti nation game for the reason they were not taught Nationalism and Unity.</td>
</tr>
<tr>
<td>10/09/2015 ABP Ananda News Channel</td>
<td>An old man of Sixty five -mentally imbalanced has been serious by made wounded by Police.</td>
<td>The in human activity in Uniform.</td>
</tr>
</tbody>
</table>

OBSERVATION

These three cases mentioned are the indicators of our moral and financial and service degradation due to lack of Man-Making education and value education amongst the teachers and students.
2.14 COMPARATIVE STUDY ON TEACHERS’ TRAINING IN INDIA, USA AND UK

In INDIA there exists Teachers’ Training of two types - one for Primary Teachers and the other for Secondary and Higher Secondary Teachers. As our Study is on B.Ed Curriculum, the present Study shall discuss only Secondary B.Ed. There are four types of teachers’ Training Colleges.

(I) University Colleges of education
(ii) Government Colleges of education
(iii) Self financing Colleges of Education
(IV) Four Regional Colleges of Education

All these are being regulated by the NCTE, New Delhi.

The Training period is of a complete year but from the year 2015-2016 that the B.Ed Course duration is of two years.

Intending candidates apply for Admission to B.Ed course. After counselling, the list of the successful candidates are announced and candidates register themselves as Teachers Trainee.

Normally in Feb-March, applications are invited and after Counseling and Registration the B.Ed Course starts from July month. There are Compulsory subjects like (I) Socio - philosophical Bases of Education (ii) Educational Psychology (iii) History of Education (iv)
Educational Administration (v) Mental Health & Hygiene (vi) Information Technology (vii) Environment Science (viii) Two Teaching Subjects (ix) Some optional Subjects (Two) taking one from each group. But as a secular democratic republic in a state like India with multi-religions and mixed culture there is no full length Scope, in the Present B.Ed Syllabus, for National Integration, Communal Harmony, Humanism, Secularism and man-making education with Social Justice that our Constitution declares through Preamble, Art. 16 of equality, Chapter - III of Indian Constitution.

A Comparative study on Teachers’ Training clearly indicates the following matters.

In the United States of America, in the year 1873, IOA University Started part time Teachers’ Training under Department of Education where Liberal Art. College was responsible for registration of trainees and carrying on the teachers training programme.

2.14.01 CURRICULUM OF TEACHERS’ TRAINING IN THE USA

The Complete syllabus has been divided into two parts (I) General Education Course and (2) Teachers’ Training Course. In almost all the states in the USA the course duration is of 04 years after completion of which there comes one year special course on Teachers Training.
Course curriculum as follows (THEORY)

1. National and International Languages
2. Mathematics
3. Music
4. Science
5. Sociology of the USA with Society’s Need
6. Economics in general and Economics of Education
7. Mental Hygiene
8. Educational Psychology
9. General Physical Education
10. International Relations and Internationalism
11. Study on American Culture which includes study of American Constitution also.

PRACTICAL SIDE

1. Practice Teaching by lecture Method and Discussion Method
2. Class Teaching Practice through lesson plans on the subjects
3. Curricular Activities like games and sports, literary activities, Dance, Music, drama are in the syllabus.
4. Democratic Principles of the Country according to constitution
2.14.02 TEACHERS’ TRAINING IN UNITED KINGDOM

In the United Kingdom, even at least one hundred years ago, Education had not been treated as a profession. The time when U.K. started investment in education from the government fund, the cabinet rightly thought it to be the national investment on education and from that time education was treated as an Industry and thereby Teaching became a profession.

The Royal Society of Teachers- a Voluntary organization played a positive role in determining the minimum qualifications to be a primary teacher, Secondary teacher and College teachers.

Upto 1944 Teachers’ Training used to be organised by Churches. Now Education Ministry determines the qualification to be a teacher in U.K., like Indian NCTE, there exists National Advisory Council of education.

There exists the Teachers’ Training Colleges under the guidance of Institute of Education.

There are two types of Teachers’ Training Colleges - (1) Regulated and aided by IEA. (2) Partly Government Aided Institutions organised by the voluntary Agencies. Here it is to be mentioned that the Teachers’ Training Institutes which come under this category is Just like self financing training Colleges of India.
Hence in the U.K. work experiences are given top-most priority to be selected as Teachers of the Country.

At present there are 250 teachers’ training colleges with total Seats of 35000 - 40,000.

In Secondary stage of education, Teachers’ Training is compulsory to be appointed as teachers.

Here Teachers’ Training duration is one year.

2.14.03 COMMENT OF THE RESEARCHER

In the USA attempts are on going to bring out a complete Teacher as a perfect professional with depth of knowledge on subjects, Nationalism and Internationalism along with democratic principles followed by the constitution of the USA. In the U.K. Teachers’ Training plays a vital role to bring out not only a teacher but a perfect professional with love to Nation, Constitution and Democratic and Secularistic principles as directed by the Constitution of the U.K.

In India the Teachers’ Training does not follow Indian Constitution fully and its declared principles of Socialism, Secularism, Democratic ideals, Federalism and Communal Harmony in the syllabus. There is less scope for Social Justice.

While the constitution of India gives birth to federalistic nature of Socialist, Secular Democratic Republic in the Country of Multi-linguistic, Multi-religions and Multi-Culture, the Teachers’ Training
shall have to be in accordance with the constitution. In the preamble of the constitution it is stated, “We the people of India solemnly resolve to constitute India into a socialist, secular, democratic republic” where all will be equally treated, Justice to citizens cannot be denied, all languages will be honoured, education shall be the birth right to all high or low, poor or rich. The constitution is committed to main our cultural heritage and Indian traditions at all costs.

In chapter-III of the Indian constitution incorporation has been done with seven fundamental rights that can not be denied to any citizens by the government. Later in the 42nd. Amendment right to properly was abolished for rich & zamindar type people. But any person having his hard earned properly does not loss the right. Here right to freedom of expression, right to education and culture, right against exploitation are the main characteristics of the constitution.

The constitution tells of education for all high or low, rich or poor. The constitution provides training scopes of personnel in any sector.

In the teaching sector proper teaching shall have to be there. Timely needed Teachers’ Training with the changing needs of the changing society is required highly in accordance with the need of the Society as a whole.

Our Teachers’ Training Curriculum namely B.Ed does not follow the Constitutional views of Secularism, Humanism, Man-Making Education Social Justice and Communal Harmony which are the Constitutional demand to protect India’s federalistic secularism. B.Ed syllabus is to provide for B.Ed curriculum a constitution - based syllabus
with the inclusion of value education, Moral Education, Man-making Education, Social Justice, Communal Harmony and Secularism as one of the Compulsory paper in the Course of study to

(1) Honour the Constitution
(2) Fulfill Socio Economic demand of the Society
(3) Fulfill National demand
(4) Fulfill Philosophical demand based on Secular democratic Philosophical Education.
(5) Federal Principles
(6) Love to nation and nationals irrespective of high or low,
(7) Love to global people,
(8) Honour UN and UNESCO on education and Cultural matters.

If the Teachers’ Training Curriculum maintains all these above mentioned nine principles there shall be no tassle but only peace and amity with growth and development shall be in existence.
For Observation on Social Status of Women in India from 2003 to 2013, it is seen that the Crime Chart is going up by leaps and bounds. The Crime Chart is given here under.

**CHART - I**

Women exploitation in Indian Society from 2003 to 2013 is going very up disturbing the status of women. Here in this chart it shows that Crime status was 8.3 in 2003 but in 2013 the Crime Status against women has reached to 120.2.

The criminals are of 18 to 25 years of age and educationally qualified.

**OBSERVATION**

It is now observed that Indian Curriculum of Teachers’ Training could not value due to absence of Moral Education, Value Education and Constitutional Rights and Duties.

Therefore, this curriculum of Teachers’ Training needs to be modified with Man-Making Education.
OBSERVATION

It can be observed here that due to younger generations’ lack in having moral education at Secondary and H.S. level the percentage of Crime is going up. This is also due to lack of moral and Social education in the Teachers’ Training Curriculum. Therefore, this curriculum on Teachers’ Training needs to be modified.
OBSERVATION

In the USA, the Teachers’ Training Programme is of 4 years and includes Nationalism Internationalism, humanist and Constitutional ideals of good citizenship and as such, the Crime Chart direction in the USA is coming step by step downward.
Estimated number of offenses

Shown in chart prepared by the Researcher

OBSERVATION

In India the Teachers’ Training Programme is without Man Making Education paper of one hundred Marks compulsorily with value oriented education, social education, humanism, national and International friendship and fraternity and as such, the crime chart in our country is going to upward direction.
02.19. PRESENT SCENARIO OF SOCIAL, EDUCATIONAL, INDUSTRIAL AND POLITICAL STATUS IN INDIA AS PER NEWS PAPERS AND NEWS CHANNELS

The following are some of the Observations on the Present Scenario in our Country :-

(1) Rape of Two female students by Computer Teachers,

(2) 72 years old Christian Missionary mother at Nadia was raped by 22 years - 35 years aged youngsters,

(3) Government files Showing illegalities of government officers are being burnt intentionally,

(4) Chopra sister and brothers killing after raping Ms. Chopra in Delhi by some educated anti socials,

(5) Bangalore Teacher rapes his students,

(6) Honour killings of daughters have been a common scene.

(7) Students fire at Police Officers to death,

(8) Under, unjustified strikes by students under the provocation of opposition Political parties disturbing regular education at School, Colleges and University level,

(9) Headmasters are being beaten up by Students and guardians at High School level under the guidance of guardians,

(10) Young educated wife kills her husband and vice -versa,

(11) Illegalities in Arms dealings by the Ministers,

(12) Illegal Coal Block distribution allegations at the Central level is under CBI,
(13) Anti-social of age group of 20-25 years enters in train and starts fightings and bombing due to which innocent passengers are killed,

(14) In joint Entrance examination for Medical and Engineering, fake candidates appear with Original Admit card,

(15) Nursing homes have been the death traps for the patients,

(16) IAS officer throws out his old and helpless mother from her house,

(17) Education Institutions specially Secondary Schools have become the Kitchen of Politics,

(18) 20 Year aged Secondary passed son murders his 50 years old serving father to get father’s service on compassionate ground,

(19) Brother kills sister & vice versa some times on problem issue created out of land and building acquisition,

(20) Father-in-law kills daughter-in-law. Daughter in law kills mother in law to gain supremacy at the family,

(21) Father kills son for a simple matter,

(22) Friend shoots friend on triangular love cases,

(23) Nirvoya rape and Murder Case at Delhi,

(24) Punishment by Court to Sandip Sir with 10 years rigorous imprisonment for raping a minor aged student in accordance with the POCSO Act,

(25) Murder of younger Cousin by another elder Cousin,

(26) Wild Rigging at the College and University hostels,

(27) Using of high dose drugs at Hostels consume by the students leading to deaths,

(28) Continuous Confinement - Gharao of University officers by the students in a massive group directed by opposition parties leads to break of continuous process of education,
(29) Nagaland Armed Force Jawan kills another two Jawans during peace
time in tent at night and is a matter of lack of adjustment which is not
taught in secondary curriculum,

(30) Bangalore rape case by teacher to his student again,

—all these are the Common Scenario at present in the country which are at
the higher peak and ofcourse the criminals are educated,

(31) Viswa Bharti University, Established by Noble ? Winner
Rabindranath Tagore, is a Central University and was always under “A”
category assessed by the NAAC. But on 13th. May, 2015 the University
has been degraded to Category “B” which will force the University to
face 30% loss of amount of Financial Grant from the University Grants
Commission, Bahadur Sah Zafar Marg, New Delhi. This degradation of
Viswa Bharti University is due to the following lackness :

(a) Financial mis- appropriation,
(b) Less safety of female students at the hostels,
(c) Absence of wardens in the Female Hostel,
(d) Irregularities of class taking by the Teaching Staff,
(e) Politicalization of education by some of the Teachers and Students
and continuous strike at the University campus,
(f) Continuous confinements of Administrative Officers by the students,
(g) Infra structure- deficiencies though finance was provided with by the
UGC,

— All these are some of the reasons of degradation of the Viswa Bharti
University which will enforce the University to have a loss of 30% UGC
grant,
(h) Souvik Sinha of Patna a student of H. S. at St. Xaviers College Jumps from Top floor of College hostel to death which is due to the fact that adjustment, has not yet been taught by his teachers at the Secondary Level of Education. This is a case story of Mal - adjustment ,

(i) In Golabari Area Elder Cousin abducts younger Cousin of Seven years with a view to getting some undue money from guardians to repay the personal loan amount. Later, finding no way to escape, Ranajoy Thakur murders his younger cousin and later arrested. This is a case of mal-adjustment and brutality,

(j) Factory Labour welfare officer was Gheraoed by the agitating workers and was murdered at the spot by the workers,

(k) In tea garden at Raypur, Ratan Mazumder a Babu-staff was killed at tea garden by an educated worker- Jitbahen Nayak dtd. 16.05.2015 as a result of Mal-adjustment. Both are educated,

(l) Service Tax Commissioner takes bribe and was caught red handed by the CBI. An amount of Rs. 13,00,000/- was searched out from Tax Commissioners’ residence. Later the hush money giver also was arrested by CBI which is a case of financial demoralization,

(m) Aruna Sanbag - a nurse by profession was Victimised through a gang rape - by her two male colleagues at Mumbai on 27th. Nov., 1973, 42 years in Hospital bed, died on 18/05/2015 at King Edward Memorial Hospital, Mumbai,

(n) Industrial strikes have been a common issue now-a-days forcing losses of Crores.

(o) EDUCATION DISTURBS EDUCATIONAL GROWTH:

Fact : As per 23rd August 2015 ATV News Culcutta- A section of Students of
Presidency University Gheraoed the Vice Chancellor and demanded her resignation being instigated by some opposition political parties. The Gherao was on up to 19 hours without food and drinks to V.C. Thus education is disturbed by the Curriculum of Teachers Training indirectly because students were not received value education, Indian traditions and therefore it became an ease matter to any political party to instigate them to stop progress in education.

(p) As per News Channel dtd. 29/08/2015 - ATV News Channel Bank Manager of Durgapur Murders his married lover and her only child in Cold blood and News Channel Z News dated 26/08/2015 Murders of Seena at Mumbai by her mother and Devoced father are another examples of horrible society of the country. The murderers are highly educated and well established persons in the society.

Observation :

Again the scenario speaks of lackness of Teachers’ Training Curriculum which is imperfect and not need based.

OBSERVATIONS ON THE PRESENT SCENARIO

If Viswa Bharati University Staff of all ranks, teaching administrative and financial staff are in the age group of 35 to 55 years as on May 2015, then it can be presumed easily that their High or Higher secondary education took place at the age of 16 and 18 years of age that is in between 1960 - 1976 the year of minimum 19 years, Maximum 39 years and the present staff of all ranks and students are the out put of this un-constitutional Curriculum of Teachers Training Programme because of having no such man-making topics in the Compulsory Subject in Teachers
Training Curriculum which only produced degree in pen and papers without morality, sincerity, sincere devotion to country and countryman, love to humanity, friendship and fraternity about national and international men-power circle,

Due to non-need based Teachers’ Training Curriculum running, teachers, in this case are not responsible but the Teachers’ Training Curriculum Certainly can not keep itself free from allegations,

Till, time is there. Add one paper compulsorily, paper with total humanism to turn “would be teachers” to be an expert in inculcating amongst the students the following :

(a) Love to Nation and Nationals,
(b) Love to mankind of International World, (c) Sincere dedication to nation,

Only the Teachers’ Trainees should have a more paper and need based Curriculum and then they can prepare proper human power capitals leading to National development, peace, amity, friendship - nationally and internationally.

OBSERVATIONS

Teachers’ Training Curriculum without Value Oriented Education, Moral Education, Constitutional Knowledges of rights and duties, Man-Making-Education, Adjustment attitude, Cultural Upliftment socially, morally, legally, constitutionally has brought Cultural and Socio-economic pollution and therefore, is of no use at all. The present educated anti socials are the useless out put of the present curriculum of Teachers’ Training Programme. So the Teachers’ Training Curriculum needs at least two years duration with the modification of having a compulsory paper of Two Hundred Marks at least.
(1) India’s Tradition of humanism,
(2) Moral Values,
(3) Social Values,
(4) Rights and duties of Indian citizen as prescribed by the constitution of India, Specially the Chapter - III of the Constitution of India,
(5) Preamble of the Indian Constitution,
(6) Man- making education policy of Swami Vivekananda in details,
(7) Secularism,
(8) Socialism,
(9) Humanism,
(10) Ideals of good citizenship along with principle of love to mankind of the Universe,
(11) Social Adjustments.

The Teachers Training Curriculum, specially the B.Ed Curriculum which is going till today, is incapable of creating a force of trained educationists who can bring out a potential human power with value education, humanism, man-making education, secularism etc., for the reason that the present Teachers’ Training Curriculum is not having the opportunity and therefore needs to be modified.

The present Teachers Training Curriculum has degraded Teachers of all ranks and students morally, Socially, humanly and therefore needs to be modified with immediate effect save the secular nation .... India.
According to Intelligence Agency of India, published in 30th. January, 2016 in the Bartaman News Paper at page 6, 14 youths were arrested in Connection with ISI. After interogation it has come to light a startling news that 30,000 Indian youths are ready to join ISIS-the terrorist organisation. If the official news tells of 30,000 the real figure may stand to 3,00,000. These are the qualified Indian youths educated by the Teachers, trained under Existing Teachers’ Training Curriculum which further indicates the failure of our existing Teachers’ Training Curriculum in the Issue of preparing good citizens for the nation with the sense of humanity, secularism, nationalism, internationalism, federalism and global fraternity.

COMMENT : Existing Teachers’ Training Curriculum needs to be modified with humanity, secularism, nationalism, internationalism, federalism and global fraternity for the interest of nation and single Global Village under the banner of UN..

Here UNESCO is to be taken into great consideration in getting UNESCO informed regularly the progress of education, culture, Science and Technology.
2.20 ADDITIONAL INFORMATION

ACCORDING TO TV NEWS, PARLIAMENT NEWS

UPTO JANUARY, 2016.

In one hand, In the whole of the country at least one thousand Pakistan’s ISI spies are in existence as per the statement of an MP at Loksabha. These thousand ISI spies are citizens of our country. In Kolkata three persons were arrested as the spies under ISI of Pakistan. They are Indian citizens. One person each had been arrested in Delhi, Asam, Bundelkhand and Jhansi. One Indian School teacher has been arrested. There are more than thousand of youngsters who in the country are supporting ISIS terrorists though they are Indians. One retired Army Personal and one BSF personnel have been arrested on the charges of supplying defence secretees to Pakistan.

Corporal Punishments to students which is not supported by the Hon’ble Supreme Court of India are being utilized by teachers disturbing the balanced mental progress. In the other, some teachers of the country are instigating handicapped students to committee suicide, some teachers love to go on with agitations leaving their normal duties to educate future generations.

Factory owners and workers both are not in a position to follow humanity disturbing each other. Medical practioners are in the ways to accumulate money than serving the sick people. Students prefer agitations much more than the study. Intolerance every where in the sub-continent also
is the root cause of our present Teachers’ Training Curriculum.

All these are the prolonged effects of our non-need based Teachers’ Training Curriculum and therefore deserves to be modified immediately.

Some political parties are adamant to turn the “Constitutional Supported-Secularism” into Negativity.

On the issue intolerance exists in the Country, when the Hon’ble Chief Justice of India assured the citizens to protect the constitution which indicates existence of intolerance. This situation of Intolerance is the creation of sixty five years long irrelevant Teachers’ Training Curriculum that could not able to produce humanism. It has also come to light that the Hon’ble President of the country has suggested to clean the minds of the people to keep India clean. Further, a world famous Indian Industrialist Mr. Ratan Tata advised cleanliness of peoples’ mind through education. Ot of these two valuable opinions it becomes clear that for the last sixty five years we brought more growth in Material Culture but less and imbalance growth of Non-Material Culture which has given birth to all these disturbances allowing “Culture Lag which is the worst for Balanced-National - Health.”

Hon’ble President of India, His Excelency Sri Pranab Mukherjee, on the eve of the Republic Day 2016 paid much emphasis on the intolerance issues on various sectors hovering in the distant horizon of India which tells on, intolerance is in existance in all the sectors which is due to our stagnant education policy from 1947 till date which requires modifications as per the changing needs of the ever changing Indian Society. Thus Teachers’ Training Curriculum also comes under this purview. According to G-News dtd. 28th. January, 2016, Two Major Generals of our Army are the “Suspected” in the
eyes of CBI in relation to imbalance income. The Suicide case of Rohit Vemula a Research Scholar of Hydrabad University is the case of Investigations to commit suicide by the professors.

Proper and need based Education system along with proper and Need Based Training of Teachers is the main factor to bring proper and national need based students and teachers for a country. While intolerance is hovering in the Indian horizon it becomes crystal-clear that our education system along with teachers training curriculum needs to be modified sooner the better to fight out all the evils-social, religious, political and individual.

A highly sensational news came out today the 30th. January, 2016 in the Barthaman News Paper published and Circulated from Kolkata that 30,000 Indian youths are ready to join ISIS, the terrorist organization. This 30,000 youth are Indians. They have been educated by our teachers who were further educated and trained through our existing Teachers’ Training Curriculum. This news indicates and declares the “Bogus Teachers’ Training Curriculum” going on at presents.

Therefore our Teachers’ Training Curriculum needs to be modified with humanism, Secularism, Love to nation and nationals, respect and regards to constitution, friendship, fraternity, brotherhood and love to International people.

Very recently NCTE has made one year B.Ed Course for Two years programme.

NCTE has divided the total B.Ed Curriculum in to I-IV
Semesters.

But in this Curriculum also the matter of Nationalism, Indian Traditions, Humanism, National ideals of good citizenship, Secularism, federal structure, friendship, fraternity, Internationalism, have been denied.

Thus it also needs to be modified for the greater Interest of the existence of Nation and nationals with peace, progress, happiness and growth along with national unity, while our nation are in great disturbances created by foreign forces ISI, ISIS and some of the citizens of our country.
Comment: The above fresh Teachers’ Training Curriculum also cannot satisfy the constitutional needs of the people of India and Globe and therefore needs further modification.
2.20.02 AN INNOVATIVE DIMENSION ON CURRICULUM DEVELOPMENT

The bases of Curriculum development are to be the following:

(I) National Need with Internationalism.

(ii) Constitutional Need

(iii) Age-based Need of the Society with humanism

These three points are to be covered by the Teachers’ Training Curriculum for the common interest of nationalism as well as Internationalism.

FIGURE - 05

At present in the Indian Society bad money drives out good money out of circulation creating chaos and catastrophe socially. If the Teachers’ Training Curriculum is not modified in accordance with (I), (ii) and (iii) India will be passing in to national, Social, Educational, Industrial, Clinical hazards and to save India to bring out good money that is good professionals with good mental status, the above mentioned Curriculum Development policy is to be a must to actualise which may be styled as “TRI-DIMENSIONAL CURRICULUM DEVELOPMENT THEORY”.

“Bad Money Drives Out good money out of circulation” - this is an economic theory. Equally in the Social life, anti-techs drive out civilized civilians out
of proper circulation due to the fact that Curriculum Development is improper and imbalanced in Education at present for which Social disturbances are hovering at the distant horizon of India where targets of anti Socials are females, Senior Citizens, weaker Sections of the Society, Children and handicapped persons.

To protect these soft targets from the hands of the anti-socials, the Teachers’ Training Curriculum is to be refined in no time to save the nation and for the purpose the “TRI-DIMENSIONAL CURRICULUM DEVELOPMENT THEORY” is to be accepted.

2.20.03 A MODEL CURRICULUM OF TEACHERS’ TRAINING PRESCRIBED

The undermentioned Model can be followed for successful and effective Teachers’ Training Curriculum.

1) First of all the Teachers’ Training Curriculum of IGNOU and 1965-66 Teachers’ Training Programme under Union Education Ministry, News Delhi be mutualized and combined.

2) Then the undermentioned paper with the following caption be added in the Teachers’ Training Curriculum for the interest of the nation, nationals and profession.

3) Name of the Paper to be included.

VALUE ORIENTED CONSTITUTIONAL DEMANDS WITH NATIONAL AND INTERNATIONAL NEED.
4) Topics to be included

a) Indian Traditional Values

b) Indian constitutional values

  I) Rights and duties

  ii) Socialism, Secularism, Federalism

  iii) International Adjustment and UNESCO

  iv) National Unity and integrity

  v) Humanity and humanism

  vi) UNO and UNESCO

  vii) Ways to national peace and Solidarity

  viii) Educational Principles of Swami Vivekanand.

      a) Man-Making Education

      b) Youth Making Education

      c) Ways of job Oriented Education

      d) National Ideals of Good Citizenship

      e) Moral education

      f) Traffic rules and regulations.

      g) Rabindranath Tagore, Aurobinda Ghosh, Swami Dayanand Saraswati, J. J. Rousseau, John Dewey and Swami Vivekananda be given topmost priority as compulsory papers alongwith idealism, humanism, secularism, federalism, national and International integration ornamented by the constitution of India is a coveted longing to belong a need based and constitution based curriculum for the teachers’ training which is the need of the hour.

2.20.04 NATIONAL NEED ON CURRICULUM MODIFICATION
Education being a continuous process can not be a stagnant one. It demands modifications with the changing needs of the nation. Nation at present, needs secularistic, humanistic and value oriented fully nationalistic citizens. Teachers generate human-power-capital. So Teachers’ Training Curriculum needs to be modified through a Curriculum Development Commission for the Nation (CDCN) because existing Teachers’ Training Curriculum has failed partly to generate proper human power in need. Country needs professionals undoubtedly but before that there is crying need of proper man and women first in building up the strongest Nation with Patriotic Nationals and Solidarity. Through a poem in Bengali, Rabindra Nath Tagore the great Indian Educator dreamt such an India as it will be the Eden of Earth through Education after Independence. The poem runs like this

“চিত্ত যেখা ভরস্তুন্ন, উচ্ছ যেখা শির,
জাল যেখা মুক্ত, যেখা গুহের গ্রামীর
আপন প্রাঙ্গনতলে দিবসব্যবহী
বস্থার রাধে নাই খোদ চুড় করি,
যেখা বাক্য হৃদয়ের উত্তম হতে
উদ্ভিদ উঠে, যেখা নির্বন্ধিত গ্রামে
দেশ দেশে দিশে দিশে কমধর্মী ধার
জন্ম সহানুভুত চরিত্রাঙ্গতায়,
যেখা তুমি আচারের বর্ধানবৃক্ষি
বিচারের প্রাচুপথ ফেলে নাই গ্রাসি
সৌরভের করে নি শতধা, নিক্ষেপ যেখা
তুমি সরব কর্ম চিঠ্য আনুকের নেতা,
নিজ হস্ত নিদর্শ আঘাত করি, পিডঃ
ভারতের সেই স্বাচ্ছ করো জাগীরন”
Rabindra Nath the great educator wanted a fearless India with head on high along with widened mental spirit to love human and humanity with secularism.

But even in 2016 our education system could fail to produce cent percent nationalistic people due to lack a curriculum development in the Teachers’ Training.
Teachers are The Vital part of Human Power Capital. They are the friend, Philosopher and Guide to the students.

Because of the fact that to days’ students are the future citizens of the Country under single global village, they are to be taught on professionalism as well as (a) Humanism, (b) Moral © Values, (d) Nationalism, (h) UN and UNESCO Affairs on Educations and (h) Indian Traditions with “YOGA”

Therefore, in the Teachers’ Training Curriculum these points from “a” to “I”shall have to be given top most priority to bring out right citizens for future by right teachers for keeping the nation based on with :

(1) Professionalism  
(2) Humanism  
(3) UN and UNESCO Affairs on Education  
(4) Moral and Value education  
(5) Knowledge of constitutional rights, duties, fundamental rights.

Curriculum Planners are to take into consideration the following matters with intelligency and effective efficiency: 

(a) Professionalism must not be ignored,  
(b) Introduction of Humanism is to be recalled in its true sense
© Vivekananda’s Man Making Education is to be included with special reference to his principle as the Swami advocated

(d) Internationalism is to be introduced in the Curriculum.

All these are to be added as a Compulsory paper in either 1st Semester or Second Semester as a Compulsory theory paper containing one hundred Marks.

Because a citizen is needed to be well-aware of rights specially Fundamental rights, duties, preamble of the Constitution, Directive principles of State policy, UNO, UNESCO-These are to be in a Compulsory paper of one hundred Marks either in 3rd. Semester or in 4th. Semester. Eye-washing Principles of Curriculum Development is to be avoid.

While introducing all these factors in two compulsory papers Indian Philosophy with Indian Philosophers thinking and Western Philosophy with Western Philosophy with Western Philosophers thoughts are to be taken into right Consideration.

Confidently it can be added that a Combination of the Teachers’ Training Curriculum (B.Ed) of IGNOU and 1965-66’s post graduate Teachers Training under the then Ministry of Education, Government of India of the Central Training Institutes of Barwaha, M.P., and Central Training Institute, Sariska, Rajasthan be made Combined along these proposed Paper one and two. But again to say, value on Vivekananda’s Man-Making Education is to be preferred.
2.20.08 REASONS OF THESE PROPOSALS ARE GIVEN BELOW

(1) It is a positive approach to prepare right man for right Job.
(2) In human activities will be stopped,
(3) Weaker Sections of the Society shall feel Secured,
(4) Physically handicapped Senior Citizens will have blessings of the Curriculum,
(5) Anti social activities may be checked,
(6) Anti-National activities can be stopped,
(7) Globalization can be achieved in the question of exchange of Teaching Staff with other countries and vice-versa,
(8) Women section will be free from after marriage danger,
(9) Education will not disturb educationist and Vice-versa,
(10) Sex scandals and trafficking shall be reduced to nearly zero,
(11) Child marriage will be prevented from,
(12) Mental stability can, well, be archived
(13) Suicidal attitudes will be deminishing ,
(14) Political rights may be avoided,
(15) Oneness in thinking shall be there
(16) Inequal Distribution of National Wealth will be minimised at least,
(17) G. D.P will be high,
(18) Per capital income shall be raised,
(19) Country will be at least terror-free,
(20) Peace amongst all Sections of people will be seen,
(21) International understanding and adjustments will bring Industrial Development.
(22) These International understandings shall open the business & traders Community to cover India to invest larger fund as investment
which will further allows the unemployment problems of the country.

(23) Terrorism can be put an end to bring peace and amity which shall enrich GDP of the Country.

(24) Country will be out of danger on “Honour - Killings”.

(25) People of the Country shall be disciplined, punctual and loyal to the country which will further bring proper human power Capital rightly for the right Job in the nick of time.

(26) India shall take part in and outside the country to rip the terrorism in the bud and thus the glory of India shall be coming back again in the Inter-National-Arena which shall certainly help India to be the permanent Member of the Security Council of UN with veto Powers.

(27) In MBBS Course, Jurisprudence and internship for Junior Doctors in Lieu of Finance is guarantted and countinuing. Then in the Teachers’ Training Curriculum the Moral Education, Social and Moral Values, Constitutional knowledges alongwith Nationalism and Internationalism followed with Internship not as eye wash but in its Practical sense in lieu of finance to trainees be allowed. Therefore Vivekanandaism is a must for inclusion in Teachers’ Training Curriculum to save the country.

To conclude the matter Swami Vivekananda through spiritualism Prescribed Nationalism, Inter-Nationalism, friendship and fraternity, love to nation and nationals as well as love to International population and thus the Swami because the first Socio-Philosophical, Socio-political and Socio-educational “Thinker of India” with the Conclusion of a New Curriculum of Teachers’ Training taking best things of Western and Indian philosophy for the betterment of the Country. Not an eye wash, but a real inclusion of Swamiji’s Man-Making-Education policy
in Teachers’ Training Curriculum will bring the best and effective results.

**2.20.09 REALITY IN INTERNSHIP IS THE NEED OF THE HOUR-NOT AS GOING ON AN EYE Wash**

Doctors in MBBS Course on medicine in Any Indian Medical Colleges under any UGC and AMC recognized Medical Colleges Teach The Medical students to achieve the Degree in Medicine. But the Degree is not accepted as “Complete-Degree of MBBS” untill and unless MB passed students do not joint “Junior Physicianship” in any Medical College and Hospital as”Junior Doctors” getting stipend from the government. A Doctor goes on with problem solving practically for physical problem only.

Similarly, B. Ed. students are having Internship in the present Teachers’ Training Curriculum which is nothing but “Practice-Teaching and not to be adjusted like Internship. Internship means practical application in class room situation in lieu of financial grant by the Department of education to be paid to B.Ed passed students for taking classes in various School as Junior teachers which will enable them to be an independant teacher to teach in any school as a service holder teacher. Otherwise problem solving attitudes will not be grown amongst the B.Ed passed candidates.

**OBSERVATION**

So, the B.Ed and or Teachers’ Training passed students are to be
engaged first as Junior Teachers of any recognised School with a view to obtain the practical tactics on problem solving. Attitude in the practically class room situations. Otherwise the teaching job is to fail in need of time allowing only problems after problems which are at present have been running.

2.20.10 WHILE TEACHERS’ TRAINING CURRICULUM HAS BEEN MADE TWO YEARS ON DOUBLE PAYMENT OF AMOUNT - WHY NOT PAYMENT FOR TEACHERS’ TRAINING CANDIDATES AS THE REAL INTERNSHIP OBSERVATION

Per student if the payment is Rs. 60,000 per year, net income out of students fees stands to be nearly about 65 Crores in a state at least. So out of these 65 Crores of rupees yearly, by a State an Intern can be paid at least some amount of money to Teachers’ Trained Candidate to make the Teachers’ Training Curriculum a ground success. These payment to students may be as Intern-Honorarium.

2.20.11 REAL INTERNSHIP AND PARTLY SOLUTION OF UNEMPLOYMENT PROBLEM

If a teacher is appointed on a subject after passing Teachers’ Eligibility Test, per teacher government is to spend Rs. 20,000/- minimum per month and if at least 60,000/- teachers are appointed in the schools the
government is to pay money as salary which is a burden to any
government.

In such cases a govt. can appoint B.Ed or Teachers’ Training passed
candidates as “In terms” in Various Schools for one years and thus
the problems on teachers appointment will be solved and at the same
time passed out candidates will have not to wait for a job.

2.20.12 WHILE BBA, BCA, MCA, M.TECH, BTECH
ARE HAVING MORAL EDUCATION / SOCIAL
EDUCATION AS A COMPULSORY SUBJECT -
WHY MORAL EDUCATION WITH HUMANISM IS
ABSENT AS A COMPULSORY PAPER WITH
ESSENCE OF SECULARISM

The following Courses are having Moral education as Compulsory paper

(1) BBA
(2) BCA
(3) MCA
(4) MBA
(5) M.TECH.
(6) B.TECH

But in Teachers’ Training Curriculum the Moral Science, Societal
approach, humanism, Socialism, Internationalism is not applied as
Compulsory subject one complete 100 Marks Leading to downfal of
Teachers’ inhumanistic approach toward his / her families, students,
Society where he / she lives. So Moral and value education is the need
of the hour.

2.20.13 NEED OF KNOWLEDGE OF THE CONSTITUTION FOR THE TEACHERS

A teacher is the Constitutional Philosopher also. Therefore he / she is to know different matters as prescribed in our Constitution. He / She should know the following.

(1) Preamble of the Constitution,
(2) Rights and duties of a citizen,
(3) Fundamental rights in incorporated in the chapter III of the Constitution.
(4) Directive principles of state policies,
(5) Difference between Fundamental rights and Directive principles of state policies,

A Teacher is to be well aware of the Constitution fully for the reasons given below:

(1) Political Science students take B.Ed Course and a teacher, knowing constitution, can satisfy these students having political science as subject.
(2) Until and unless a teacher knows the preamble of the Constitution he / she can not be a successful teaching staff in a democratic country.
(3) He / she should have constitutional knowledge on Fundamental rights of a citizen that can help him speaking before the students. Today’s in the age of students agitations, a teacher is to be well-aware of it.
(4) Duties of a Citizen is the duty of a Teachers’ Training students because a student admits himself or herself after attaining at least the age of 21 years while in 18 years completion he / she becomes a full citizen.

A Teacher knowing constitution can deal the students problem better.
2.20.14 “YOGA” AS COMPULSORY

SUBJECT- REASON

Healthy mind brings healthy body—further Healthy body is the container of Healthy mind.

“Youga” helps teachers to keep his / her body and mind physically fit and mentally alert. Further the teacher achieves the right to speak on Physical fitness, Mental alertness, mental stabilities, mental adjustments to his / her students these can be helpful for students free from “Blue Whale game and suicidal tendencies”.

This paper is to be in the nature –

1) Marks - 50 Theory
2) Marks -50 Practical

(Further the practical marks is to be 60% external and 40% internal)

From time immemorial “YOGA” of our sages gave them more than 100 years lives at least with Physical fitness and mental alertness as a teacher in Gurukul system of education and thereby “YOGA” should be a compulsory paper with physical education.
## 2.20.15 KEEPING PRESENT SCENARIO IN VIEW -
THE PRESCRIBED COMPULSORY PAPERS 1+1 OF
HUNDRED MARKS EACH THEORETICALLY
WITH YOGA

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2.20.16 STUDY WITH CURRENT AFFAIRS -
SEEN SOME BLUNDERS MADE

Demonetization is not bad, if timely taken. There are some precautionary measures which are to be taken before demonetization without which demonetization is to be a grand failure. On the 8th. November, 2016 Government of India without taken permission from the then Governor of Mr. Raghu Raman of RBI, demonetized five hundred and thousand rupee promissary notes with effect from 9th. November’ 2016, out of which 172 senior citizens died while in Banking Que to withdraw their own deposited money. ATMs remain closed for more than one month disallowing needed marriage celebrations of thousands and thousands of families, Emergency surgical operations were kept stopped due to non-functioning of ATMs.

But fact is that on 8th. November, 2016 from 10 A.m to 3 p.m. some banks of some states kept deposits of crores and crores of money in the Transacting Bank Account in the name of a political party. It is a matter of Political dishonesty. How, does this political party came to know that from 9th. November, 2016 five hundred and thousand rupee notes are being band ----- is a question of Million Dollars.

Mr. Raghu Raman the governor, RBI has resigned so far in protest against the policy taken by the government of India on money matters. Mr. Raghu Raman immediately joined a foreign University as a
professor on Economics.

Mr. Urjit Patel came in power as governor of R.B.I. but he could not answer of five questions raised by “NITI-AYOG”-a parliamentary Committee. Astonishingly, efficient enough, Just after the declaration of money matters at a Press conference held at 830 p.m. on 8th. November, 2016 all these five questions were raised by a Chief Minister of an Indian State recognizing her not only as the politicians but also as the economist.

CHINA AND DEMONETIZATION

China in 13th. Century AD demonetized money resulting to bad effect. In the same time in the same 13th. Century AD India’s demonetization during the Tughlaque dynasty also remained a grand failure.

DEMONETIZATION OF VICTORIA - A GRAND FAILURE

During Maharani Victoria of England she also demonitized money and brought gold coins in the market which were remained out of Market just within a month allowing a grand failure.

OBSERVATION

Demonetization on 8th. November, 2016 (at 8.30 p.m.) remained a grand failure and could not take back the “BLACK MONEY” inspite it could harrass people of the country specially senior citizens and patients who needed immediate surgery. Next outcome is that the GDP has been coming down step by step.

2.20.17 DIGITAL INDIA AND CYBER CRIME

Undoubtedly digital India is need of the hour but there is to be some precaution and previously taken plans to make the scheme success. But
these measures have not yet been taken while Digital India is declared allowing tremendous problems.

2.20.18 MOBILE LINK WITH AADHAR CARD - PROBLEMS

Mobile link with Aadhar, to Common people, is a way by which government can know the mobile talk even between husband and wife. Thus it disturbs citizen’s right to privacy.

This system indirectly invites the finger prints in an electronized device where the finger prints of senior citizens from the age of 65 onwards are not visualised and these senior citizens are not getting JIO-MOBILE though Advance payments were made by the customers.

OBSERVATIONS

The persons those who are leaders of the government at present are the productions of defective Teachers’ Training Curriculum and defective students’ syllabus of man-making NEEDS NOURISHMENT ACCORDINGLY. With a view to prove the need of present Training Curriculum these Current Affairs were mentioned which is necessarily need.

2.20.19 MOBILE SAFETY KNOWLEDGE

Mobile at present is the Prime need of all ranks of people. Introduction of Mobile has changed the life of human civilization. But Mobile safety is to
be included in the Teachers Training Curriculum and students syllabus up to VIII to XII classes for the reasons given below:

1) “Blue Whale” a Suicidal game that has taken young lives away of a good many number throughout the world, and shall have to be checked at any cost.

2) Through Cyber Crimes, ATM and Account Numbers, Name of Account Holders, Names of Bank and its branches with IFSC Code, some dishonest persons take away Lakhs and Crores of rupees from one’s Account which is to be Checked. The students and Teachers should be kept well aware of it through Teachers’ Training Curriculum and students’ syllabus with the introduction of the topic.

3) Some times it is seen that students, keeping on his/her mobile or keeping himself or herself busy in talking and or listening to songs crosses the road and Railway platforms avoiding foot-over-bridges which brings dangers to students and takes away life of thousands in the Country.

This is being discussed as Current Affairs in Chapter-II for the reason that first of all teachers should be made aware of these facts through the Teachers’ Training Curriculum and therefore this is to be included in the Curriculum at an emergent basis.
2.20.20 TEACHERS’ TRAINING CURRICULUM
AND IMPACT OF CONSTITUTION

Like other countries there is a constitution for the country prepared by
the constituent Assembly of India.

In any country constitution plays a vital role of regulating the
following :-
(a) Internal Affairs,
(b) External Affairs,
(c) Day to day parliamentary Business Affairs,
(d) Internal Security,
(e) Boarder Security,
(f) Relationship with the foreign Countries,
(g) Trades and Commerce Affairs,
(h) Financial Affairs,
(I) Law and Justice,
(j) Public Relief,
(k) Industry and its Development,
(l) preparation of Budgets,
(m) Maintenance of Law and Justice,
(n) Women and Children Welfare,
(o) Welfare activities,
(p) Transport and Communications
(q) Education of any nature and training

So many other Jobs which are related to nation and national
development, Individual welfare and Social welfare. The preamble of
the constitution is to be known well by every citizen of the country
because preamble of the constitution gives an idea of:

1) Aims and objectives of the Country,

2) Norms to be followed to settle up Industrial matters,

3) The policies and principles of Administration to administer the country and countrymen,

4) In case of emergency what is to be done and or not to be done,

5) Constitution gives an out line of the norms, rules and regulation on the Education policy that the country shall follow,

6) According to constitution the country invest finance in the sectors of:
   
   (a) Industry,

   (b) Business

   (d) Various Ministries to transact activities

   (e) Investment on Defence through Budget,

   (f) Invest on education through Budget

“Therefore any government investment on any sector is to be called as an Industry” - says by Prof. Dr. Ramasay.

EDUCATION POLICY AND GOVERNMENT INVESTMENT ON THE SAME

First of all as per constitutional needs the Department of Human Resources development determines of the following:

a) The curriculum and policies of primary education, Secondary education, Higher Secondary Education, under graduate and post graduate education

b) Next comes post Doctoral Degree and its policies

c) Technical and Scientific Education,
d) Various types of Medical education.

Next Job is to determine the Policies, aims and objectives as per the current need of the Country. And according to aims and objectives the department of Human Resources prepares Budget on education. It is a fact that the education - Budget is not satisfactory. In relation to need it is very very less.

During the second world war while other countries increase finance in Defence Budget, Winston churchill placed Budget in the Parliament with more allocation to Education Budget. While opposition M.Ps Criticised the matter and demanded a Churchill calmly replied, reply,” He who foresees the future days or months or years in his palm just to day is the real leader. What I have done is the Justified one for future days”. Later it was proved, any body knows it.

Education Budget, Central or State is the important factor that determines the curriculum of every sectors of education.

Our Teachers Training Curriculum lacks finance for which reason it is seen that there are two types of Teachers’ Training Curriculum and these are

1) Government Teachers’ Training College

AND

2) Self finance but NCTE and University recognized College.

In these two types of Teachers’ Training Colleges self finance does not get any government fund from the education budget. Further number of Government Teachers’ Training College is insufficient in numbers. And
as such educational Curriculum Planners are in problems to make Teachers’ Training Curriculum wider. So the government either-state or Central is to raise the education Budget on the “Heading”- Teachers Training Curriculum. If government fails to do so the Curriculum will face darkness forcing non-preparation of proper human power capital to generate true nationalistic citizens for the Country.

This is the reason for which our younger generations are:
1) Dissatisfied,
2) Disappointed,
30 Without motivation,
4) Losing the nation loving,
5) Creating the problems in schools, Colleges and universities in the name of agitations,
6) Creating problems in Society that he/she belongs to

Out of all these above Six factors there come illegalities amongst the younger generations. Younger generations by birth is not bad but they are made to be bad.

**OBSERVATION BY RESEARCHER**

**ON GOVERNMENT COLLEGES**

1) The professors are maximum irregular though get plenty of salaries,
2) They are irregular in taking classes,
3) Maximum of the Professors are not well aware of the courses of studies,
4) They go to class, kill the time and waits for period finishing bell,
5) They are not cooperative to students,
6) Some of them are unhygienic,
7) The professors, some times do not follow Curriculum. Thus the
students community goes against these professors and indirectly they loss their. “Interest and efficiencies” allowing dissatisfaction which further leads to strong to stronger students’ agitations which disturbs proper training and need based education.

**STATUS OF THE SELF FINANCE TEACHERS’ TRAINING COLLEGES**

a) Maximum Teachers are Contractually appointed at a very low rate of Payment and therefore they lost interest in teaching,

b) Because of class-wise contact the teachers attend class but are mostly insincere,

c) Teachers are not updated to teach,

d) Because there is no service security they lack interest to take classes with punctuality,

e) Maximum number of deputed teachers do not come to college though they get Deputation salaries .

f) True Internship like MBBS Course be introduced for B.Ed Passed candidates.

**SOLUTIONS**

a) National Council for Teacher Education shall have to carry on the spot inspection regularly through its appointed team and after receiving the report of the team action to be taken accordingly,

b) Government - union or state - shall have to create more government Colleges without ignorance to self finance colleges,
c) Maximum Teachers’ Training Colleges are running under Teacher-In-Charges and not under the Principals due to shortage of qualified Principals within the age limit prescribed by the National Council of Teacher Education. Henceforth NCTE can modify the age limit of the principals as till physically fit and mentally alert” provided required qualifications are there. Physical and mentally fit certificate only can be acceptable by the government Hospitals only.

d) District Inspector of all districts should have to take report from the Colleges for the monthly attendance of the deputed teachers attending the Teachers’ Training Colleges,

e) In each state of India there shall be one Teachers’ Training University under which all the types of Teachers’ Training will be in existence and Carried Out.

f) There may be one Higher Teacher Education Commission in all states under which the Teacher-Training University shall act.

g) Country is having at least a minimum number of 1 crore of untrained Teachers’ in both primary, upper primary, Secondary and higher secondary Schools. They are serving in various schools. They all are to be coming under ODL system sooner the better for proper training as per the need of the NCTE.

h) It is suggested that by the grace of IGNOU there are dual-mode educationists in each state. These dual-mode educationist are to b.e used so
SUGGESTIONS FOR ALL STATE GOVERNMENTS WITH SPECIAL REFERENCE TO WEST BENGAL GOVERNMENT

GOVERNMENTS may form a University each specially act for Teachers’ Training curriculum with Teachers’ Training colleges along with ODL system in the name of “SWAMI VIVEKANANDA STATE OPEN UNIVERSITY / OR IN ANY OTHER NAME” - which will not only create teachers but shall enrich the State government fund three and a half times more. Other States also can follow this system.

2.20.21. CONCLUDING

Now, to conclude the study of the “Related Literatures” it is more correct to say that as per the topic of the research not only books and Journals are sufficient to obtain required data but also to get “Present Scenario” of the Society there was a great and sincere need and emergence of studying day to day NEWS PAPERS and seeing various TV channels along with DD LIVE news channel and Parliament Channels regularly with a view to obtaining reality of the present Socio-Economic, Socio-political, Socio-Philosophical as well as Socio-educational scenario.

PRESENT PEN PICTURES OF THE SOCIETY - A REALITY GOING ON IN THE SOCIETY

The present Scenario is not bearable. It is horrible. Every where
mal-adjustments are found. Youths are frustrated. Society is on a firing pan. Unemployment is clouded the brain of the younsters. Murders now-a-days is a Common scene. Relation kills relation. Parental faiths are disturbed. Education disturbs educators and vice-versa. Rapes and honour-Killings have become very much Common. Crime Chart is going up by leaps and bounds. Wife can not believe husband and vice-versa. Society is at a stake. Terrorism opens its paws to eat up the country’s freedom. The whole of country is in doubt. All these are Negative. But education does not teach “Negation”-Education shows positivity. Teachers if trained with reality can enlighten the dissatisfied society into fully satisfied one. Therefore, the Teachers’ Training Curriculum needs modifications as per Swami Vivekananda to achieve within them the essential qualities on humanism, professionalism, love to mankind, patriotism, fellow-feelings, internationalism, peace, world peace and amity with nationalism and internationalism.

2.2022. OBSERVING COMMENT

From the year 1947, August 15, India is a Federal Democratic republic. India is the member of UN and there by UNESCO and ICJ of UNO. INDIA is a valuable member COMMON WEALTH OF COUNTRIES also. By dint of India’s special characteristics on various issues like memberships in UN, UNESCO, ICJ, COMMON WEALTH and Various departments of UN, India has been taking part actively socially, morally, legally, ethically, Financially, world problem solving on various issues like trade unions, Safety and Security matters of all other countries following the rules, regulations, norms of the UN Charter. In fine India as a
nation taking part in all the UN efforts for the maintenance of World peace, growth, development of world populations. Some times it is seen that Indian has been taking part in UNO’S PEACE KEEPING FORCE.

All these are made possible because India’s Federal Democratic republic with secularism, humanism, globalism have went deeper into the democracy-based political soil. India’s 99% political parties are dedicated to Indian democracy and peace in the International Arena. If India is a deeply rooted baynion tree under which there live The Hindus, The Muslims, The Sickhs, The Christans, The Zainism, The Buddhist. India pleasingly accepted the Policy of Swami Vivekananda - the policy of only the Humanism-no matter people belongs to any Community or any casts. India goes on with globalism. India follows unity in Diversities not only for India but for the globe also. India believes in peaceful Co-existence for all the nations and people under the sun.

Similarly, If Indian education specially Teachers’ Training Curriculum in redefined and modified in accordance with the Changing needs of the ever changing societies of India and the world, those days are not far behind while India will take the leadership in Education also in the Universe.

VIVEKANANDAISM IS THE ONLY PANACEA FOR TEACHERS’ TRAINING CURRICULUM IF APPLIED SINCERELY AND FULLY FOR THE NATION AND THE SINGLE GLOBAL-VILLAGE FOR PERMANENT SAFETY, SECURITY, PEACE, PROGRESS AND HAPPINESS.
2.21 SUMMARY OF THE CHAPTER - II

Study of related literatures forms a vital part for investigation and prediction on any study specially for the research work in the field of Education.

Now a days span of educational researches has been increasing at an enormous speed. So the idea of related literatures has been increased with the changed need of the society. Now-a-days related literatures mean not only books and Journals. It includes website messages, news papers, Hon’ble Court’s verdict and news Channels.

Through the study of all these above mentioned literatures it becomes very clear that the present study is need based national study keeping the Constitutional Commitments in to Consideration.

Our present Socio-educational scenario is not pleasant. Mal adjustments amongst the boys and girls of the day are at the top-gear. Mal practices in the Society are in existence. Family bindings are disturbed. Parents kill daughters in the name of “Honor Killing”, Teacher raps students. Students aim at their teachers at the point of Pistol. gang rape has been a common scene. Good personalities are being taken out of field by the bad personalities - like “Bad Money drives out good money out of circulation as expressed by Lord Gresams. Dishonesty at all the spheres of life is seen at present which is due to problem on Teachers’ Training Curriculum. The present Teachers’ Training Curriculum is incapable of bringing out proper students at the secondary level mainly. 13 to 16 years of age group of students need such a teacher who can inculcate amongst them the sense of ideals of good citizenship, honesty, sincere devotion to Nation and nationals. but our present Teachers’ Training Curriculum has forgotten the main theme of India ... Socialism, Secularism, Communal harmony, love to people and value education which are absent in the present Teachers’ Training
Curriculum. The present study proposes with confidence to introduce Swamiji’s Man-Making Education Policy, Value education, Man loving education with positively along with Gandhi ji, Swami Vivekananda and R.N. Tagore’s policy on Education.

It is evident that Sixty Eight years of Teachers’ Training Curriculum has failed to generate Socio-Economic, Socio-Political, moral and Traditional Indian values for which the degradations in all most all spheres of life is distinctly visible. Education, being the only way to reach to the solutions on the evil-degradation in Indian Society, is to be utilized as panacea by ways of modifications of Teachers’ Training Curriculum Sooner the better. We know, that Mumbai Local train Serial blasts in 2011, Causalities were 188 and more than 800 people were seriously wounded which was by the SIMI member-the terrorist organization who are the citizens of our country. Pathankot attack during January 2016 by the terrorists empowered by ISI and 30,000 Indian Youths to act as ISIS members are the effect of our old and nearly meaningless Teachers Training Curriculum.

Thus it becomes more evident that the existing Teachers’ Training Curriculum for the last Sixty eight years could fail to produce proper and humanitarian personalities for the nation and therefore the INNOVATIVE DIMENSION OF CURRICULUM DEVELOPMENT needs to be enforced, sooner the better.

Very recently on 10th. February 2016 at J. N. University, New Delhi an anti nation demonstration took place and in relation to some arrests on the issue there were anti nation demonstration at Jadavpur University also on 17th. February 2016 which indicate partly failure in producing good and nationalistic citizens which is further due to the teachers’ training curriculum that needs to be modified in accordance with the need of the country.

Our Teachers’ Training programme does not accepts globalization. Now-a-days one nation can not live alone. Nation is to depend on International bodies like UN, UNESCO, ICJ, SC which are to be added in the Curriculum.