Status and challenges of elementary teacher education in Kerala with reference to quality and expansion

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By

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Certificate

This is to certify that the thesis entitled "**Status and challenges of elementary teacher education in Kerala with reference to quality and expansion**" is a bona fide work done by **Leema K. M**., under my supervision and guidance. It has not been submitted previously for the award of any degree, diploma, fellowship, or any other similar title of this or any other university.

It is also certified that the thesis has been revised and resubmitted as per the suggestions for modification reported by adjudicators.

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4. 10. 2017

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DECLARATION

I, **Leema K. M**. do hereby declare that the thesis entitled "**Status and challenges of elementary teacher education in Kerala with reference to quality and expansion"** is a genuine record of research work done by me under the supervision of Dr. T. Moahamed Saleem, Assistant Professor, Farook Training College, Calicut, and that no part of the thesis has been presented before for the award of any degree, diploma or any other similar title of recognition.

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4. 10. 2017

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CHAPTER I

INTRODUCTION

- Need and significance of the study
- Objectives
- Hypotheses
- Methodology
- Scope of the study
- Limitations of the study
- Organization of report

INTRODUCTION

"*The father and mother give me this body;*

but the Guru gives me rebirth in the soul"

Swami Vivekananda

According to the Indian culture a child receives his physical birth from the parent and the second birth, the enlightenment of his soul is in the hands of the teacher. The teacher is given a higher position than parents, because he opens his disciple's eyes of knowledge and moulds his character. The teacher in ancient India was usually the men of renunciation. The Guru was identified with Brahma, Vishnu, Maheswara and even with the Brahmam (the absolute). They enjoyed a dignified place in the society. In the Vedic and post Vedic period the place of teacher was second to that of a god. He was addressed as "Guru". He commanded more respect than the king in the society. The ancient Indian school was known as 'Guru Kula'. And the guru was considered as Rishi and Acharya (one who practices what he professed). People believe that without guru it was impossible to attain knowledge.

The word teacher has a twofold meaning attached to it. In the ordinary parlance, today and in which sense the word is to be interpreted depends upon the context which it is used. It is used in the highly dignified sense as well as in the ordinary sense. In the first sense, it is used when it applies to great world teachers of higher philosophers like 'Buddha' or 'Sankaracharya'. In the second sense, it connotes an ordinary paid teacher who has nothing to teach to the world, but imparts worldly knowledge, on the condition that he would get a stipulated salary from his employers. In ancient India, the word connoted only in the first sense, particularly when higher education was concerned. The ancient Hindu teacher was devoted to his work and not to the monetary return.

The 'Smriti' of 'Atri' says that a teacher who teaches on payment becomes a jackal in his next life.

Teachers have always played a crucial role in preparing communities and societies towards exploring new horizons and achieving higher levels of progress and development. They are the prime agents of change. The significance of the emerging role of teachers has never been so critical at this juncture. Professionalism in teacher education has been a matter of concern and attention in India, particularly during the last five decades.

The national policy on education (1986) clearly recognises this and stipulate: "The status of the teacher reflects the socio-cultural ethos of society: it is said that no people can rise above the level of its teachers. The government and the community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative line". Earlier, the Kothari commission (1964-1966) had also made specific recommendations to improve upon the profession, academic and social aspects of teachers.

The teacher is the backbone of the educational system and marker of the mankind and the architect of the society. Even the religious leaders and social reformers are called as teachers of the people. However, the status and quality of the teachers deteriorated over the last few decades mainly due to poor service condition of teachers, nominal expansion of the education system, lowering the standard of teacher education, negligence of duty by many teachers and changes in the value system of the society. Since the status of teachers and conditions of teacher education had direct bearing on the quality of education and many ills of the society are attributed to the existing defects in the educational system. Significant efforts have been made after independence for improving the quality of education, particularly teacher education. Education prepares the future generations to play their respective roles in the society and teachers play a pivotal role in this process. A teacher happens to be one of the

key persons to indicate and support changes for educational improvement. With the increasing complexity of problems, expectations from teachers are also increasing. In order to enable the teacher to act as a catalyst in the process of developing the future citizens, teacher education programme need to be updated from time to time.

The teacher education programme is an integral part of the educational system, which is directly linked with the society. Its scope and objectives become larger in modern society. There has been a great expansion of higher education over the years. Kothari commission remarks "The destiny of India is being shaped in its classrooms." No doubt that education plays a significant role in the nation's development but, the quality of education is greatly determined by the quality of teachers, hence, great efforts were made and still are being made to improve the quality of teacher education.

The following words of Kothari Commission (1964-1966) clearly expound the importance of quality of teacher and teacher education system, "Education is a nation building activity and the process is in the hands of the teachers. Inputs like school buildings, community support, physical facilities, finances and administrative support are needed for a good educational system. But basically, the quality of teachers is of prime importance and all other inputs are secondary. The success of the school system especially in a country like India which is rural and backward in its nature, depends heavily on the competence and commitment of teachers. A wide range of skills are essential for a teacher, to perform his/her functions in an effective manner to impart education at the grass-root levels. The teacher has to be a good model, he is expected to be a good scholar, an ideal social worker, and committed to improve the poor and downtrodden masses by extending them educational opportunities and thereby enabling them to get their basic fundamental rights".

In spite of many attempts made from time to time for restructuring and strengthening of teacher education, the situation has remained nearly the same. There are a lot of issues which have remain unsolved. However, before examining the issues at length, it would be worthwhile to examine the assumptions or theoretical rationale of the existing teacher education programmes. Educational research should bring an increased understanding of the present and lead to further modification and improvement in the educational practices, if it is an applied research, and it should add to the existing stock of knowledge if it is fundamental research. The present study analyses the existing programme of teacher preparation at elementary level and therefore it falls under the category of applied research.

During the first decade after independence our foremost expectation from educational system was to create educated masses to fuel the development of the country, attaining economic independence and raising living standards of its people. Then in the sixties, the main focus was to improve and expand public educational facilities along with its internal transformation and qualitative improvement. Also, the education was moved to the concurrent list from the state list during this time to avoid local authoritarian influence on the educational policies. During the eighties, a second national educational policy on education was formulated with the aim of diversifying the educational system through adult education, moral education and work education as the main focus. During the late eighties, the policy focus was shifted towards universalisation of elementary education and adult education. During Nineties globalisation and liberalisation had its impact on educational policies along with the advent of modern ICT technologies. Recently the focus being shifted towards quality, global citizenship and sustainable living practices. The role of teacher education is to facilitate the teachers towards achieving the goals of national policies.

National Policy on Education (2016) draft understands that even though the teacher is having a pivotal role in the education system, good talent is not attracted to it, teacher education courses have little substance, and selection of teachers and principals are not transparent in many institutions. Even unpopular measures are suggested by NPE. National Council of Teacher Education devised a new framework for a better grading system of classifying teacher education institutions. It indicates that, there is an urgent national level attention on improving the quality of teacher education, and attract better talent to the teaching profession.

India as an independent, democratic and developing nation had its own unique issues and concerns in the education system. Over the last 60 years, our educational system had gone through many paradigm shifts through the policy changes. National education policies give directions for the development of educational system in the country. National Education Policy 2016, identified poor quality of teacher education and teacher training as the direct reason for the poor quality of school education. There is a grave need of improving the quality of teacher education system and to attract top talent to it.

Unprecedented expansion of teacher education institutions and programmes during the past few years, characterizes the teacher education scenario of today. With increasing school enrolment and the launch of programmes like Operation Blackboard (OB), District Primary Education Programme (DPEP) and SSA to achieve Universalisation of Elementary Education, there was a natural increase in demand for teachers. Added to this, the backlog of untrained teachers in the system and the essential requirement of pre-service teacher certification for appointment as a teacher led to mounting pressure on existing institutional capacity. The demand far exceeds supply; market forces have taken over causing an unprecedented rise in the number of teacher education institutions in most parts of the country. The escalated

demand for, trained teachers and the belief that a training certificate acts as collateral against future unemployment has made teacher education a lucrative business proposition. It has also led to the large-scale mushrooming of substandard teacher education institutions.

In Kerala, the elementary education is under a crisis, 'the general education-protection mission' is an effort to overcome it. Which means, the poor quality of education was taken its toll. The poor quality of education is an indicator of quality of its teachers and hence the teacher education. To protect elementary education, we have to first improve the elementary teacher education system. The low KTET pass percentages in the past few years are a pointer to the declining quality of the elementary teacher education. This study is an effort to analyse the quality status, challenges and expansion of the elementary teacher education program in Kerala.

Justice Verma commission (2012) pointed out that "The teacher education system in India has traditionally been organized on the assumption that lower academic qualification is acceptable for teaching at the elementary stages of school education. It is because of the assumption that higher secondary is prescribed as the eligibility qualification for undertaking a pre-primary or primary teacher education program. The view that, for teaching children at the elementary stage of school education, more qualified and mature teachers are required is only gradually emerging." So, the quality of elementary teacher education is a burning issue that has to be handled in an emergency manner.

Need and Significance of The Study

The system of elementary teacher education in India is presently in a state of turmoil. The past few years have witnessed unprecedented expansion in almost all sectors of teacher education, especially in elementary and

secondary teacher education programmes. There is nothing inherently wrong in the expansion of the system provided it is systematic and based on the needs of the expanding school system. Thus, the mere growth of teacher education per se cannot be a matter of concern, unless it leads to the dilution in quality or standards. It is also true that the expansion, if it had occurred in the government sector alone, could not have possibly led to the dilution of standards. There is a perception that the deterioration of standards is due to the uncontrolled expansion of the system in the private (self-financing) sector, without proper assurance of maintaining quality in teacher education or by not providing the required infrastructural and instructional facilities or by not recruiting the required number of properly qualified staff.

The entry of private sector in the system of teacher education has not taken place independent of other sectors of education or other subsystems of society. In fact, it is the offshoot of the policy of liberalization pursued by the country since the early nineties. The inability of the state government to set up new teacher education institutions or to provide grants in aid to the new private institutions gave impetus to the establishment of self-financing institutions. The expansion of the teacher education system, no doubt, was needed to meet the increasing human resource requirements of the expanding school system, but unfortunately, the state apparently abdicated its responsibility for teacher preparation and left the field open to the private sector. In Kerala, the situation in elementary teacher education was much worse in comparison to other states, as the number of teacher education institutions is too higher than national average.

The dissatisfaction with the system of teacher education and its quality is not a new phenomenon. In fact, it has been articulated time and again during the past six decades. The education commission (1964-66) made a detailed a critique of the teacher education system as it exists in the early 1960s. Realizing

the teacher education programme were by and large, divorced from the realities of the school, it recommended the orientation of the teacher education curricula so as to contextualise it in tune with the Indian conditions. It also emphasises the need for locating teacher education in the mainstream academic life of the universities and raising its status and prestige to the level of other disciplines. Later, the national commission on teachers (1983-85) also recommended widespread reforms, particularly in the duration and content of training. It emphasised the need for longer durations of teacher preparation programmes by integrating the education of content and pedagogy in a single programme. Regarding the teaching practice or internship programme, the concern has often expressed not only about its inadequacy, but also about its organisation in a routinized and ritualistic manner. It has also been pointed out that teacher education programmes are more theory oriented than practice oriented. The theory courses are taught in a manner which instead of stimulating critical and reflective thinking, encourages memorization and reproduction without understanding. The student teachers are seldom encouraged to develop their own concepts and idea about children's education and teaching on the basis of personal observations and experiences.

Moreover, elementary teacher education is also suffering due to no proper agreement among the different agencies governing it; on the issue of minimum prescribed qualifications of teachers and Principals. The above discussed problems and handicaps, which elementary teacher education has been facing can be studied in its correct perspective by a retrospect into our elementary teacher education programme, which after Independence remained sporadic, unsystematic and without the realisation of its full concept and implications.

There is a grave need to upgrade elementary teacher education by enhancing the entry qualification and duration of training and make it

equivalent to a degree programme and vest the management and control of elementary teacher education in a professional body of university faculty status. This is necessary, as the plus two entry level does not even equip prospective teachers with the basic knowledge of subjects to teach at the elementary level, particularly classes three to eight. Neither does the short duration of the course equip them with the necessary pedagogic knowledge for facilitating the learning of children, nor does understanding their psycho social and learning needs.

In case of student teachers, who chose teaching profession are those who are not able to secure seats in any other professional courses like, medical, engineering etc. When it comes to the teacher educators their number and qualifications are the problems. Even though NCTE mandates a minimum of eight teacher educators for D.Ed. Course, currently most of the institutions have only four teacher educators. And regarding qualification of teacher educators most of the teacher educators don't have NCTE prescribed qualifications. With regards to principals, most of the government institutions have principals promoted from HSA to D.Ed. with less than two years of service left with them before their retirement. They cannot plan and execute any long-term development activities.

There are a variety of institutions imparting elementary teacher education in Kerala, out of which some are run by the state government, others are aided by the government, but are managed by private managements, whereas the rest of the institutions are self-financed. Further, it is intriguing to note that what type of people are coming forward to start self-financed teacher education courses at institutions. It is further noted that, some of the self-financed institutions in the state are not providing library, laboratory and other facilities, such as playgrounds and sports equipment etc. according to the norms and standards set by NCTE. Some of these institutions, even don't have the

eligible Principals and teacher educators. This situation leads to the deterioration of quality of elementary teacher education in the state.

The broader objective of the present study is to bring qualitative improvement to the existing elementary teacher education programme in Kerala. The study aims at identifying the status and challenges of elementary teacher education in Kerala with reference to quality and expansion.

The number of elementary teacher training institutions in Kerala is almost doubled in the last few decades. In the scholastic year 1971-72 there were 104 elementary teacher training institutions (Second National Survey of Teacher Education at Elementary Level, 1977) and during 1992-93, the number was reduced to 101 (National Council for Teacher Education, 2000). But the number shot up to 193 during 2005-06. The number of elementary teacher education further increased to 222 during 2015-16. Every teacher education institution is required to fulfil the norms of National Council for Teacher Education (NCTE). Even though these institutions were established accordingly, there is a chance of deterioration of quality of teacher education programme. This may be due to various reasons such as commercialization in teacher education and non-observance of standards and norms regarding various aspects.

The SCERT in Kerala conducted a survey of teacher education in Kerala (2000), points out that the available physical facilities such as classrooms, furniture, laboratory, library etc., are far from satisfactory in elementary teacher training institutes. It suggested that provision should be made to appoint teachers specialised in music, dance, craft etc. The facilities available in the institutions are not generally utilised to the fullest extent possible for the purpose of training. The institution like DIET has been established to perform various functions like pre-service and in-service training, research and innovations etc. In order to perform these functions effectively and execute

their own programs qualitatively, they need a sufficient number of experienced teacher educators. The SCERT which is supposed to be the co-ordinating agency for all teacher education institutions in the state, does not have sufficient number of qualified faculty members. The state government should pay due attention and take immediate steps to fill these gaps. Also, a board should be set-up in the state to plan and co-ordinate the activities of teacher education institutions so as to make training more effective and practical.

There are a variety of institutions imparting elementary teacher education in Kerala, yet most of them are maladjusted and are out of step with the real needs of society. Even then more and more new self-financed teacher education institutions continue to mushroom throughout the state. This problem is becoming more and more serious in Kerala. So, it requires a deep investigation into the causes and consequences of this problem. Moreover, the quality of teacher education is deteriorating day by day. Imbalance in demand and supply of teachers is also prevalent in most of the states. The elementary teacher education programme is not fulfilling the societal needs expected to be fulfilled by it.

George (2008) conducted a swot analysis on elementary teacher education program and he pointed out many weaknesses of the system such as, non-availability of satisfactory instructional facilities such as laboratory facilities. There is a lack of student and staff welfare facilities. Professional quality of majority of elementary teacher educators is a weakness of the elementary teacher education program. The majority of teacher educators face difficulties in the conduct of practice teaching due to organisation of practice teaching in multiple spells and lack of co-operation from practice teaching schools. Curriculum is not adequate to enable student teachers to utilise ICT. The number of teaching staff is insufficient in all elementary teacher training institution's. And the admission process is not satisfactory.

During the last decade, radical changes were happening to the elementary teacher education system. The RTE act 2009 made elementary education from standard one to eight, as a constitutional right of the children, before that elementary education was from standard one to seven. In view of this change the existing teacher training course was upgraded to diploma in education in 2013 and the concepts, like mentoring, semester system and optional system were introduced. Also, NCTE regulation 2014, is upgraded the norms and standard requirements for the elementary teacher education program.

From the study of literature, it is found that there is a dearth of exhaustive studies pertaining to present elementary teacher preparation in Kerala. Therefore, a study explicating the extent of quality, problems and prospects of the elementary teacher education programme will be a great help to all those who are related to teacher education.

Hence there is every need to look into the quality status, challenges and expansion of elementary teacher education institutions from various angles and to study the situation on the basis of the opinions of the principals, teacher educators and student teachers who form a part and parcel of the teacher education programme. During the last two decades, there was only nominal expansion was there for elementary teacher education in Kerala. Also, authorities keep neglecting the elementary teacher education program for past few decades. So, the present study is a vehement effort in this direction.

The findings of the present study will be helpful in planning and organizing elementary teacher education programme in Kerala to meet the needs of the state and to stop the wastage of resources. Therefore, the study will be helpful to the administrators, teacher educators, parents and student teachers in performing their roles to enhance the quality of teacher education.

Statement of the Problem

It is evident from the present educational scenario in Kerala, there is no other sector of education is more neglected and have highly degraded quality than elementary teacher education system. There is no efficient monitoring mechanism to monitor the quality and provide necessary suggestions for improvement is present. The number of students seeking admission to the elementary teacher education course is decreasing year after year. Many of the self-financed elementary teacher education colleges are closed and many are about to close. NCTE had upgraded the course admission criteria from secondary to higher secondary and the minimum qualification for teacher educators are increased to post graduation in education. But still most of the elementary teacher educators carrying the same qualification in the State.

There is only few research had happened in the elementary teacher education area. Even the state doesn't maintain any routine evaluation process for the improvement of elementary teacher education system. Most of the resources allocated by the state, for the improvement of the education sector is not able to invest any time in the elementary teacher education system, due to the efforts to recover the degrading public elementary education in Kerala. An evaluation of elementary teacher education in Kerala will be a need of the hour for the revitalisation of the elementary teacher education program in Kerala. Hence the present study is entitled as

"**Status and challenges of elementary teacher education in Kerala with reference to quality and expansion**"

Operational Definition of Key Terms

Elementary Teacher Education Programme

Elementary Teacher Education Programme denotes Teacher Education Programme for training of teachers to make them competent in teaching elementary classes in schools, i.e. from standard one to eight.

Status

The term 'status' for the present study is defined as the current position of elementary teacher education program in Kerala with reference to quality aspects, such as curricular aspects, teaching, learning and evaluation process, infrastructural and instructional facilities available, student and staff support and progression measures, governance, leadership and management practices, research activities, innovative practices and the situation due to the expansion of elementary teacher education institutions in Kerala in terms of its number.

Challenges

The term 'Challenges' for the present study was defined as the issues faced during the efficient implementation of elementary teacher education programmes in terms of quality aspects such as, curricular aspects, teaching, learning and evaluation process, infrastructural and instructional facilities available, student and staff support and progression measures, governance leadership and management practices, research activities and innovative practices.

Quality

The term 'Quality' for the present study was defined as the intrinsic and extrinsic quality of the elementary Teacher Education Programme in terms of the of curricular aspects, teaching, learning and evaluation methods, infrastructural and instructional facilities, research activities, governance,

leadership and management, student support and progression, and innovative practices.

Expansion

For this study, the expansion connotes, increase in the total number of government, aided and unaided elementary teacher education institutions in Kerala.

Variables of The Study

The present study includes the following variables such as

Criterion variable

Status of elementary teacher education

Challenges of elementary teacher education

Quality of elementary teacher education

Expansion of elementary teacher education

Classificatory variable

Gender

Locality

Type of Management

District

Objectives of The Study

1. To discuss the policy perspectives of elementary teacher education in India since independence
2. To analyse the opinion of elementary teacher educators on quality aspects of the elementary teacher education program in Kerala
3. To list out the challenges of elementary teacher education program in Kerala perceived by elementary teacher educators

4. To identify whether there exists any significant difference in the perception of elementary teacher educators on quality aspects of the elementary teacher education program with respect to relevant sub samples such as, Gender, Locality, Type of management and District
5. To analyse the opinion of student teachers on quality aspects of the elementary teacher education program in Kerala
6. To list out the challenges of elementary teacher education program in Kerala perceived by student teachers
7. To identify whether there exists any significant difference in the perception of student teachers on quality aspects of the elementary teacher education program with respect to relevant sub samples such as, Gender, Locale, Type of management and District
8. To analyse the opinion of mentors of practice teaching school on quality aspects of the elementary teacher education program in Kerala.
9. To analyse the opinion of principals of elementary teacher education institutions on quality aspects and challenges of elementary teacher education program in Kerala
10. To discuss the opinion of parents of student teachers about quality aspects and challenges of the elementary teacher education program in Kerala
11. To find out the extent of teaching aptitude of student teachers from elementary teacher education institutions in Kerala
12. To identify whether there exists any significant difference in the teaching aptitude of student teachers with respect to relevant sub samples such as gender, locale and district
13. To assess physical facilities of elementary teacher education institutions in Kerala
14. To study the expansion pattern of elementary teacher education institutions in Kerala since independence

15. To classify the elementary teacher education institutions in Kerala based on their physical facilities and quality aspects.

Hypotheses

1. There exists no significant difference in the perception of elementary teacher educators on quality aspects of elementary teacher education program with respect to relevant sub samples based on

    Gender

    Locale

    Type of management

    District

2. There exists no significant difference in the perception of student teachers on quality aspects of elementary teacher education program with respect to relevant sub samples based on

    Gender

    Locale

    Type of management

    District

3. There exists no significant difference in teaching aptitude of student teachers with respect to relevant sub samples based on

    Gender

    Locale

    District

Methodology

Design of the Study

The study has been designed with both quantitative and qualitative nature. In order to realise all objectives of this study, the study demands both quantitative and qualitative methods. Hence, mixed method of research has used in this study.

Sample of the study

The samples of the study consist of selected elementary teacher education institutes, teacher educators, principals, student teachers and parents from all the 14 districts of Kerala. The sample was obtained using a stratified random sampling procedure, with due representation given to factors like gender, locality, type of management and district. Strength of sample is as follows

97 Elementary Teacher education institutions

185 Teacher educators

1127 First year D.Ed. student teachers

1828 Second year D.Ed. student teachers

404 Mentors of practice teaching school

66 Principals

150 Parents

Tools, methods and techniques used for the study

The study was conducted using following tools, methods and techniques.

1. Questionnaire on quality and challenges of elementary teacher education for teacher educators (Saleem and Leema, 2016)

2. Questionnaire on quality and challenges of elementary teacher education for student teachers (Saleem and Leema, 2016)
3. Questionnaire on quality of elementary teacher education for Mentors of practice teaching school (Saleem and Leema, 2016)
4. Interview schedule on quality of elementary teacher education for principals (Saleem and Leema, 2016)
5. Interview schedule on quality of elementary teacher education for parents (Saleem and Leema, 2016)
6. Teaching Aptitude test for elementary student teachers (Saleem and Leema, 2016)
7. Check list on the physical facilities of elementary teacher education institutes in Kerala (Saleem and Leema, 2016)

To analyse the policy perspectives on elementary teacher education program in India since independence, document analysis was used as a method. In order to classify the teacher education institutions on the basis of quality aspects, classificatory technique was used.

Statistical techniques used

The statistical technique used for the study are:

Percentage analysis

Test of significance of difference between mean scores

Analysis of variance

Scope of The Study

Although a great deal of research was done in the field of teacher education, yet a thorough survey of related studies reveals that, the status and challenges of elementary teacher education with reference to expansion and quality happen to be the topic, which though of great importance have hitherto

remained unexplored. We have to analyse the disturbing trends such as, privatization, unequal opportunities, dilution of quality, the mushroom growth of institutions, the ills of commercialization, neglect from the authorities, imbalance between demand and supply of teachers and consequently the expansion of teacher education without responding to the needs of society. This scenario encouraged the investigator to take up the area of elementary teacher education for problem for research.

After adoption of neo-liberal policies of the Government of India in the early nineties, private participation in the higher education sector has continuously increased. It has also affected elementary teacher education, and a large number of private self-financed elementary teacher education institutions have mushroomed throughout the country with profit motive. This has further led to many malpractices and commercialization of elementary teacher education. Attempt to clear the backlog of untrained teachers also contributed a great deal to the increase of seats in elementary teacher education institutions. All this led to a haphazard, unsystematic and unbalanced growth in teacher education institutions, with no consideration for national, regional and local societal needs. Moreover, it also led to the introduction of private initiative in the field of elementary teacher education on a large scale. Teacher education institutions tended to be isolated from the community, and remained exclusive in nature. The quality of training in self-financed institutions has also not been up to the mark.

This problem is becoming more and more serious in Kerala. So, it requires a deep investigation into the causes and consequences of this problem. Teacher education is an important field of research since the quality of teacher education has been regularly questioned. At the same time as teacher quality, increasing being identified as crucial to educational outcomes and pupil gains. Private entrepreneurs are establishing new private teacher education

institutions for earning big profits and not for the sake of serving the cause of society. Student teachers are not at all professionally motivated to complete the course.

The secondary teacher education programmes in Kerala, already became the target of research, many a times. But only a handful researches was carried out in the area of elementary teacher education. The elementary teacher education programme in Kerala is undergoing a life-threatening crisis for last few years. If we analyse the reasons, we could find hundreds of them, starting from the decline of public education system in the state to the severe negligence of the authorities toward the elementary teacher education. Privatisation and liberalisation also created their own toll on the elementary education system.

There are 221 elementary teacher education institutions in Kerala in 2017, catering to nearly ten thousand student teachers every year. Last few years, the elementary teacher education in Kerala is witnessing an unprecedented decline in the number of students and quality of institutions. Many of the self-financed institutions are on the verge of closing down. Also, the absence of a strong mechanism to periodically assess the quality of the elementary teacher education program is evident.

Due to the large number of elementary teacher education institutions in Kerala, and the particular issues created by the scenario of education present in the state, the scope of the present study limited to the status, challenges, expansion and quality of elementary teacher education in Kerala.

Limitation of The Study

1. The present study is limited to pre-service elementary teacher education programme only
2. The tools used in the present study are checklist, questionnaires, interview schedule and teaching aptitude test. Although these instruments have several advantages, they have their own limitations.
3. The study is limited to the geographical area of Kerala
4. The scope of the study is limited to teacher education institutions in elementary level.
5. The study is conducted on a sample of 97 Teacher training institutes, 185 Teacher educators, 1127 First year D.Ed. student teachers, 1828 Second year D.Ed. student teachers, 404 Mentors of practice teaching school, 66 Principals, 150 Parents. It is impossible to take more sample for study within the scope of the study, hence a representative sample from whole strata is taken by ensuring adequate representation.

Organisation of the Report

Chapter I of the study contain a brief discussion on introduction of the problem need and significance of the study, a statement of the problem, definition of key terms, variables, objectives of the study, hypotheses, a brief description of methodology, scope and limitations of the study.

Chapter II presents a theoretical framework of teacher education and a summary of related studies on quality, expansion, challenges and status of teacher education.

Chapter III comprises of the methodology in detail, including a description of the method adopted, sample for the study, tools and techniques

used for collection of data, break-up of the samples, preparation and description of various tools, the procedure adopted for the collection of data, scoring and consolidation of data.

Chapter IV covers statistical analysis of data and discussion on the result.

Chapter V contains a summary of the study, important findings and conclusion, educational implications and also suggestions for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

- ❖ Theoretical overview
- ❖ Review on status of teacher education
- ❖ Review on quality of teacher education
- ❖ Review on challenges of teacher education
- ❖ Review on expansion of teacher education

REVIEW OF RELATED LITERATURE

According to an Indian prayer, "The teacher is Brahma, the Creator, He is God Vishnu, He is God Maheshwara. He is the entire universe, salutation to him". Rabindra Nath Tagore correctly said, "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame." The Education Commission (1964-66) rightly professed, "The destiny of India is now being shaped in her classrooms".

The community establishes schools for progress, preservation and enrichment of its traditions and conventions. The teacher education programme is necessary to provide professional, efficient and really capable teachers. Teacher education started its development from the ancient education system and still the present system of teacher education taking shape according to the global and local needs of the Indian society. History of teacher education in India can be classified into two parts. The first part deals with teacher education during pre-independent India, which starts from ancient education system of education, till India got independence and the second part deals with teacher education during post independent India, that is after independence till present year. Teaching is the noblest among all professions, since the progress of a country depends upon the quality of its teachers. The Kothari commission (1964) recommends the introduction of a "sound programme of professional education of teachers". Teaching has been one of the most respected and oldest professions in the world. The functions, role, competence and preparation of teachers have undergone a dramatic change from time to time, but the need for qualified teachers has been imperative for all times. The changing times as well as the requirements of the society have demanded changes in the ways of teacher preparation.

Meaning of Teacher Education

It is well known that the quality and extent of student achievement are determined mostly by teacher competency, sensitivity and teacher motivation. The NCTE has defined teacher education as – A programme of education, research and training of persons, teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher competence and expertise that would empower the teacher to meet the requirements of the profession and face the challenges in that.

Goods Dictionary of Education defines Teacher education as, "all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively."

Until 1956, the program of teacher preparation was called teacher training. It prepared teachers as technicians or mechanics. It had limited goals with its focus being only on skill development. As W.H. Kilpatric put it, "Training is given to animals and circus performers, while education is to human beings." The perspective and scope of teacher education was therefore very limited.

Teacher education is a combination of teaching skills, pedagogical theory and professional skills would help to create the correct attitude, knowledge and skills in teachers, hence promoting their holistic development. Pedagogical theory includes the philosophical, sociological and psychological considerations that would facilitate the teachers to have a comprehensive basis for practicing the teaching skills in the classroom. Teaching skills would include providing knowledge and practice in the different techniques, strategies and methodologies that would help the teachers to plan and teach, provide appropriate reinforcement and conduct effective assessment. It

contains classroom management skills, preparation and use of teaching aids and communication skills. Professional skills include the techniques, methodologies and tactics that would help teachers to grow in the teaching profession and also work towards the growth of the profession. It consists of soft skills, interpersonal skills, counselling skills, computer skills, information processing skills and above all, lifelong learning skills.

Relevance of Teacher Education

Kothari commission (1964-1966) observed, "of all the different factors which influence the quality of education and its contribution to national development, the quality, competence, and character of teachers are undoubtedly the most significant". Therefore, there should be enough supply of intelligent individuals to the teaching profession with best professional education and all right conditions for their work.

Thus, a sound programme of professional education of school and college teachers is essential for the qualitative improvement of education. Investment in teacher education can bring rich dividends, because the financial resources required are insignificant when measure against the resulting improvement in the education of millions of boys and girls. A teacher generally tries to teach in the way he himself taught by his favourite teachers during his own school and college days. He tries to perpetuate the traditional methods of teaching. Therefore, India should develop effective professional education, which may initiate the teachers to the most needed revolution in teaching and lay the foundations for their professional growth and lifelong education. All the teachers should be trained, but there should not be and also cannot be a specific training of teachers. Even the born teachers have to study the technique of teaching craft. There are teachers who have acquired enormous success in teaching through training and experiences.

Much wastage in teaching effort can be saved if the prospective teacher is subjected to teacher education situations conducive for the actualisation of potential in him. A good deal of a wastage in teacher's effort might be avoided by training. But a teacher is not a teaching craft man. He has to help his students to develop certain personality traits and also to realize desirable values. In the past, training of teachers was born out of the necessity to bring up a literate generation and to accomplish this task.

The schools of today lay emphasis on an integrated and balanced personality of the teacher as a whole man. The teacher of today, must be the teacher of the whole man. He never be this unless he is himself a complete man. We teach more by our actions than by preaching. Training cannot be a matter of teaching professional tricks. It is antipathetic to those generous sympathies and that consciousness of being one member in a self-education community, generally demanded from teachers. The new teacher will have to integrate the skills of teaching with his life style and also to help the students to develop not only intellectually but also emotionally.

Teachers are the sections of the community sharply segregated from the rest preparing themselves for their life's work in institutions for developing human attributes. The teacher education system as it exists today fails to educate the human beings. The trained teacher is too often an untrained human being. The era of training of teachers is past; we are concerned with the education of educators. With proper type of education to the prospective teacher, he will be in a more favourable position to correlate his knowledge with his experience, to see life steadily and to see it as a whole. Therefore, the prospective teacher must be offered opportunities to associate with the best minds and to develop a disciplined intellect as well as the quality of appreciation of culture in its various forms. He will have emotional life developed to a fine sensitivity but held in a strict control.

Today's teacher needs a philosophy primarily concerned with human beings to interact with each other. Humanistic programme for teacher education, seeks to develop a human teacher possessing such qualities as spontaneity, acceptance, creativity and self-realization. Competence and professional skills are the very heart of the teacher education programme. The knowledge of the methods adopted by other teachers combine with other considerations will make the student try out various approaches to his work and during the practical work of the course. Thus, a practising teacher generally evolves and polishes his own method. He acquires technical skills in practise and not in lecture room. He should know the techniques and procedures to be adopted in his profession. He should be able to effectively perform of his duties. Professional education should concentrate on the person as an individual who is in practise and seeks to expand his emotional mental and moral capacities. He should have a sound philosophy of education, knowledge of functioning of psychology along with dynamic sociological outlook. Only such teachers will be to relate theoretical insight to practise and to improve preparation programme. They will be effective practitioners in their profession. Teacher education seeks to develop such proficiencies in the prospective teachers which will make them successful teachers. It helps to improve the skills of the teacher to deal with a range of individual differences.

The teacher of tomorrow would design teaching situation beneficial to the growth of pupil's mental health. It would help learners, in developing commitment to a set of values, certain skills and competencies. The teacher requires a new type of knowledge, an attitude, facility and atmosphere to make his task fruitful, easy and confirming for the demands of the students. His education, therefore should be in harmony with the necessities of the time and needs of the society.

Teaching is a professional activity which requires specific knowledge, skill and behaviour. Teacher professionalism consist of competence, performance and behaviour which reflect on teacher's personality in school and society. Professional competence is essential in teaching profession which contains acquisition of knowledge of subject, preparation of teacher for classroom processes, and facilitates personality development of children. Competencies of an effective teacher involve interpersonal communication, pedagogical empowerment and leadership. Professional competence helps in performance of teacher in terms of overall development of students. The competent teacher is expected to perform in the better interest of the children and society as well. It has been aptly remarked, "If you educate a boy, you educate one individual but if you educate a girl, you educate the whole family and if you educate a teacher, you educate the whole community".

Teacher education is not merely teaching the teachers on how to teach. It is to ignite his initiative, to keep it alive, to curtail the evils of the "hit and miss" process and to save time, money, energy and trouble with the teacher and student. Teacher education is needed for developing a purpose and for the establishment of a positive attitude towards the profession. The success of the educational process depends to a greater extent on the characteristics and the ability of the teacher, who is the foundation stone of the arch of education. At present teachers are not the mere transmitters of information but facilitators in the path of students craving for more knowledge. The existing teacher training institutions of the state have yet to do a lot of teachers in order to articulate innovations in terms of approach and pedagogy for qualitative improvement of school education so that they can satisfy the various demands of the student community.

Quality education is a pre-requisite for national, regional and global development. For delivery of quality education, we need high quality teachers

who are committed to teaching and equipped with necessary knowledge, skills and competencies for effective teaching. For teachers to be more effective and quality professionals, teacher education must be brought into the mainstream of the academic life of our institutions at all levels. Planning and implementation of exhaustive, futuristic, and judicious reforms and recommendations can create a real breakthrough and vitalize teacher education.

Quality of Teacher Education

The success of a learner mostly depends on the quality of his teachers. With the advent of global and techno accelerated developments, raising the quality of teachers at par with the demands has become a major apprehension and challenging task for the policy makers, universities and colleges and this responsibility are weighed down further on the colleges of teacher education, and the public in general. The question of quality assurance and relevance gained some urgency as a result of National Policy on Education (1986). Quality assurance needs to be pursued in all fields of education, especially teacher education by realizing empirical basis for relevant and efficient teacher preparation programme. It is in this context, the research in this area investigates not only what exists today but what is required for the future become a priority.

Teachers are the ultimate assets and backbone of any education system. The National Policy of Education 1986 rightly accepted the influence of teachers in these words, "The status of the teacher reflects the socio-cultural ethos of a society. It is said that no people can rise above the level of its teachers" Teacher quality is therefore crucial and has been globally accepted to be significantly associated with the quality of education in general and students learning outcomes in particular. The role of Teacher Education

Institutions in providing quality teachers for national development is well established, by providing the teachers with the opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity and equipping them with specialized knowledge and skills to help the young learners to tackle these problems. The most effective way to develop quality teachers in a dynamic and changing environment is to begin with a well-developed pre-service teacher education programmes and with continuous professional development opportunities (Denis Hayef, 2008).

Teacher education Institutions play an important role in shaping the destiny of the country. The success of any educational system depends largely on a sound programme of teacher education and quality of teachers produced by Teacher Education Institutions. It is important that the right kinds of teachers are engaged in the teaching profession with the best possible training to ensure students achievement and progress. (Aggarwal, 1988). Hence enhancing the quality of teacher education programme to ensure quality education is the need of the hour.

Teacher education is the process of providing teachers and potential teachers with the skills and knowledge necessary to teach effectively in a classroom environment. Quality of education plays important role in the process of development of nations. Hence, quality concerns in education are national priorities for all nations. The dimensions of quality in education include achieving pre-determined targets and objectives. Enlightened, unfettered and empowered teachers lead nations and communities in their journey towards better and advanced quality of life. They disclose and elaborate the secrets of accomplishing higher values in life and nurture empathy towards all. They not only spread knowledge but also develop and generate new knowledge. They are conscientious for the acculturating role of education.

Quality Indicators of Teacher Education

National Assessment and Accreditation Council (NAAC) has identified the following seven quality criteria's as the basis for its assessment and accreditation of teacher education institution with an assumption that these seven criteria encompass all the processes of a teacher education institution:

1. Curricular Aspects: it includes Curricular Design and Development, Academic Flexibility, Feedback on Curriculum, Curriculum update and Best Practices in Curricular Aspects.

2. Teaching-Learning and Evaluation: it includes Admission Process and Student Profile Catering to diverse needs Teaching – learning process Teacher Quality Evaluation Processes and Reforms Best Practices in Teaching Learning and Evaluation

3. Research, Consultancy and Extension: this dimension includes Promotion of Research, Research and Publication Output Consultancy Extension Activities Collaborations Best Practices in Research, Consultancy and Extension

4. Infrastructure and Learning Resources: it deals with Physical Infrastructure Maintenance of Infrastructure Library as Learning Resource ICT as Learning Resource Other Facilities Best Practices in Infrastructure and Learning Resources

5. Student Support and Progression: it includes Student Progression Student Support Student Activities Best Practices in Student Support and Progression

6. Governance and Leadership: it includes Institutional vision and Leadership Organizational Arrangements Strategy Development and

Deployment Human Resource Management Financial Management and Resource Mobilization Best Practices in Governance and Leadership

7. Innovative Practices: it deals with Internal Quality Assurance System, Inclusive Practices and Stakeholder relationships

Issues and Challenges of Teacher Education

Problem of selection

Defects of selection procedure lead to deterioration of the quality of teachers. The enhanced selection method would not only improve the quality of training but also save the personal and social wastage.

Lack of uniformity and Unhealthy financial conditions of the colleges of education

There are several types of teacher education institutions. For the past few years our country witnessed the mushrooming growth of teacher education institutions. There is no uniformity in the curricular and co-curricular activities and instructional methods followed in these institutions. Most of the teacher education institutions lack sound financial conditions which is necessary for providing adequate infrastructural and other academic facilities for student teachers.

Incompetent of student teachers and teacher educators

Most of the current teacher training programme does not provide adequate opportunities to the student teachers to develop competency because, the organizers of teacher's training programme are not informed of the existing problems of student teachers. Inappropriate selection of teacher educators is another issue which deserves serious concern. Most of the teacher

educators do not have the necessary academic skill and pedagogical content knowledge, which is necessary for the proper development of learning skill among the student teachers.

Problems of practice teaching and supervision of teaching

In spite of all types of ostentatious arrangements related to practice in teaching, student teachers are non-serious to the task of teaching. The supervisory organization, for practice teaching aims at bringing improvement in the instructional activity of the student teachers by using various techniques and practical skills in teaching and helps them to develop confidence in facing the classroom situations.

Lack of innovation in methods of teaching

In India teacher educators are unenthusiastic to innovation and experimentation in the use of modern methods of teaching. Their understanding with modern class-room communication devices is trivial.

Isolation of teacher's education department

As observed by education commission, "the teacher education has become isolated from schools and current development in school education. The schools consider the teacher education department as an alien institution and not a nursery for the professional development of school teacher." These departments only observe the formality of finishing the suggested number of topics without caring for the sounders of pedagogy involved in the procedure.

Poor academic background of student-teachers

Most of candidates do not possess the required motivation and an academic background for a well-deserved entry in the teaching profession.

Lack of proper facilities

In India, the teacher education programme is being given enough importance. Most of the teacher education institutions does not have own buildings, and they are running without any facility for an experimental school or laboratory, library and other equipment's necessary for a good teacher education department.

Unplanned and insufficient co-curricular activities

Teacher education mainly intended to total development of student teachers. Active participation of student teachers in the co-curricular activities conducted by the institution helps in the development of many types of social skills. But most of the teacher education institutions do not give any importance to co-curricular activities.

Lack of regulations in demand and supply

The State Education Department do not collect enough data, on the basis of which they may work out the desired intake for their institutions. There is a considerable lag between the demand and supply of teachers. This has created the challenges of unemployment and under-employment

Lack of facilities for professional development

Most of the programs are being conducted in a habitual and unimaginative manner. Even the association of teacher educators has not provided anything towards development of a sound professionalization of teacher education in the country.

Insufficient financial grants

In India, teacher education in most of the states is still being run by the fee collected from student teachers, as the share of state grant is too small.

Research in teacher education

Research is to be treated as an integral part of education and development Activities conducted at different stages of teacher education programmes. Empowering teachers as well as teacher educators of different stages for conducting relevant and need based research studies is the prime focus of in-service as well as preservice teacher education programmes. Teacher education is an important field for research since the quality of teacher education has been regularly questioned. At the same time as teacher quality is increasing being identified as crucial to educational outcomes and pupil gains. Consequently, teacher education researcher need to work together in order to Share emerging research findings.

The nature of research needs to be context specific, problem oriented, intervention type and development oriented Teaching, like other professions, has a developing knowledge base that serves to guide practitioners. Knowledge generated by research is an important component of this knowledge. Teacher education and staff development programme might be considered to be a central avenue of knowledge dissemination on one hand, and of practicing its use in varied contexts on the other hand. The curriculum of teacher education and the text books they use, determine what aspects of research knowledge will be brought to the attention of becoming teachers. The practicum and teacher induction programmes might serve student teachers and novices in learning how to use this knowledge base. Research findings constitute a regular feature of teacher education courses in the foundation disciplines, like psychology, and in method courses, but the translation of the findings into class-room action is usually given to the

student teachers who find this an enormously difficult or even impractical task.

Historical Perspectives of Teacher education

This section gives details about the important landmarks in the development of teacher education in India during pre-independence and post-independence period.

Teacher education in pre-independence period

The history of teacher education in India is as old as the history of education and the history of Indian education is as old as the history of human civilisation, hence it seems to be correct that the concept of informal teacher education must have been born in India during early ancient Indian period i.e. in 2500 B.C. According to R. S. Pandey (1992), "Ancient Indian has been a colourful and glorious country of literature, in the form of Vedas, Brahmans, Upanishads, Brahma sutras and the work of Aryabhata, Panini, Katyayana, Patanjali, Vysasa, Valmiki, Kalidasa and so many other authors and poets. try with great educational traditions, rich Sanskrit language, many standards of art and architecture, vast stories during ancient period itself with great educational traditions India had developed a very sound educational system and was well recognised as the world leader in the field of knowledge. The pre-independence (1947 A.D) era concerning the history of teacher education in India may be divided in to four parts.

I. Ancient and medieval period (2500 B.C - 500 B.C)
II. Buddhist period (500 B.C - 1200 A.D)
III. Muslim period (1200 A.D - 1700 A.D)
IV. British period (1700 A.D - 1947 A.D)

Ancient and medieval period (2500 B.C - 500 B.C). Initially for Hindu civilisation giving education means teaching of Vedas. Out of four classes of Hindu society, Brahmins served as teachers of the community devoting of themselves to the work of acquisition, conversation and promotion of knowledge and its transmission to future generations. It was their duty to learn in order to teach and also teach in order to learn. Thus, learned section of the Hindu community undertook the duty of serving as the educators of the pupils. According to the Varna system prevalent at that time in which each Varna was dedicated to particular profession Brahmins used to earn their livelihood by teaching. It was a hereditary process teaching profession continued from one generation to another. Manu says that the Brahmins alone shall teach Vedas and none else. There was no formal system of teachers training. Methods and techniques of teaching were very simple. A student relied completely on the word of the teacher. There was a close contact between the teacher and the taught.

Buddhist period (500 B.C - 1200 A. D). During Buddhist period teaching was considered as the noblest of all professions. During this age a vigorous, well elaborated and thorough system of training for the teaching profession started. Formal teachers training found its roots in this period comprising seven centuries. Teachers were trained for the purpose of propagating Buddhism. They were monks spreading the spirit of Buddhist religion to the people. To get the status of a teacher, one was kept under the mentoring of teachers for certain time, from whom he learns the elements of Morality, training in dharma and proper conduct. When the supervisors were satisfied, they gave a certificate that one is fit for the profession of teaching. The method of training teachers during Buddhist period was based on a system, which was later on recognised and named as Monitorial system.

Muslim period (1200 A.D - 1700 A.D). There was no formal system of teacher training during Muslim period. Education was public affair. Educational institutions were called Madrassa, where students were taught by Molvies. Education was mainly teaching of Quran. There was no formal training of teachers. Some Arabic schools provided more comprehensive and advanced course of study. Need of formal education was not recognised. No special professional training was required. Teachers were appointed under certain considerations other than mere academic qualifications. Institutions for regular education and training in teaching medicine, literature, art and music were not in present during this period. Educated people available in the country or abroad from Arabia was appointed as Molvies in the educational institution. Only Muslims were allowed to teach mokalis and madrassas.

British period (1700 AD – 1947 AD). The British's changed the above educational system according to their own system, their need and philosophy. The monitorial system of training teachers and semiformal system of teachers training was not recognised by them. Their major goal in the field of education was to educate Indian children in British system. Formal system of teacher education was started by the British. A formal training centre established by Danish mission at west Bengal was the first step in the field of training the teachers in India. After this, at madras, Bombay and Calcutta three more institution called normal schools, were open for training the teachers. As the government took part in education, normal schools were opened at Pune, Surat and Calcutta.

Even though East India Company was established in India in 1600 A.D., it did not think about the education of Indians till 1698 A.D. Charter Act (1698) started the discussion about the education for the first time. The Charter Act gave the sole responsibility of starting and maintaining schools. Initially the provision was made for the children of company's servants. But

by the end of eighteenth Century, the provision of providing western education was extended to general Indian children. Some educational societies and learned individuals started to train language teachers in Bengal.

The first normal school was established at Serumpur (Bengal) in 1793. The period of 1813 to 1853 is marked by the absence of educationists. Education department did not exist. Members of the education boards, councils and committees had no professional training or aptitude towards education. In 1819 the Calcutta school society began to train teachers for elementary schools. Elphinstone (1823) felt the need to make aware teachers with organisation and management of schools and one or two books on the subject. In 1826 Madras had a normal school for training teachers.

In 1824, Mrs. Wilson opened a Central Training School for both male and female teachers. In 1826 Madras Presidency, also a central training school was started and it was established for the education of superior teachers. During the same year, many teachers trained at Bombay in the Bell-Lancaster system were distributed to the whole Bombay Presidency.

William Adam (1835) in his famous report recommended that teachers training in the country should be improved. He suggested a number of measures to be taken for the improvement in teacher training. He also advised that the vernacular departments of English should be changed into normal schools. He also suggested a scheme for training in-service teachers.

In 1847, first normal school was launched at Elphinstone College in Bombay. In 1849, Alexander Duff also started a normal school at Calcutta. A normal training department was opened in 1851 at Poona College. In the same way, the normal training schools were also started functioning at Surat and Agra.

Danish Missionaries at Serampore (Bengal) started the first formal Teachers Training institution in India. It was established by Carey, Marshman and Ward. After this Dr. Andrew Bell employed the monitorial system in Madras during 1789 to 1796. This system, which came to be known as the Bell-Lancaster system later on, laid the foundations of teacher training system in the country.

Wood's despatch (1854) popularly known as 'Magna Carta of English education In India' advocated the need of establishing teachers training institutions and of giving stipends to pupil teachers for the first time. The experts of the Committee said, "We cannot do better than refer you to the plan which has been adopted in Great Britain for this subject, and which appears to us to be capable of easy adaptation to India. It mainly consists in the selection and stipend of pupil teachers, their ultimate removal if they prove worthy, to normal schools; the issue to them of certificates on the completion of their training in these normal schools. Unfortunately, nothing was done in this direction.

In 1856, Government Normal Schools were set up at Madras and Banaras. In 1857, a Government Normal School was also established at Meerut. Now there were four training schools in Bengal at Hooghly, Dacca, Gauhati and Calcutta. By 1858, there were six normal schools in Madras at Mayavaram, Cheyur, Vellore, Mangalore, Berhampore and Ellore, whereas there were four training departments in Bombay at Poona, Ahmedabad, Dharwar and Karachi. By this time the political power in India was taken over by the British Crown. It is interesting to note that teacher education was one of the important sectors of education that received immediate attention of the government. Then the secretary of state for India,

In 1859, the Stanley's despatch laying even greater emphasis on teacher training observed: "The institution of training schools does not seem

to have been carried out to the extent contemplated by the court of directors. In 1859, the new grant in aid rules provided that salary grants to schools be given or those teachers who had obtained a certificate of teacher training. The training of teachers received an increased attention as a result of this measure.

Monitorial System (1880) In India the idea of formal teacher training originated out of an indigenous technique, called 'Monitorial System'. It was based on the principle of mutual instruction. It was worked out by splitting up a class into a number of small groups and by placing each group under the charge of brilliant pupil, called 'monitor'. The monitor was assigned the duty of maintaining proper discipline and imparting individual as well as collective instructions to the students of his group. The monitors gained some proficiency in teaching and class control, which enabled them to teach independently in their later life.

The Indian education commission (1882) recommended that normal Schools-Government and aided, should be so localised as to provide for the local requirements of all primary schools under each inspector and an examination in the principles and practise of teaching should be started. In 1882, there existed 106 normal schools, including 15 institutions meant exclusively for women. there were three college level teacher training institutions one each in madras, Lahore and Nagpur. Examinations in theory and practise were conducted and model lessons, practise lessons and criticism lessons were in vogue. By the end of 19th century four more training colleges were established one each in Rajahmundry, Allahabad, kurseong and Jabalpur and the number of normal school was 50.

In 1886, the first training college to prepare secondary school teachers was set up at Saidapet in the Madras followed by the opening of a secondary department in the Nagpur training school in 1889.Towards the end of

nineteenth century, there were only six training colleges in India. In January 1886, the Government Normal School in Madras was upgraded as Teachers College and was affiliated to the Madras University. It prepared candidates for the L.T. diploma. This was really an encouraging step since teacher education was developing as a part of university education. In 1889, a Secondary Department was added to Nagpur Training School which later developed into Prantiya Prashikshan Mahavidyalaya Jubbalpore.

In 1892, 116 institutions for the training of men and 15 for the training of women existed throughout the country. Out of these, only 3 were of the collegiate Grade-Madras Teacher's College, Lahore Central Training College and Nagpur Training Institution. The Maharajah's Training College at Trivandrum was started in 1895 as a Government Normal School. The Isabella Thoburn College at Lucknow started a course for English Teachers" Certificate examination in 1896. At Kurseong, another training class for secondary teachers was started.

1899, Bombay instituted the Secondary Teachers" Certificate (S.T.C.) examination. The opening of 15 training institutions for women indicated an encouraging trend, obviously emphasizing the need for separate training schools for them with a view to help improve women education.

The period of 1901 to 1921 was that of intense political unrest in the country, which had its impact on educational situation also. In the early twentieth century, there existed only six training colleges in India – at Allahabad, Jubbulpore, Kurseong, Lahore, Rajahmundry and Saidapet.

In Education policy (1904) Lord Curzon, the viceroy of India, felt the need of the training teachers, it was boldly stated in the Government of India resolution on educational policy: "If the teaching in secondary schools is to be raised to a higher level- if the pupils are to cured in their tendency to rely

upon learning notes and textbooks by heart, If in a word, European knowledge is to be diffused between the methods proper to it, then it is most necessary that teachers should themselves be trained in the art of teaching". About the content and duration of the course the education policy further state the following. "For the graduates the training courses should be one-year university course, leading to a university degree or diploma. The course should be clearly directed towards imparting to them knowledge of the principles which underline the art of teaching and some degree of technical skill in the practice of art. The training in the theory of teaching should be clearly associated with its practice, and for this purpose, good practising school should be attached to each college." Curzon emphasised the need of providing many training institutions for primary teachers. he also emphasised the training of rural primary teachers in elementary agriculture. His declaration initiated a new era in the training of secondary school teachers. By 1912, there were 15 training colleges which imparted instruction to 1400 students.

In 1906, a Secondary Training College was set up in Bombay. It prepared secondary teachers for S.T.C. diploma. The David Hare Training College and the Teachers‟ Training College were opened in Calcutta and Patna respectively in the year 1908. The government resolution on educational policy (1913) stated "eventually under modern system of education no teacher should be allowed to teach without a certificate that he has qualified to do so". It also expressed the government's desire to multiply and improve training colleges in order to ensure availability of trained teachers for public and private schools.

Calcutta university commission (1917-1919) Under the chairmanship of Sir Michael Sadler, the Calcutta university commission popularly known as Sadler commission recommended that department of education should set up

in each university with a professor of education as its head. It also suggested the need for attaching a small experimental school in addition to a large practising school, to a training college, the first to provide opportunity for educational experiments, the second to accustom the students in training to the methods which should be used in every good school under normal conditions of work. Due to these recommendations, the number of training schools increased. Some of the universities established their departments of education. Teacher training curricula were improved. In 1921-22 there were 13 training colleges for secondary teachers. Their number in 1904 was 6.A large output of trained teachers contributed to the quality improvement in secondary education

During 1921 and 1937 the experiment of sharing governmental responsibility with the Indians was launched, and there was growing demand in the country for Independence. In the field of education, the controversy regarding quality versus quantity was also generated, and it was carried in due course to the field of teacher education as well.

In 1922, the Secondary Training College in Bombay was affiliated to the Bombay University and it awarded the B.T. degree and stopped conferring the S.T.C. diploma. In 1925, Lady wellington Training College was started in Madras. After two years, the first Faculty of Education was instituted in Mysore

The Hartog committee (1929) found that only 44 percentages of teachers in primary schools were trained and only 22 percentages had completed middle course. In this connection, they recommended the following.

a. The standard of general education for primary teachers should be raised.

b. The duration of their training should be sufficiently long.

c. Primary training institutions should be well staffed for greater deficiency.

d. Frequent refresher courses and conferences should be arranged for the continued professional growth of the primary teachers already in service.

e. Upon these recommendations, the system of teacher training then prevalent in the country was reoriented n more progressive lines. In 1932 a new degree of B.Ed. was instituted for the first time by Andhra University. In 1936 Bombay University was the first to start postgraduate degree M.Ed. in education.

By 1932, 13 universities set up Faculties of Education and in the same year Lady Irwin College was established in New Delhi, and B.Ed. course was started by the Andhra University. Bombay was the first to start M.Ed. in 1936.

In 1937, the Government of India Act 1935 introduced provincial autonomy under which the Indian Ministers of Education had considerable executive powers. The Central Advisory Board of Education was revived in 1935 which undertook the study of the educational problems in the country. Also, organized attempts were made for the first time to remove mass illiteracy and Basic Education or Wardha Scheme was initiated by Mahatma Gandhi in the year 1937. Consequently, training for teachers of basic was initiated. In 1938, a Basic Training College was started in Allahbad and in 1937-38, Vidyamandir Training School was established at Wardha. Abbott-Wood Report, another significant landmark in the history of Indian education, was submitted in 1937. It examined the system of teacher education and expressed sorrow at the unsatisfactory working condition of the teaching class. The Report suggested: "… that the Normal School concerns itself with the social "why" of education as well as with the technical "how" of teaching. If the teacher appreciates his task as an educator, and realises the significance

of the school in the life of the communities, he may become proud of his vocation and resist temptations to bring discredit upon it." In 1937 there were 346 normal schools for men, 191 normal schools for women and 23 training colleges. The Abbot- wood report (1937) emphasised the need to arrange refresher courses for teachers and start a vocational teacher's college, The Tilak college of education, Pune was established in 1941.

Sergeant report (1944) recommended that persons suitable for teacher's job should be selected during last two years of their high school course, teacher trainees should receive stipends, refresher courses, should be organised for in-service education of teachers: duration of training pre-primary, junior basic, senior basic, under graduates and graduate teachers should be 2, 2, 3, 2, and 1 year respectively; and research facilities should be provided. The period from 1937 to 1947 has witnessed rapid development of teacher education. The number of training colleges increased from 23 to 42 while the number of normal schools increased from 537 to 650. In 1937 56.6% male teachers and 65.4% female teachers were untrained but in 1947 this percentage was 53.2 and 63.3 respectively

Early in 1944, the Central Advisory Board of Education presented a scheme of education, popularly known as the "Sargent Scheme" based on the Report presented by John Sargent, the then Secretary of Education. The scheme proposed a plan of educational reconstruction and aimed at creating in India in a period of not less than 40 years the same standard of educational attainments as already existed then in England. Regarding the recruitment and training of teachers, the Report suggested that one teacher was required for every 30 pupils in Pre-basic and Junior Basic School, for every 25 pupils in Senior Basic Schools and for every 20 pupils in High Schools. The minimum qualification for a teacher was the completion of High School course followed by a training of two years in case of teachers in Pre-basic and Junior Basic

Schools and three years in Senior Basic Schools. The non-graduate teacher's in High Schools were to undergo a training course of two years and the graduates would receive one year's training. It further suggested that refresher courses be organized at intervals in order to keep the trained teachers up-to-date The Report emphasized the employment of such teachers only as were fully qualified and trained. To attract better stuff, the Report proposed to revise the scales of pay off all categories of teachers.

Though after the Second World War the country had to pass through very difficult times, yet measures for the improvement of teacher education were carried on to some extent. In 1941, the Vidya Bhawan Teachers" College in Rajasthan came into existence, the Tilak College of Education was opened in Poona, and Bombay started a doctorate degree in Education.

Teacher Education Progress in The Post-Independence Period

The national scenario of Teacher Education impacted by the emerging socioeconomic and political situation after Independence. The Indian Government set-up different Commissions and Committees for focusing on the specific issues of education in general and Teacher Education in particular. Attempts were made to clear the backlog of large number of untrained teachers. Pertaining to both quality and quantity were the main apprehensions of teacher education. In 1948 the Government Training College at Allahabad was developed into the Central Pedagogical Institute. Also, The Central Institute of Education was established in Delhi.

Educators, political leaders and social reformers of India during its fight for independence, which include Swami dayand saraswathy, Annie Besant, Swami Vivekananda, Ravindra Nath Tagore, Madan Mohan malaviya, Mahatma Gandhi, Dr. S. Radhakrisnan and Acharya Vinoba bhave, lay emphasis on the need for proper education for the good of the nation,

therefore Government of India just after independence took the task of reform of Indian education on priority basis.

University education commission (1948-1949) was Appointed in free India in 1948 under the chairmanship of Late Dr. S. Radhakrishnan, the first commission in the name of University education commission critically scanned the teacher training programme and reported that, "Our main criticism of the existing courses is that too little time is given to school practice, too little weight is given to practice in assessing the students' performance, and conditions of school practice are often unsatisfactory, sometimes quite grossly unsatisfactory. In some places during the whole of his course, a student is required to give only five lessons." Recommendations are:

More emphasis should be on practice teaching, as compared to knowledge of theory. Suitable schools should be selected for practice teaching. Teachers having experience of teaching in schools should be appointed in training colleges unintelligent following of rule of thumb methods should be thrown away. Curriculum for theory of education should be flexible and adaptable to local circumstances. Teachers having teaching experience should be encouraged to do M.Ed.

The First Conference of All India Training Colleges was conducted at Baroda in 1950 and it established a platform for all training colleges in the country to gather to discuss common problems and seek their solutions. Second All India Conference was held at Mysore next year. It viewed teacher preparation in a broader perspective and substituted the word "Education" for "Training". Since then there was a wave of seminars, workshops, symposia and conferences and much thinking and debate was happened in the field of teacher education.

The secondary education commission (1952-53) analysed the problems of teachers and the training programme in great extent. It highlighted that the most important factor in educational reforms is the teacher, his educational qualifications, his personal qualities, his professional training and the place he occupies in the school as well as in the community. So, the Commission made proposals on all these aspects and identified two types of teacher training institutions viz., (a) Primary (Basic) Teacher Training, and (b) Secondary Teacher Training Institution. It suggested two types of courses: (i) for those who have taken the school leaving certificate, the period of training be two years, (ii) for graduates, presently of one academic year but extended as a long-term programme to two academic years. The graduate training institutions should be affiliated to the universities which should grant the degree, while the secondary grade training institutions should be under the control of a separate Board. It commended to initiate training in co-curricular activities, research work and refresher courses for the M.Ed. degree. It recommended three-year teaching experience after graduation in education for M.Ed. Admission. The zest for seminars, work-shops, etc., led to the formation of Extension Centres. The All India Council for Secondary Education was founded in 1995. The Council through its Extension Centres imparted in-service education. In 1957, the All India Council for Elementary Education was established. The Second Five Year Plan was started in 1955-56 and it was envisioned that 68 per cent of teachers would be trained by 1960. A number of Rupees, 17 crores were allocated for increasing training facilities. All India Council of Secondary Education Established an Examination Reform Unit in 1951. The Directorate of Extension Programme for secondary education was set-up in 1959 to organize and run the extension programmes. In the same year, the Central Institute of English was founded at Hyderabad to train teachers in English and to conduct research in the field.

Government of India in collaboration with Ford Foundation employed an International team of eight experts in 1954 that studied in greater detail the major recommendations of Secondary Education Commission and suggested that the training institutions should organize and conduct demonstration or laboratory schools where experiments are made in curriculum construction and progressive methods of teaching are used.

Pires Committee (1956) committee proposed that practical work and the theory portion should be given equal weightage. The examination papers should be decreased to four as stated below-

1. Methods of Teaching Two School Subjects
2. Current Problems in Indian Education.
3. Principles of Education and School Organization
4. Educational Psychology and Health Education

In 1956 government of India decided to provide in-service training provisions for secondary school teachers and begin extension service centres in about 23 teachers training colleges. The ministry of education gave financial assistance to these centres with the help from the ford foundation of U.S.A. later programme was extended to primary school teachers and extension service centres were established in primary teachers training colleges as well

Under the chairmanship of Dr. S. Kothari, the education commission showed intense interest in teacher education. The commission studied in its various aspects and dedicated full one chapter, giving their recommendations and observations. The commission remarked: “a sound programme of professional education of teachers is essential for the qualitative improvement of education. In the absence of other influences, a teacher tries to teach in which he himself was taught by his favourite teachers and thus tends to

perpetuate the traditional methods of teaching". The commission observed that the core of a teacher education curriculum is quality. In its absence, the teacher education becomes a financial waste, a source of all over deterioration of educational standards. The commission comprehended that the existing programmes are largely traditional, rigid and detached from the realities of the schools and devoid of proposed programmes of educational reconstruction.

The commission asked for the reorientation of the subject knowledge of the trainees. The commission proposed that provision must be made in all the training colleges for a study of the subjects to be taught, in depth as well as in range. It should be a carefully planned content course including a study of fundamental concepts and their implications for the school syllabus, and of the textbooks and emerging source material to assist teaching at the school stage.

In October 1969, the first National Seminar on the Education of Primary Teachers was held. The findings of the seminar were added in the Report of the Study Group on the training for Elementary Education. The findings reflected a worrying state of affairs. The institutions were poorly equipped and staffed and that every teacher should be trained and the State Government should plan a phased programme to attain the targets. It proposed selection of some training institutions as models for developing primary teacher education on the right lines. Optimum size of training institutions should be 200 trainees. It also recommended that Primary school teachers should also be included in the extension programmes. It advised the setting up of State Institutes of Education. During 1962-63 Extension Training Centres in Primary Teacher Education Institutions started operating. By 1964, The State Institutes of Education were started and a Department of Teacher Education was established at the National Institute of Education.

National policy on teacher education in 1968, comments on the role of teachers: "The status of the teacher reflects the socio-cultural ethics of a society: "it is said that no people can rise above the level of its teachers. The government and the community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities and the concerns of the community". National policy of education (1968) resolute that teachers must be rendered an honoured place in society. Their remunerations and other service conditions should be adequate and satisfactory having regard to their qualifications and responsibilities. The academic freedom of teachers to pursue and publish independent studies and researches and to speak and write about significant national and international issues should be protected. Teacher education, particularly in-service education should receive due emphasize.

In 1973 Government of India set up a National council of teacher education the national policy on education. The national policy on education (1979) made the following recommendations suitable steps should be taken to improve professional competence of teachers at all levels. The academic freedom of teachers to conduct research and make experiments and innovations will be assured the curriculum of teacher education at the elementary and secondary stages, will be suitably changed in order to enable teachers to play their proper role in reforming education. Pedagogical and professional preparations for teachers in higher education should also be provided, Facilities for in-service training will be expanded, enters for developing curricular materials and teaching aids will be established, especially for the benefit of teachers in rural areas and both formal and non-formal systems of education

In 1975 through the 42nd Amendment of the Constitution, Education was brought to the Concurrent list. Change of Government at the Centre, brought a commitment to education and some other important changes were witnessed in the eighties.

The document challenges of education a policy perspective states that during 1950-83, the total number of teachers increased from 7.5 lakhs to more than 32 lakhs, yielding the growth rate of 4.6 percent per annum. While the number of primary school teachers increased at the rate of 3 percent annum, the highest rate of growth was registered in the case of middle school teachers (7.5 percent). The increase in the number of female teachers was swifter than that of male teachers at each level of education. In 1982-83, the percentage of trained teachers increased to 88.4 from 56.1 in 1949-50. The growth in enrolment in teacher training courses has been 2.6 % per annum: girls' enrolment in teacher training grew much faster at the rate of 5.1 % per annum.

In 1983 the government of India set up two national commissions on teachers to advise on various aspects related to teachers. The first commissions considered matters related to school level teachers. Prof. D. P. Chattopadhyaya was its chairman. Prof. Rai Ahamad was the chairman of second commission on teachers in higher education. The commission recommended establishment of at least one college in each state offering four-year integrated course, convert elementary teacher training to two-year course after plus two, providing teacher education only to those who are appointed as or chosen for recruitment of teachers, in-service characteristics of teacher training course and arrangement of workshops for preparing teaching aids by teachers, utilizing for themselves. The commission also proposed in-service education after every five years, refresher courses and orientation courses just after entering the teaching profession

In August 1985, the Government of India brought out a document "The Challenge of Education: A Policy Perspective." This envisioned an educational system which would prepare the youth for facing the 21st century challenges. The document acknowledged teacher performance as the most crucial input in the field of education, but lamented that much of teacher education was irrelevant, that selection procedures 47 and recruitment systems were inappropriate and the teaching was still the last choice in the job market. It laid emphasis on aptitude for teaching in the entrants on reorganization of the teacher education programme and on in-service education. The document was discussed widely in the country and the suggestions of the educationists, thinkers and workers were submitted to the Government of India for inclusion in the Education Policy, 1986.

The District Institutes for Educational Training (DIETs) were established as a follow-up of the National Policy on Education, 1986. DIETs are the main training provider for the initial training of elementary teachers in most of the states. Now DIETs function in in service and pre-service areas of teacher training, research and extension, planning, management, curriculum and materials development. Besides the establishment of various councils and apex bodies, schemes like District Primary Education Programme (DPEP), during 1990s and various curricular reforms, made their own impact on the teacher education system from time to time. Now the teacher education in the country has grown up to organise a number of courses at various levels.

In NPE (National policy on education)1986, more emphasis was given to the teacher education programme. Many training schools were upgraded to District Institutes of Education and Training (DIETs) and training colleges were transformed into Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs). There were provisions for research and innovation in IASEs. The National Policy on Education, 1992 also

highlighted the functioning of teacher education institutions. There has been development in terms of both curriculum transaction and infrastructure as per the NPE and POA, 1986 and 1992. A lot of money is being expended on infrastructural improvement and organization of various in-service programmes. There were 45 DIETs, 76 CTEs and 34 IASEs by the year 1998-99. But in spite of all these quality improvements on teacher education is found very marginal. The NCTE has also tried to impose the norms and conditions for recognition of these training institutions. NCTE received 2426 applications during the year 1998-99 from the existing training institutions for recognition and conducting teacher training courses. 408 institutions granted recognition and to 1294 institutions given provisional recognition. Similarly, 1349 applications were received for starting new institutions and courses, out of them recognition was bestowed only to 277 new institutions or courses. Besides, provisional recognition was accorded to 1035 institutions.

During 1990's the NPE was revised by Acharya Ramamurthy Committee (1990) and it gave a humane approach to education emphasizing more on value oriented education. It also saw the emergence of NCTE as a statutory body of the Govt. of India when NCTE Act of 1993 was passed by parliament. NCTE came into effect on 17th August 1995 for planned and coordinated development of teacher education system across the country. Liberalisation, Privatization and Globalisation (LPG) policy was started during this period when Indian market was opened to foreigners and free trade and commerce was promoted.

Yashpal Committee (1993) recommended that "the content of the (teacher preparation) programme should be restructured to ensure its relevance to the changing needs of school education. The emphasising these programmes should be on enabling the trainees to acquire the ability for self-learning and independent thinking."

National curriculum framework (2005). National curriculum framework (2005) give emphasis to all pedagogic efforts which includes the creation of syllabi and preparation of textbooks for the primary classes should be planned honoring the core values of Early Childhood Care and Education (ECCE). It discusses the nature of knowledge and children's own strategies of learning as a theoretical basis of the suggestion it makes. NCF suggest that teaching should target developing children's natural desire and strategies to learn and that knowledge should be differentiated from information. NCF advises on enabling children to learn and express themselves through a variety of activities and suggest systemic reforms in the school system – the manner in which physical setting is visualised and the quality standards defined (NCERT, 2005). NCF proposes the relaxing of differences between the four core subjects namely Languages, Mathematics, Natural Sciences and Social Sciences to foster integrated knowledge. It also insists on the revision of textbooks and pays special consideration to the study and practice of health and physical education, arts and crafts education and peace. A new policy titled Continuous and Comprehensive Evaluation (CCE) was initiated by the Department of Education for evaluating student learning.

NCF 2005 is no longer an advisory policy document, with the ratification of the Right to Education Act (RTE). As per the Right to Education Act, NCF 2005 became mandatory till the central government in consultation with the state governments drafted a new framework in 2009. RTE reverberates with NCF 2005 in demanding the education authorities to develop curricula and evaluation procedures in accordance with the values enshrined in the constitution. RTE emphasises the need for the curricula and evaluation methods to ensure the all-round development of the child through a system of child friendly and child centred learning. Fortified by this development, various state education departments have begun formalising

State Curriculum Framework based on the principles motivating RTE and NCF.

Kerala curriculum framework (2007). The Government of Kerala set the direction for the educational system by declaring that the state would provide for: "compulsory primary education for all educational expenditure of all children."

Major initiatives taken by the successive governments of Kerala:

Providing text books at low prices

Withdrawing tuition fee

Allowing concessional rate for students' conveyance

Providing free lunch in schools

Ensuring at least one high school in every panchayat

Adopting new approach for promotions to higher classes

Expanding vocational and technical education

Taking steps for ensuring higher secondary education for all

Bringing higher secondary within the fold of school education

Envisioning it as a part of the curriculum

Launching of EDUSAT and Victers channels

Strengthening the school library system

The following initiatives of central and state governments like launching Operation Blackboard (OB) scheme, launching Special Orientation for Primary Teachers (SOPT), establishing State Council of Educational Research and Training (SCERT) setting up District Institutes of Education and Training (DIET), establishing Colleges of Teacher Education (CTE) and

Institute of Advanced Studies in Education (IASE) mark their commitment to provide quality education

National knowledge commission (2008). National Knowledge Commission (2008) observed that the training of teachers was a major area of concern at present, since both pre-service and in-service training of school teachers was extremely inadequate and also poorly managed in most states. It further said that pre-service training needed to be improved and differently regulated in both public and private institutions, while systems for in-service training required expansion and major reform that allowed for greater flexibility

National Curriculum Framework for Teacher Education (NCFTE) 2009. Major Recommendation of NCFTE on teacher education are:

Teacher education must engage with theory along with field experiences to help trainees to view knowledge not as external to the learner but as something that is actively constructed during learning. Teacher education should blend in academic knowledge and professional learning into a meaningful single entity.

Teachers need to be trained in organizing learner-centred, activity-based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits, integrating academic learning with productive work. Teacher education should involve teachers with the curriculum and textbooks to critically look at them rather than agree to take them as provided and recognizing them without question.

Teacher education should supply opportunity to student-teachers for reflection and independent study without bundling the training schedule with

teacher-directed activities alone. The program should involve teachers with children in classrooms rather than teach them about children by means of theories alone. The programmes should help them understand the psycho-social attributes and needs of learners, their special abilities and characteristics, their preferred mode of cognition, motivation and learning resulting from home and community socialization.

The program should assist teachers or future teachers to cultivate social sensitivity and consciousness and finer human sensibilities. Teacher education programmes need to develop the curriculum (both school and teacher education) to include different traditions of knowledge; educate teachers to bond school knowledge with community knowledge and life beyond the school. Teacher education programmes need to help teachers appreciate the potential of hands-on experience as a pedagogic medium both inside and outside the classroom; and work as integral to the process of education.

Assimilate academic learning with social and personal realities of learners, responding to challenges in the classroom. Promote values of peace, democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction.

The Right of Children to Free and Compulsory Education Act, 2009 (RTE 2009). Right of Children to Free and Compulsory Education (RTE) Act, 2009 is an act passed by Indian parliament in order to ensure to all children of the age of six to fourteen years with free and compulsory education. According to RTE act. Every child of the age of six to fourteen years, shall have the right to free and compulsory education in a neighbourhood school till the completion of his or her elementary education. Even a child with disability shall have the same rights for free and compulsory elementary school education. In case of a child with multiple

disabilities also have the right to ask for home-based education. The act also states that: "Where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age. Provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive special training, in such manner, and within such time-limits, as may be prescribed. Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years."

As per the RTE act section 23, 24, and 29, the duties of teachers are: "Regularity and punctuality in attending school should be Maintained. Conduct and complete the curriculum in accordance. Complete entire curriculum within the specified time. Assess the learning ability of each child and accordingly supplement additional instructions, if any, as required. Hold regular meetings with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child. Perform such other duties as may be prescribed. A teacher violating his duties have to face disciplinary action under the service rules applicable to him or her. Provided that before taking such disciplinary action, reasonable opportunity of being heard shall be afforded to such teacher. The teacher grievances shall also be redressed in such manner as may be prescribed."

Justice Verma Commission (JVC) Report (2012). A Commission was appointed by the Honourable Supreme Court to examine the entire issue which have bearing on improving the quality of teacher education as well as improving the regulatory functions of the National Council for Teacher Education (NCTE). The Chairman of this Commission was Honourable

Justice J. S. Verma, former Chief Justice of India. Justice Verma Commission (JVC) has attempted a close scrutiny of the existing provisions and the quality of teacher education to facilitate identification of the deficiencies therein, and then to enable it to make recommendations which can rectify the defects and provide the level of teacher education necessary to produce quality teachers. The JVC Report has three volumes: Volume I contain the main report with the final conclusions and recommendations which is divided into 7 chapters. Volume II deals with the discussion and material related to the 291 recognised teacher training institutions in Western Region of Maharashtra. Volume III contains all the Annexure. Terms of Reference of JVC Report Whether in the context of the provisions of the Right of Children to Free and Compulsory Education Act, 2009 the Regulations on Recognition Norms and Procedure that lay down the norms and procedure for various teacher education courses which are adopted by NCTE are adequate or need review. The Commission of the JVC report pointed out the following findings:

1. "Classroom practice is closely tied to the manner in which teachers learn to engage with teaching as a practical and social activity.
2. The institutions of teacher education operate as a system of well-established conventions that structure social interaction, reproducing shared habits of thought through the conventions and rituals of teacher preparation.
3. The bulk of secondary teacher education institutes offering programmes leading to the B. Ed. degree are outside university campus.
4. Elementary teacher education institutes leading to the D. Ed. degree are not linked to the Universities.
5. Teacher education institutes function as closed spaces with the sole mandate of training teachers.

6. Most teacher education programmes (B. Ed. and D. Ed.) do not adequately engage with subject knowledge."

On the Quality of Curriculum Content the Commission examined the curriculum and found the following:

7. "Initial teacher preparation, both at the elementary and secondary levels, is facing a number of problems. Some of them are common while others are specific to a stage of education.
8. The teacher education curriculum either in the D.Ed. or the B.Ed. programmes does not effectively engage student-teachers with subject knowledge. It focuses only on generic methods of school subjects. Any new developments in specific disciplines that make up school subjects do not receive the due attention.
9. Current programmes fail to integrate the knowledge the knowledge about learners and the knowledge of the subject with knowledge about the socio-cultural context and philosophical basis of education and learning. Teaching is practiced as a mechanical delivery of a given a number of lessons, rather than reflective practice."

About the mode of teacher preparation, the commission viewed the following:

10. "Quality of training through distance mode was poor.
11. Current teacher education institutes are isolated from universities and the system of higher education.
12. Initial training of teacher education suffers from isolation, low profile and poor visibility in view of it being a non-degree program.
13. There is an urgent need to up-grade pre-service elementary teacher education by enhancing the duration of training; making it equivalent to an integrated degree programme and locating the management and control of elementary teacher education with universities."

Recommendations made by the JVC Commission for the overall improvement of teacher education are:

14. "The Commission recommends the Government should increases its investment for establishing teacher education institutions and increase the institutional capacity of teacher preparation, especially in deficit states.
15. Government may explore the possibility of instituting a transparent procedure of pre-entry testing of candidates to the pre-service teacher education programmes, keeping in view the variation in local conditions.
16. Teacher education should be a part of the higher education system. The duration of program of teacher education needs to be enhanced, in keeping with the recommendations of the Education Commission (1966) the implementation of which is long overdue.
17. It is desirable that new teacher education institutions are located in multi- and interdisciplinary academic environment.
18. Existing teacher education institutions may be encouraged to take necessary steps towards attaining academic parity with the new institutions.
19. Current teacher education program may be redesigned keeping in view the recommendations in the National Curriculum Framework for Teacher Education (NCTE, 2009) and other relevant material.
20. In keeping with the recommendations of the Education Commission (1966) every pre-service teacher education institution ma y have dedicated school attached to it as a laboratory where student teachers get opportunities to experiment with new ideas and hone their capacities and skills to become reflective practitioners.

21. There is a need to establish a national level academic body for continual reflections and analysis of teacher education programmes, their norms and standards, development of reading material and faculty development of teacher educators.
22. As a matter of policy, the first professional degree/ diploma in teacher education should be offered only in face-to-face mode.
23. Distance learning programmes and the use of blended learning material may be developed and used for continuing professional development of school teachers and teacher educators.
24. The institutional capacity should be increased for preparation of teacher educators.
25. There is need to make Masters in Education program of two years' duration with the provision to branch out for specialization in curriculum and pedagogic studies, foundation studies, management, policy and finance, and other areas of emerging concerns in education.
26. The NCTE would need to develop broad-based norms for qualification of teacher educators to enable induction of persons with post-graduation degrees in education science, social science, languages and mathematics, along with a professional degree in teacher education or a research degree in education, as teacher educators.
27. The idea of creating opportunities for teaching practitioners to teach in teacher education institutions, as visiting faculty, may be explored. Similarly, teacher educators could be considered as visiting faculty in schools.
28. Faculty development programmes for teacher educators should be institutionalized.
29. There is need for enhanced investment in promotion of research in education in general, and in teacher education in particular in the

universities; creation of an Inter University Centre in Teacher Education could play a significant role, in this regard."

National Council for Teacher Education (NCTE) Regulations 2014. The regulations relating to teacher education programmes for preparing norms and standards and procedures for recognition of institutions, commencement of new programmes and addition to sanctioned intake in the existing programmes include the following:

1. "Recognition for commencement of new teacher education programmes which shall be offered in composite institutions.
2. Permission for introduction of new programmes in existing teacher education institutions duly recognized by the Council.
3. Permission for additional intake in the existing teacher education programmes duly recognized by the Council.
4. Permission for closure or discontinuation of recognized teacher education programmes, or institutions as the case may be: Provided that for teacher education programmes offered through open and distance learning, the respective norms and standards for each such learning program shall be applicable."

Teacher Education in Five Year Plans

In view of the comparatively low percentage of trained teachers in India, the first five-year plan (1951-1956) proposed launch of enough training institutions for primary school teachers. As a result, it was estimated that the

number of training schools and colleges increased. percentage of untrained teachers was 46.4 in secondary schools. For the purpose of educational reorganization, most of the trained teachers also required considerable retraining. Expansion of training facilities, therefore, deserved very high priority. The scales of pay and conditions of service of teachers were generally very unsatisfactory to constitute a major cause of the low standards of teaching. It was estimated that the number of training schools and training colleges from 782 and 53 in 1950-51 to 915 and 102 respectively by the end of 1955-56. The enrolment in training schools increased from 70,063 in 1950-51 to 91,530in 1955-56. As a result of the expansion of training facilities, the percentage of trained primary and secondary teachers increased from 58.8 % and 53.6% respectively in 1950-51 to 63.1 and 55.4% in 1954-55. Before the first plan, 59% of the teachers in primary schools and 54% in secondary schools were trained. As an effect, by the end of first five-year plan theses percentage rose to 64% and 56% respectively.

Rupees 17 crores were allocated for improving training facilities for teachers by end of the second five-year plan started from 1956 to 1961. Besides expanding the existing institutions, it was proposed to establish 231 training schools and 30 training colleges. It was expected that the proportion of trained teachers would increase to 79 and 68 percent in primary schools and secondary schools respectively by the end of the plan. The number of training schools were to increase from 449 to 729. A national institute of basic education was also established as a research centre. Thus, the number of teachers had risen from 7.3 lakhs before the first plan to 10.24 lakhs in 1955-56 and was expected to further increase to 13.56 lakhs in 1960-61. The central institute of English was established in 1958 in Hyderabad.

In the third five-year plan from 1961 to 1966 number of training colleges were estimated to increase up to 312. But the number of colleges rose

from 53 in 1950-51 to 236 in 1960-61. The existing training colleges were also to be strengthened and expanded to increase the supply of trained teachers. Special emphasise in this matter was to be given to pre-service training of teachers in science and social studies. Introduction of new techniques of evaluation, and provision for a variety of special subjects such as guidance and audio visual education and organisation of research also given more importance. Efforts to improve the social and economic status of teachers were continuing to be made during the third plan period. Efforts were made for the improvement of enrolments and service conditions of teachers during the period 1961-66. Almost all the states revised the pay scale of teachers. To provide in-service training facilities for elementary school teachers, 54 extension centres were set up during the second plan at selected training colleges. In every state, State Council of Educational Research and Training was formed during 1960s. One of the major functions of these councils is the control and supervision of elementary teacher training programmes

The Planning Commission in the Fourth Five Year Plan (1969-74) laid emphasis on Teacher Education for improving its quality, training more women teachers and teachers from tribal communities, training science and mathematics teachers for the middle classes and organizing in-services training. For the training of teachers already in service, it suggested correspondence courses. It advocated greater co-ordination between the NCERT and the SIEs for qualitative improvement in school education. It also suggested training Programmes for teacher educators. 73% or 0.381 million out of 0.525 million teachers at the secondary stage, were trained at 1968-69. At this stage, the training facilities available were considered adequate and could be easily expanded according to the need. The correspondence courses organized by the Central Institute of Education, Delhi and the four Regional

Colleges of Education facilitated the process of speeding up the training of untrained teachers. The main programmes during the Fourth Plan addressed their concerns to improve standards of teacher education at this level and to organize a large number of in-service education programmes, especially for mathematics and science teachers. Funds were placed at the disposal of the University Grants Commission to improve physical facilities of the departments of education in universities and secondary training colleges and to upgrade the professional competence of the teacher educators working in them. These programmes were organized with those of the National Council of Educational Research and Training, State Institutes of Science Education and State Institutes of Education.

It may be noted that the Fifth Five Year Plan (1974-78) outlays for education during the first three years of the plan had been somewhat modest because of the economic constraints but the growth in the total governmental expenditure on education, both plan and non-plan, must be considered substantial. Provision could also be made for curricular re-structuring, work experience and strengthening of educational institutions for teachers in addition to the expansion of educational facilities. Three components namely, provision of books and stationery to students at cheaper rates, supply of essential commodities to hostel students at subsidized prices and expansion of apprenticeship training programmes were undertaken under the 20-Point Socio-Economic Programmes. The capacity of the textbook printing presses was increased. Book banks continued to be launched in educational institutions and the coverage of apprenticeship scheme was expanded.

Sixth Five Year Plan was proposed to emphasize and to allocate adequate funds for several programmes of qualitative improvement such as introduction of socially useful productive work, curricular reform so as to link education to the environment and to make it relevant and interesting to

children, relating school vacations to climate and agricultural conditions, provision of equipment and provision of cheap but effectively useful buildings constructed, as far as possible, out of materials by local communities, improvement in the quality of school books, adoption of dynamic methods of teaching and evaluation, emphasis on better teaching of the basic subjects of language, arithmetic and science, creation of scientific awareness and inculcating scientific attitude, better pre-service and in-service education of teachers and improvement of supervision.

The major concern during the Seventh Five Year Plan period was that the training of teachers should comprise, apart from pedagogy, the use of mass media, science and technology, planning and curriculum design for local environment-based courses, mobilization and use of community resources and other relevant subjects. A special emphasis was required to be laid on teaching methods and other measures particularly needed for first generation learners and for reducing the number of drop-outs. Teacher training institutions were to be developed and strengthened accordingly. Facilities were contemplated to be created for the training of additional teachers required during the Seventh Plan period. There was as yet no adequate infrastructure in the country for the training of teachers in non-formal and early childhood education. Training of such teachers was thought to be organized by suitably strengthening the existing teacher training centres. Considering the number involved (over 2.5 million teachers), institutionalized in-service education of teachers was difficult to manage not only due to the huge costs involved but also due to lack of facilities for training. It was, therefore, necessary to think of a variety of training arrangements. Among other, these included:

1. In-service education by utilizing the mass media, as was done during SITE;

2. Adoption of schools of lower levels of education by institutions of higher levels for upgrading of teacher competencies;

3. Dispatch of teacher guidance notes by training schools;

4. Publication of bulletins informing teachers of new developments; and

5. Use of correspondence course materials supported by occasional contact.

It was suggested that one of the essential conditions for continuous improvement in the quality of secondary education is an effective system of in-service training of teachers. The existing facilities had to be assessed, additional requirements indented and steps taken to meet them. The opportunity provided by the new communication technology was to be explored for this purpose. Here again, special attention was to be paid to the development of requisite software. Training of personnel required for effective use of modern communication technology and computers in education was envisaged to be given very high priority.

During Eighth Five Year Plan period, an important development took place. It was articulated that statutory status be accorded to the National Council for Teacher Education (NCTE) to lay down and maintain standards in institutions and courses of secondary teacher education; the schemes of, STEIs and IASEs be continued and their coverage expanded with a view to strengthening institutional infrastructure and programmes of teacher education and suitable measure for selection and professional development of staff in IASEs be undertaken. It was projected that a large number of teachers were to be covered through in service programmes, both institutional and distance education, and reputed professional organizations were to be encouraged to conduct in-service and refresher courses for teachers. Open universities at the national and State level were to be encouraged to introduce induction teacher training courses to supplement efforts of the existing

training institutions. The bulk of seats in teachers‟ training colleges were to be reserved for rural women.

Ninth Five Year Plan It was observed that number of teachers working in elementary and secondary schools recorded a six-fold increase from 7.5 lakhs in 1951 to 45.28 lakhs in 1996, with female teachers constituting 34.3 percent of the total number in 1996. The budgeted expenditure on education had recorded an increase from Rs. 644.6 crores in 1951-52 to Rs. 36, 529.29 crores in 1996-97 It was set forth that during the plan period the draft curriculum framework developed by the National Council for Teacher Education (NCTE) be finalized and made the basis for curriculum change in institutions for teacher education. The assumption was that it would help improve the quality of teacher education programmes. The process of strengthening Teacher Education Programmes be given further impetus by upgrading the physical and academic infrastructures of:

1. National Council for Teacher Education (NCTE)
2. Departments of Education in Universities;
3. State Councils of Education Research and Training
4. (SCERTs);
5. Colleges of Teacher Education (CTEs);
6. Institutes of Advanced Study in Education (IASEs);
7. Block Resource Centres/ Cluster Resource Centre (on a pilot basis).

To supplement the efforts to improve school effectiveness, an institutional mechanism was to be put in place to provide on-the spot counselling and guidance to teachers located in remote areas. This was thought to be in the form of mobile teams of resource persons (MTRPs).

Logistic arrangements were to be location specific, based upon felt needs and environment.

The Tenth Five Year Plan (2002-07) besides addressing the issue of quality, placed an exclusive emphasis on teacher education. For professional development of teachers, the focus given has been on

Enhancing pre-service training facilities in selected districts where the present capacity is not adequate;

Extending the provision of pre-primary teacher training by strengthening existing institutions that provide, or are willing to provide, pre-service education for the pre-primary stage;

Development of courses for in-service education of teachers that may carry credits and linking these to promotions and benefits.

Speedy completion of CTE/IASE projects sanctioned but not completed up to the end of the IX Plan period;

Making CTEs, IASEs sanctioned up to the Ninth Plan

period optimally functional and operational;

Sanction and implementation of fresh CTE/IASE projects to the extent necessary.

In the process of formulation of 11th Five Year Plan, a number of working groups, Steering Committees and Task Forces were set up for going into details of policies, plans and programmes of different sectors and to make recommendations on various policy matters. For teacher education, the relevant Working Group Report has recommended that the 11th Plan lays stress on:

Working out an integrated perspective in respect of teacher education system that links Early Childhood

Care and Education, Elementary Education, Secondary and Higher Education with teacher education at every level;

Teacher education has to be inter-disciplinary in terms of institutional structures;

Teacher education has to enable teachers to reconstruct the view of knowledge in various disciplines along with developing a critical understanding of curriculum and pedagogy;

Teacher education has to emphasize the social, cultural, economic and political content of children; Continuous professional development of teachers; Filling systemic gaps.

Managing Agencies of Teacher Education

To manage teacher education there are many agencies are established. The managing agencies of teacher education can be broadly classified into

Central level agencies of teacher education

State level agencies of teacher education

Central level agencies of teacher education

University grants commission (UGC). Established on 28th December, 1953, at New Delhi. UGC was given autonomy by govt. of India in 1956. It provides financial assistance to universities and colleges to meet their requirement and extends the financial aid for the development of Universities and maintenance. UGC provides a guide-line to Centre and State Govt. for giving grant to a University. It provides the grants for five years to

establish as new University in the state and grants for five years to start new department or any academic programme in the University but now state concurrence is essential. It encourages higher level research work and teaching activities by providing financial assistance. It provides the fellowship for teachers and project work for University and college teachers. To upgrade the standard of education Teacher-education teacher education committees were formed consisting of seven members for two years' duration. UGC is giving substantial grants to University teachers for conducting their own researches. In 1953-54, Ministry of Education initiated a scheme providing grants to teachers, colleges and departments of education in the Universities in order to enable them to carry out research on educational problems selected by them and approved by the central ministry. The main purpose of the scheme is to provide facilities for research which, in many instances, has been held up owing to dearth of funds. It is to be carried on by the staff of the training colleges assisted by some research fellows assigned to them and some financial facilities. Equipment is provided to facilitate the completion of the projects.

Centre for Advanced Studies (CASE). UGC set up CASE in various knowledge streams for the quality improvement of teaching and research in India. Baroda is selected as the CASE for teacher education and research. The programmes of CASE were prepared in collaboration with research workers abroad. One of the main function of CASE is to provide scholarships and financial assistance for teachers and scholars for encouraging cooperative research. It also takes care of publishing of booklets and journals for providing valuable information to the teacher educators, administrators and planners.

National Institute of Educational Planning and Administration: (NUEPA/ NIEPA). NUEPA is the highest organisation of educational

planning and administration in India. It caters training of educational planning and administration as the in-service program to develop abilities and competencies in the educational management. These trainings are provided at state level and regional level to improve the administration capabilities at their level. This is done by co-ordinating and integrating educational studies and researches under the area of educational planning and administration. NUEPA also encourages the teachers to solve the problems of educational planning and administration by organizing seminars and workshops. And Arranging extension programs for new developments and innovations in the area of planning and administration. NUEPA Establishing contact with other countries to understand the developments and innovations of the developed countries. And makes Review of educational planning and administration of other countries- used to develop our educational system and solve educational problems. It provides Orientation programs for educational administrators- provide awareness of new developments in this area.

National Council of Teacher Education (NCTE). Kothari commission Report (1964-66) criticized Teacher Education Programme being conventional, rigid and away from reality. Therefore, it expressed the need of establishing National council of Teacher Education in order to improve the standard of Teacher Education. In September 1972, Central Advisory Board in Education accepted the said proposal which was supported by fifth National plan. Thereafter by law, Indian Education Ministry established NCTE on 21st May 1973. NCTE has got independent constitutional status since 1993. The major objective of NCTE is to work especially towards planned and coordinated development of teacher-education. And to improve the standard and functioning of teacher educators.

NCTE functions through the following standing committees: such as Pre–Primary, primary teacher education committee, Secondary college

teacher education committee, Special education teacher education committee and in-service teacher education committee. Activities of NCTE are focussed on: Research Extension services, development programmes, Training and Evaluations. NCTE Coordinating and monitoring teacher education and its development in the country. NCTE prepares a guideline on with regard to minimum qualifications for the candidates to be employed as teacher educators at different levels and specified requirements for starting new courses and programmes under teacher education and for general teacher education programme. It advises the government on ensuring adequate standards in teacher education. NCTE give approval to teacher education institutions and lays down norms for maintaining standards of teachers' education. NCTE Promotes innovations and research studies and organize them periodically or annually.

National council of educational research and training (NCERT). National council of educational research and training was established in 1961 to incorporate the research in in-service education. It started about 50 extension centres in elementary teacher training institutions, all over the country for elementary teachers. During sixties four regional colleges of education were started at Ajmer, Bhopal, Bhubaneswar, and Mysore for improving the quality of teacher education by starting a four-year integrated course after higher secondary, the university of Kurukshetra introduced a four-year integrated course, a centre for advanced study in education was established in M.S university, Baroda and correspondence courses were started in 1964. The number of teacher training schools increased to 1300 in 1965-66; the number of training colleges increased to 269.enrolment in teacher training schools rose about 16 lakh and teacher training colleges to 30 thousand in the year 1965-66. The number of trained teachers increased to 67% at the primary stage, 72% at middle stage and 70% in high and higher secondary stages in the same years. NCERT organizes or conducts various

programmes with respect to Research, Development, Training, Extension-services, publishing study material, and evaluation. It aims at qualitative improvement of school education. It aims at qualitative improvement of school education rather than quantitative expansion. Following are the functions of NCERT:

1. To launch, organize and strengthen research works in various aspects of education.
2. To arrange for pre-service and in-service training at the higher level.
3. To publish necessary textbooks, journals and other literature for achieving the objectives.
4. To organize extension centres in training institutes with the cooperation of state governments and extend facilities pertaining to new methods and technologies among them.
5. To establish a National Institute of Education and manage for the development of research and higher training for educational administrators and teachers.
6. To provide guidance and counselling services on a large scale.

State level agencies of teacher education

Every state in India formed state level institutions, councils and associations to enhance quality of education and educational institutions, to update and upgrade educational methodology and to promote the educational innovations by conducting various educational researches.

State council of educational research and training (SCERT). The SCERT is visualized as lead academic institutions at State level providing support to other agencies like DIETs, CTEs, IASEs and also engaged in

educational research and training. As NCERT function at national level SCERT works at state level by providing guidance to state governments on policy issues. To improve the quality of school education and teacher education, SCERT undertakes various activities. Under Section 29(1) of the RTE Act, SCERT in several states have been designated as academic to lay down the curriculum and evaluation procedure to be followed by the schools at the elementary level. SCERT have various functions like conduct in-service training programs, evolve short-term and long-term teacher education programs on specific themes of specialization for secondary and senior secondary teachers, administrators and teacher educators, develop and conduct training for educational administrators, head teachers in planning and management and conduct training of the newly recruit teacher educators/faculty of the DIETs/DRCs/BITE.

District institute of education and training (DIETS). At district level, DIETs are nodal institutions for improving the quality of elementary education. They are assigned to transact in-service and pre-service training programs for elementary school teachers. The DIETs need to be strengthened in all respects in terms of organisational structure, physical infrastructure, academic programmes, human resources, and financial support. Under the revised Scheme, the responsibility of DIETs grows multi fold especially in the context of RTE Act, RMSA and NCF and not limited to teacher training but as an institution to manage quality aspects in schools, professional development of teachers, intra-district academic coordination in the district, academic assessment monitoring, research and action research, ICT interventions, innovative practices and academic planning in the district.

The emergence of DIETs caused for a new culture in the teacher training scenario that resulted in the changes in the field of teaching learning process of primary sector. As per the DIET guide line the mission of DIETs is

"to provide academic and resource support at the grass root level for the success of the various strategies and programmes being undertaken in the areas of elementary and adult education with special reference to Universalisation of Elementary Education and Adult Education" (1989 Government of India). As a sponsored scheme, the establishment of DIETs envisioned for reaching changes in the field of education particularly in the elementary sector. The funds that flow from the Government of India to the state through the Directorate of Education is as per the plan proposals prepared at the District level and consolidated by the Directorate. The funds are proposed for infrastructural improvement, academic renewal and curriculum restructuring. As an institution, each DIET is assigned with several activities for educational renewal including teacher training, curriculum and material development, evaluation devices, research activities, technological innovations and adult education programme.

As the abbreviation puts– DIET is District Institute of Education and Training. This further indicates that it is an institution for research and training. Research programmes are confined to class room processes, pedagogic improvement, Training and in the areas of academic capacity building of teachers, heads of schools and parents. The major focus area of research is in action research to resolve the problems of reflective practitioner. The Planning and Management of DIET which is a thrust area for educational development, focus on educational planning and administration. Better planning yields better results in education. Education as a long-term investment requires plan in real sense and thoughts of diversity. The funds are being allotted for specific activities proposed by the seven faculties in DIETs. The ultimate attention in all the programme of the different faculties is the learners and their educational rights. The technology that includes in the training programmes will lead to an enlightened society of learners who need

to be accountable to the fast-tracking society. This means that the entire activities enunciated by DIETs are meant for Human Resource Development.

Block institute of teacher education (BITE). To guarantee the preparation of elementary school teachers from amongst SC/ST and Minorities, the Government of India at National level has identified 196 districts in the country which have high concentration these communities. All such districts are eligible to set-up Block Institute of Teacher Education (BITE) to provide elementary teacher education program (D.Ed.) which would ensure access to good quality teacher education facilities for rural and remote areas and facilitate the entry of talented persons, particularly from SC/ST and minority concentration areas. State and district authorities have to do a detailing on the location, earmarking land and other detailing for establishment of the BITE. Before finalizing BITE, explore possibilities for approaching well performing private teacher education institutions or DIET for admitting eligible persons from the SC/ST/Minority communities to the teacher education course. The Government would meet the cost of tuition and other fees in respect of persons so admitted. An existing elementary education institution could be upgraded into a BITE. BITEs should be established in a block other than the one where DIET is located, having highest concentration of the community.

Institute of advanced studies in education (IASE). The Institutes of Advance Studies in Education (IASE) work in the field of pre-service and in-service, secondary teacher education. They also conduct M.Ed., M.Phil. and Ph.D. programs in the field of education. IASE may also conduct and pilot new teacher education programs, such as the 4-year integrated B.El.Ed. course. IASEs should evolve as Regional Resource centre as per its renewed role envisioned by the Teacher education scheme.

IASE to perform following functions – pre-service Secondary teacher education programs (B.Ed.), Program for preparing teacher educators (M.Ed.), In-service training of teacher educators (mainly DIET faculty), Short-term courses for teacher educators of CTEs, develop resource material for teachers and teacher educators, Conduct advanced level fundamental and applied research and experimentation in education, M.Phil. and Ph.D. (subject to availability of necessary faculty and facilities). IASE would also set-up units/centres to do Research and Material development in Curriculum Studies, Pedagogic Studies, Assessment and Evaluation. IASE would also act as Regional Resource Centre for various activities like –Development of curriculum and learning material, Educational Planning and administration and Development of Modules for training of educational administrators.

University departments of education (UDE). Department of Education (DOE) provide training for educational administrators and curriculum specialists to improve evaluation procedures as well examination system. University DOE organize the M.Ed., B.Ed., and M.Phil. classes as well as research work for Ph.D. and D.Litt. degree in education. In 1917, first education department was started at Calcutta University. At present, there are departments of education in all the Indian Universities for M.Ed. and Ph.D. Degrees. The Functions of UDE are to Develop the post graduate studies and research work and Organize training for school teachers. It Provide solid programmes for teacher education and developing research work. The major functions are Starting and organize some programmes for post graduate teachers which are not organized at other centres. Developing language laboratory, preparing instructional material and use new innovations and practices in teacher education are the major functions performed by UDE. It Encouraging the interdisciplinary courses and interdisciplinary research studies so that the requirements of other departments can be fulfilled. By

Organize extension lectures and programmes, it encourages the teachers and research workers to contribute in the discipline of education.

Centre for continuing education for teachers (CCET). The NCERT has established an extension service department for establishing centres of continuing education for in-service teachers. Such centres are needed for primary and secondary in-service teachers to make them up-to-date for the latest knowledge of the content and teaching techniques. CCET organises programmes like seminars and workshops during summer vacations and holidays for in-service teachers.in view of the local needs of the schools and the student's programmes should be organised at regional level.

Colleges of teacher education. Following the National Policy on Education (NPE) 1986 and the POA (1992) Planning the Colleges of teacher Education (CTEs) were established. CTEs works in the field of in-service and pre-service secondary teacher education. They also have the responsibility of carrying out research, material development and provide extension and support to schools and other bodies. The role of CTEs has become extremely important in the context of RMSA, in not only expanding the quantity and quality of secondary school teachers but also reinvent itself to proactively integrate with the larger state teacher education system. CTEs would continue to conduct pre-service and in-service training programs for secondary school teachers. CTEs would conduct training need analysis and baseline surveys for organizing training programs including teacher handbooks and training modules. CTEs would conduct impact studies to study effect of training in classrooms processes and learning outcomes. This would have to be done through substantial school visits and classroom observations. CTEs would also prepare implementation guidelines for plan activities including training and projects Colleges of education organize the teachers training to both in service and preservice teacher and prepare effective teachers.

1. Gifted and talented students are identified and trained by developing teaching skills and competencies.
2. Modification and improvement in teaching methodology and techniques through new practices and innovations.
3. Activities are managed for developing the sense of cooperation among teachers.

Level Specific Teacher Education Programmes/Institutions

Teacher education is level specific i.e. according to the needs of pre-primary, primary, secondary, higher education and vocational teachers. Although basic philosophy and methodology of teacher education are the same more or less, there are specific methods and strategies for classroom transaction and degree of emphasis and thrusts on different aspects and dimensions. Further due to historical and geographical reasons, the teacher education programmes widely vary in content and process from one state to another, even from one region to another. That is why, there is no uniformity in the country in the teacher education programmes and institutions. These are, however discussed as follows, mainly under 5 heads pre-primary, primary, secondary, higher education or tertiary and vocational teacher education.

Pre-primary teacher education

Prior to independence there was no formal training programmes for pre-primary school teachers. After 1947 however importance of primary education was realised and particularly emphasise was given on the teachers training for educating the young children. The education commission 1964-66 suggested upgradation and strengthening of teacher education programmes and institutions. Especially pre-service training of preschool or pre-primary

school teachers was given importance. The qualification and salaries of the staff should be comparable of the training colleges. The course should be under the purview of universities. Previously, high school passed persons were trained for teaching in pre-primary schools. The government of India established the Indian infant education committee and since 1954 this committee has been working inter alia in the area of pre-primary school teachers training. NPE/POA, 1986, integrated child development scheme(ICDS) is at present the biggest programme of early childhood development with 2.90 lakh Anganwadis serving nearly 140 lakh children and about 27 lakh mothers.91.5% of ICDS projects located in rural and tribal areas and 8.5% in urban areas. Most of these Anganwadis provide early childhood or preschool education as an integral part of their child development programmes. there are various models of early childhood education in which hundreds of teachers must be working without any kind of training worth mentioning.as the ECCE programmes are bound to expand considerably over the next two decades, corresponding training facilities would be available for all levels of functionaries. Following would be some of the important parameters for meeting the training requirements

1. Initiating a two-year vocational course in ECCE at +2 level with the objective of creating basic skills which can later be adopted through job training for specific situations

2. Strengthening the educational context of ICDS functionaries training by providing appropriate training inputs, resources, materials, etc. and extending it, where possible to include a competent day care

3. Review of the existing training program of ECCE

4. Working out flexible models of day care training at field level

5. Taking steps for setting up a higher course in ECCE for senior level functionaries of ICD's, trainers in the various training institutions and supervisory personnel

6. Creating a system of accreditation of training institutions dealing with ECCE

The content of the preschool program should provide inputs for a holistic development of child faculties. Child centred methods, play way activities, development of language skills creative actions and psychomotor development should be emphasized in the training program of preschool teachers.

Primary teacher education

It is meant for imparking pre-service training to prospective or in-service teachers of primary schools. The basic qualifications required for admission in to the course is higher secondary examination pass and the duration is also for two years.

Secondary teacher education

For a long time, teachers in high school were trained in training colleges where diploma in education(D.Ed.) was awarded by them. Subsequently the D.Ed. degree was substituted by B.Ed. or bachelor in education course. The basic qualification is required to be a graduation in arts, science, Humanities and commerce. Theses training courses are made available in the training colleges as suggested by NCERT and NAAC, the course of studies for B.Ed. degree has been reoriented and upgraded for in order to cater to the emerging needs of school and society.

Higher education

Post graduate teacher trainee, viz., M.Ed. course is provided in the post graduate training colleges and the duration is two years. Subsequently M.A in Education and M.Phil. course have been provided in the general colleges or universities. M.Ed. Course is given practical orientation, while MA and M.Phil. courses are theory oriented. Students are required to conduct research studies and report the finding in the form of dissertations or thesis for examination. Now a good number of teachers both from the schools and colleges are undertaking research work privately for their Ph.D. Degree in education.

Vocational teachers training

Specific training courses are organised for training teachers in technical subjects like Art and Craft, Physical education, SUPW, and so on. Colleges of Arts, Physical education etc. impart training for the development of skills and theoretical knowledge. Degrees are given to the teachers/instructors in physical education and Art Education respectively. Besides there are specific training institutions like Hindi teachers training college and English language teaching institute for teachers in Hindi and English respectively.

Teacher Education in Kerala

The state of Kerala came into being on first November 1956, by merging the formal princely states of Travancore and cochin and the province of the Malabar which was under direct British rule as part of the then Madras presidency. While there was uniformity in the systems of education in Travancore and cochin, the situation in Malabar was far from satisfactory. It is in the context that one has to look into the history of teacher education in the state of Kerala.

Inception of school education

For a long time in the past, education in Kerala was imparted in institutions which were known by the name 'Kalari'. These were single teacher elementary schools, of which there are at least one in Kara or sub-division of a village, established and run quite often by 'Asan' or the Teacher himself. Physical education and instruction in the three 'R' constituted the curriculum. No fee was usually collected and so the teacher and the institution were maintained by voluntary contributions of the local people. Students who wished to pursue higher education had to attach themselves to gurus or pundits of repute, who were in plenty in those days.

The first school in the region, as far as collected information reveals, was started by Portuguese traders. Later missionaries from various parts reached this land started schools in which native children were also admitted. The state began to take direct interest in education of the people only from the beginning of the nineteenth century. It was in 1820 the Rani Gauri Parvathy Bai, the ruler of Travancore issued her celebrated rescript declaring the resolve of the throne to defray entire expense of the education on its people from the state ex-chequer. The descript prescribed that each school to have two teachers who were to be paid 50 Fnamas (Rs. 7) each per mensem, and that tahsildar and taluk accountants were to visit school and submit reports to the huzoor once in a fortnight.

The school's set-up for elementary education came to be known as vernacular schools. In cochin vernacular were established by a proclamation of 1818. Even before the implementation of the recommendation of Macaulay's minutes, there was great enthusiasm in learning English in the region due to interest shown by missionaries. These resulted in simultaneous growth of English education and vernacular educations. In Travancore by

1813 there were six English schools organised by Prussian missionaries. Trivandrum had an English school named Christian David school as early in 1821. The state entered the field when a school started by Mr. Roberts. Later it was taken over and converted by Government as Rajah's free school of Travancore in 1836. The first English school in cochin was opened by a missionary at Mattanchery. But it has to closed down in 1821. Two years later two English schools were opened in Trichur and Thripunithara and later in 1845 at Ernakulum. In Malabar, which was a district of Madras presidency the Brennen High School was started in 1862. Later schools were founded in Palakkad and Calicut. By 1878-79 there were four high schools in Malabar with an enrolment of 313 students.

Beginning of teacher education

Training in teachers this part of the country seems to have first received attention in the Malabar area as part of the madras presidency, Malabar took advantage of normal schools established in madras in 1856, and of the provisions made later, for collegiate training in teaching.it is perhaps well known that Madras was the first state to institute a university degree for teaching (1885). It may also be recalled that, what later came to be known throughout the western world as lancasterian and monitorial system, was really the madras system evolved by Dr. Andrew bell in the madras male Asylum. Naturally simultaneous with the development of English education, provision for training of teachers for elementary education for vernacular schools was also made in Malabar and the first normal school in Kerala was founded Kannur.

In the absence of normal schools in the state, the Travancore government agreed in 1861-62 to contribute to maintenance of this school so that it can secure trained teachers. In 1866-67 a normal school was opened in Trivandrum, which had to be closed down five years later. Finally, in 1885, a

normal school for training of vernacular teachers, and in 1894, an English normal school were established in Trivandrum and the contribution paid to the cannore school was discontinued. For the training of teachers, Malabar had three government training school, one aided training school, one training school for mappila teachers and one for mistress at the end of first decade of the 20th century.

Cochin too had no normal school of its own for some time, and it depended entirely on the facilities available in madras for the training of its teachers. In 1876, taking advantage of few scholarships offered by the madras normal school, cochin send a graduate and 3 matriculates for training there. This was continued till 1890, when vernacular normal school was opened in Trichur. The subjects included in the course of studies as listed were teaching power, method and management, hygiene and Malayalam. In 1908, this normal school was improved and, to attract women trainees, scholarships were offered and next year training classes were started for women in the Trichur girls high school. In 1916, the Ttrichur normal school was completely reorganised "with a view to meet modern requirements", provisions having been made for training of both men and women in lower elementary, higher elementary, and secondary stages; and under a "scheme of cooperation and joint action with the Travancore government" graduate teachers of cochin were sent for training to the Trivandrum training college (1911) which had just been established.

The English normal school established in Trivandrum in 1894, had three classes each meant for the training of teachers who had passed the lower secondary, matriculation, or F.A. examination. A separate normal school for women teachers was opened in 1866, and in 1904, an English training section was added to this school, which till then, had been training only vernacular teacher. By 1903 1904 there were two government training schools, five aided

training schools, and one unaided training schools, in Travancore, and they were training teachers for five different certificates-The high school and middle school certificates for English school teachers and the high school, middle school and primary school certificates for vernacular school teachers. The period of training was increased to two years in 1904.In the same year four special normal schools were opened for training of teachers belonging to backward communities. In 1917, ten more training schools were opened to train vernacular school and middle school teachers. The certificate given on the basis of written a practical examination after a two-year course, qualified them to teach in high school and middle school as well as in higher and lower grade vernacular schools. Arrangements had been made to get graduate teachers trained in Saidpet, Madras from the year 1895.

The number of English schools in Malabar was seven in 1882-83 with the enrolment of 431. At the close of the 19th century, Travancore had 25 English schools, with an enrolment of over 9000 students, and cochin, nine English schools, with an enrolment of over 700 students. Cochin had a total of 1289 schools, with an enrolment of 184639 in the year 1901-1902.

In Travancore, the administration report mention that in 1901-02, only 21.2 percent of government school teachers, 8.8 percent aided school teachers and 2.3 percent of teachers in unaided schools had professional training

Teacher education till the formation of state

At time of the opening of the Trivandrum training college, present college of teacher education, Travancore had 30 English schools with an enrolment about 1200 students. The Travancore grants in id code of 1088 M.E (1913 A.D) which provide for giving grants to private English schools, and cochin grant in aid code of the same year, gave great impetus to the expansion of education, especially through private effort.

The Trivandrum training college was opened in June 1911, with both collegiate and secondary education departments. Admission were restricted to serving teachers of schools and the seats provided were limited to 24. In 1923, the strength in each department was raised to 50 with 10 seats in each department being reserved for women. The duration of graduate course was 8 months and, while the trainees from government schools were given their pay and allowances, those from private schools were allowed a stipend of Rs.50 per month. The duration of under graduate course was two years till 1923-24 and then, it was reduced to one year.

The first training college in cochin was started in 1945 with an enrolment of 53, of which 23 were women. It was wound up in 1949 at the time of integration of Travancore and cochin states in to Travancore cochin, as it was felt that the older college in Trivandrum alone was sufficient to cater to the needs of the entire area. The new state had 17.6% of its total population in schools and had 91.5 % of the population of the age group 6-11 in schools, both being the highest in India at that time. 22% of the population of the age group 11-17 was also in schools while all India percentage for this age group was only nine.

The number of high schools, which was 334 in 1948-49 rose to 515 in 1950-51 and to 614, in 1956-57, and the enrolment from 133149 in 1948-49 to 305003 in 1955-56. The total number of schools in the newly formed state was 4978 with an enrolment of 1467091, and this rose to 5990 and 1984282 respectively by 1955-56. According to the census of 1951, Travancore cochin had a literacy rate of 40.7%. out of which 50.2% among males and 31.5% among females. This percentage was second only to Delhi.

The percentage of trained teachers was 55.7 in 1949-50 which increased to 62.6 in 1954-55. One special feature noticeable at this time was

that over one third of the high school teachers were women. In the percentage of women teachers, the state had foremost place in India.

The rapid expansion of education in the Travancore-cochin state necessitated the immediate provision of increased facilities for the training of teachers. The Trissur training college was, therefore, reopened in 1951-52. Private training colleges had to be permitted to cope with the situation and the first one was started in 1953-54, the second in 1954-55 and third in 1956-57. Enrolment in training colleges rose from 233 in 1948-49 to 576 in 1955-56: and of this, 257 were women. In the meantime, in Malabar, a government training college had opened at Calicut in 1950-51; enrolment in it, which was only 85, had to be increased to 100 in 1955-56. Thus, on the eve of the formation of Kerala state in November 1956, there were six training colleges in the area with an enrolment of 845, of which 335 were women. Training facilities for undergraduate teachers also recorded phenomenal increase in the Travancore cochin state the number of training schools having increased from 42 to 75 and the enrolment in them from 1129 to 3324 during the period 1947-58.

Teacher education in the reorganised state

The expansion of education in Kerala after the formation of the state is noteworthy. Kerala ha a total for 9523 schools including lower primary, upper primary and high schools in 1956-57. These numbers rose to 9572 in 1960-61 and to 1081 in 1965-66. The percentage of trained teachers in high schools was 56. This rose to 75 in 1960-61. Kerala ha a total of 79642 teachers in 1956-57, of which 85 percentages were trained. These figures were 107759 and 84 percent in 1960-61 and 121934 and 80 percent in 1965-66. The percentage of women teachers at primary level was 40.9, at the middle stage 40, n at the high school stage 60.5. these percentages were the highest in India at the high school stage. It was 16 percent higher than in the next highest

percentage and in numbers, over 4000 more than in the next highest state. A few significant facts emerge. There was a spurt in enrolment in the year 1960-61 and since 1964-65, women candidates outnumbered men in training colleges. During these years, there has been a great demand for admission in training colleges of the state, the average number of applicants per seat each year, from 1961-62 to 1965-66 was 7.1, 6.7, 3.7, 3.4 and 3.6 respectively. The number of graduates who entered training colleges in other states of India also known to be considerable during the first half of the period. The statistics prove, among other things, that increase in the number of colleges, an of seats therein since 1961, had been sufficient though not adequate to meet the demand to relieve pressure on admission.

A landmark in the history of teacher education in the state was the organisation of a post graduate department of education in the university of Kerala in 1956 moulding M.Ed. course. The department, which began with 10 students on its roll doubled the number of admissions in 1960, and added 10 more seats in 1964 because of the pressure from qualified applicants. The duration of the course is one year and over 8 areas of study have been provided for specialisation.

NCTE Regulation for Elementary Teacher Education Programme

NCTE regulations 2014 put forward following regulations for elementary teacher education programme in the country, "The Diploma in elementary teacher education is a two-year professional programme of teacher education. It aims to prepare teachers for the elementary stage of education, i.e., classes I to VIII. The aim of elementary education is to fulfil the basic learning needs of children in an inclusive school environment bridging social and gender gaps with the active participation of the community."

Duration

The D.Ed. programme shall be a duration of two academic years. There shall be at least 200 working days each year exclusive of the period of examination and the admission. The minimum attendance of student teachers shall be 80% for all course work including practical and 90% for school internship. Basic unit shall be 50 students and two basic units are permitted.

Admission Procedure and eligibility

Candidates with at least 50% marks in higher secondary or its equivalent examination are eligible for admission. The reservation and relaxation of marks for SC/ST, OBC and other categories are permissible.

Curriculum

D.Ed. programme is designed to integrate the study of childhood, social context of education, subject knowledge, pedagogical knowledge, aims of education and communication skills. The programme shall comprise of compulsory and optional theory courses, compulsory practical courses, and comprehensive school internship. The theory courses shall comprise courses on perspective in education, curriculum and pedagogic courses, and there shall also be optional course in pedagogy.

The theory courses shall include perspectives of education in three broad rubrics namely child studies, contemporary study, educational study. The theory courses shall also include language proficiency and communication, relevant field based units of study including assignments and projects. The curriculum and pedagogy courses shall include courses in pedagogy for primary and upper primary curriculum areas. Pedagogy courses in language. Mathematics and environmental studies for the primary stage shall be compulsory: optional pedagogy courses in Social science education,

Language Education, Mathematics Education, and Science Education shall be offered teaching at upper primary stage.

Field Engagement courses shall be designed to give opportunities to acquire a repertoire of professional skills and capabilities in craft, fine arts, work and education, creative drama and theatre in education, self-development children's physical and emotional health, school health and education.

School internship

The D.Ed. programme shall provide for sustained engagement with learners and the school, thereby creating a synergy with schools in the neighbourhood throughout the two years. Students shall be equipped to cater to needs of diverse learners in schools. A minimum of 20 weeks of internship in schools during the course of which 4 weeks would be dedicated to class room observation etc.; during the first year; second year of school internship will be for minimum period of 16 weeks in the e elementary classes, including primary and upper primary. The institution shall have easy access to sufficient number of recognised elementary schools for fieldwork and practice teaching related activities of student teachers. It is desirable that it has an attached primary school of its own.

Programme implementation

The institution will have to meet the following specific demands:

1. The school internships and other school contact programmes shall be synchronized with the academic calendar of the school.

2. Initiate discourse on education by periodically organizing seminars debate lectures and discussion groups for students and faculties.

3. Organize academic enrichment program including interaction with faculty from parent disciplines encourage faculty members to participate in academic pursuits and pursue research especially in elementary schools.

4. Adopt participatory teaching approach in the classroom to help students to develop reflective thinking.

5. The optional pedagogy course for upper primary school teaching shall be selected by the students.

6. There shall be mechanism and provisions for the institutions for addressing complaints of students and faculty.

Assessment

For each theory course, at least, 20% to 30% marks may be assigned for continues internal assessment and 70% to 80 % for examination conducted by the examining body and one fourth of the total marks shall be allocated to evaluating the students' performance during the 16 weeks of school internship. the weightage for internal and external assessment shall be fixed by the affiliating body with in the ranges specified above. candidates must be internally assessed on the entire practicum course and not only on the project. Even to them as part of their units of study.

Present Elementary Teacher Education Curriculum; An Overview

The latest D.Ed. curriculum (2013) prepared by SCERT inspired by National curriculum frame work for teacher education prepared by NCTE. The D.Ed. curriculum 2013 replaces the curriculum that was modified in 2005. NCFTE 2009 is inspired by the same concerns that lead to the revision of school curriculum by NCF 2005 and the increased responsibilities of primary teacher in the advent of RTE act 2009. Issues related to inclusive

education, perspectives for equitable and sustainable development, gender perspectives, role of community knowledge in education and ICT in schooling as well as e-learning become the centre-stage in the NCFTE. The NCFTE 2009 is developed with a degree program for elementary teacher education, particularly for teaching from classes 4-8, in mind.

The present D.Ed. curriculum shares same perspectives of NCFTE 2009 such as: Learner centred teaching approach, the facilitator role of teachers, the change in the concept of knowledge as it should be acquired by learner, reduce the influence of social context in education, continues and comprehensive evaluation. The curriculum visions a system where student teachers engage in the process called teaching right from the first day of teacher education. Along with gaining concepts and knowledge related to the specific subjects by presenting the content area either individually or as groups the student, also acquires methodological skills through repeated use. The curriculum focuses on moulding holistic teacher personality, inter disciplinary knowledge and developing of general skills such as language skills and ICT skills.

The D.Ed. curriculum of teacher education is broadly dealt with under foundations of education, curriculum and pedagogy and school internship. The foundations of education include learner studies, contemporary studies, and educational studies. Curriculum and pedagogy deal with curriculum studies, pedagogic studies and assessment and evaluation studies. The school internship is visualized by situating the practice of teaching in the broader context of vision and the role of teacher and sustained engagement with learners and schools.

The curriculum also proposes a new approach in practice teaching by introducing classes for pedagogic analysis and by implementing mentoring.

Mentors were chosen from the teachers of practice teaching school with minimum five years of experience and undergone through training in mentoring organised by teacher training institution. Mentoring is introduced with the hope of resolving the existing concerns of practice teaching raised by school teachers and to getting mutual benefits for both mentor and mentee.

Elementary Teacher Education - Semester system is suggested to make the learning process effective. The two-year D.Ed. course is divided into four semesters such as S1, S2, S3 and S4. The semesters S1 and S3 will be from June to October and S2 and S4 will be from November to March. A semester should have at least 100 working days. 22 papers are included in the four semesters. Of these, 13 papers will have public examination. The remaining 9 papers will have only Continuous Evaluation. If 5 hours a day is allotted, there will be a minimum of 500 hours for a semester. The teacher education institutions must take steps to utilize maximum working hours effectively. The evaluation of the learning process of the content in each semester has to be carried out during the semester itself. Continuous evaluation and terminal examination will be conducted at the end of the respective semester. The result of the semester evaluation will be published at the end of the semester.

There are six papers in the first semester. The paper 'Child Development and Learning', based on educational psychology and the one titled 'Curriculum and Pedagogy' for understanding the curriculum, pedagogy and evaluation are suggested in the first semester. In addition to this, the paper, 'Malayalam - History, Structure and Social Background' is suggested for learning the mother-tongue. The paper 'Proficiency in English Language' is suggested for English language learning. The papers 'Environment - A Textbook' related to Environmental Studies and 'Learning of Mathematics and Approach' related to the learning of Mathematics are included. There will be only internal evaluation for the English, Environmental studies and mathematics papers.

In the second semester, also there are six papers. 'Teaching of language - Theory and Practice' is the paper related to learning the mother-tongue. In connection with English language learning, the paper 'English Language Teaching - Theory and Practice' is suggested. 'Towards Environmental teaching/ learning' related to learning of Environmental Studies, 'Learning of Mathematics at the primary level' related to learning of Mathematics, 'Art Education and Work Experience' related to art education and work education and 'Health and Physical Education' are the papers suggested in the second semester. Terminal examination will only to be conducted for the English language learning, Environmental Studies and learning of Mathematics. In addition to this there is provision for teaching practice at the LP level.

A total of seven papers are suggested in Semester 3 (S3). 'Learner and Knowledge Acquisition' is the paper suggested here in connection with the learning of Educational Psychology. The paper 'The Social, Historical and Philosophical Foundation of Education' is suggested for building the social, and philosophic foundations of education. The paper titled "Art Education and Work Education' related to art and work education and the paper titled 'Physical - Emotional Health and Health & Physical Education' related to physical education are suggested. The paper 'Language Learning and Literature', in connection with the learning of the mother-tongue and 'Pedagogy of English Language' in connection the English language learning are also there. Any one of the optional papers related to Mathematics, Social Science and Science need to be studied. 5 papers, on Educational Psychology, Philosophical Foundation, Art and Work Education, Physical Education and Language Learning will have Terminal Examination.

Only three papers are suggested for the fourth semester (S4). The paper titled 'Language Proficiency' related to learning of mother-tongue and 'Teacher - Professional Development' related to English language learning are suggested. The student teacher can select any paper related to Mathematics, Social Science and General Science. Teaching practice in the fourth semester

has to be done at the LP and UP levels. There will be terminal examination for optional subject and 'Teacher - professional development'.

Review of Related Studies

Review on status of teacher education

Reviews related to general status of teacher education is included here. Since the overall status can provide a clear perspective while discussing status with reference to quality and expansion.

Thakkar (1961) examined the administration programme work of the graduate teacher training colleges of Gujarat and revealed that the programme of some of the training colleges was consistent with the secondary school syllabus.

Jha (1962) in his critical study of Teacher Training Programme in Uttar Pradesh, concluded that the whole professional training programme including practice teaching, use of illustrative material, the theory courses and lecture work, specialization, all needed to be planned according to the rules made by the university. A complete revision and re-orientation of the curriculum was considered very necessary in the light of norms and standards set by NCTE.

SIERT, Rajasthan (1966) studied elementary teacher education to have a global picture of the teacher training institutes in the state. The study revealed that, on an average 130 students are admitted to each institute, about two thirds of the trainees belonged to rural area. Some of the institutions felt that the syllabus was too ambitious. Many of the institutions doesn't have demonstration schools, and hence they faced many difficulties in making arrangements for practice teaching.

Marr (1970) in his intensive study of three colleges of education in Punjab, found that, colleges were not following the set rules for improvement

of the facilities and quality of teacher education program and the practice teaching was not up to the mark.

Tikamni (1970) evaluated the status and quality of elementary teachers training programme in Gujarat state. He collected opinions of teacher educators, headmasters, inspectors and primary school teachers. The study recommended that training programme should contribute to the future teacher efficiency. It should enable teacher trainees to understand child development and its importance. Knowledge of latest techniques of teaching, evaluation tools and measurements should be imparted to the trainees. The study, also suggested that the subject matter orientation be given to teacher trainees.

Marker (1975) conducted a survey on teacher education in the six universities of Maharashtra. He traces the development of teacher education in ancient India, in the communist countries, USA, U.K. and Thailand. The study was limited to the field of teacher education at the secondary level only during the period 1947 to 1973. The survey method was employed and tools of inquiry used were an opinionative, a questionnaire, records, reports and documents, visits to colleges, and interviews with experts, officials and principals of colleges. The findings of the study revealed that physical resource development predominated human resource development in teacher education.

Chaurasia (1977) notified remarkable development in teacher education in India. Inter-disciplinary approach in teacher education implemented by the four Regional Colleges of Education, Summer-Cum Correspondence Courses for Bachelor of Education Degree for clearing the backlog for untrained teachers, Establishment of NCTE, Establishment of the Centre for Advanced Studies in Education at M.S. University Baroda under the guidance of UGC, Establishment of State Institutes of Education in all

States, Publication of Education Commission Report by Government of India in 1966 and Increasing role of universities in school improvement were the important developments.

Butch (1979) in third all India educational survey, which was a census type survey of all school teachers in the country with the objective to collect comprehensive information about primary, middle and secondary school teachers focusing on qualifications and experience, professional training, participation in professional growth activities, tenure of appointment and mobility of teachers from the teaching profession. According to his study, there were 26, 38,777 teachers in the country with 47.38 % teachers taught at the primary stage, 26.02 % at the middle stage, 14.4 % at the secondary stage and 12.2 % at the higher secondary stage. Only 25.24% are female, 7.23% belongs to scheduled caste, 9.48% belongs to scheduled tribes and only 2.5% of then belongs to SC/ST at higher secondary stage. Trained teachers among the primary teachers were 85% and 76.33% at secondary stage. 71.83% of teachers were permanent employees. Techers participated in in-service teacher education programmes during last two years were 76% at primary stage and 37.09% at higher secondary stage.

Singh (1982) conducted Third National Survey of Secondary Teacher Education in India. The survey evaluated the status of secondary teacher educations with regard to their theoretical and practical instructional programmes, student population, staff, finance, physical facilities. According to the survey results, between 1963 and 1971, 48.5% more Teacher Education Institutions came into existence, around 381 at 1971. In 1971, 77.6% teacher education institutions were functioning as independent institutions rest of them as sections of colleges or university departments. Around 63% of TEI were managed by private management. Pass was rate around 90% and dropout percentage was six.

Gupta (1982) analysed that, in recent years, due to the research activities taken up by NCERT, SCERT, SIE, university education departments and some post graduate level training colleges, there is a spurt in research activity. Various education commissions raised concern over degrading quality due to unprecedented expansion of education in the post-independence period and the increased focus on in-service education. These quality concerns resulted in increased research Activities in the field of teacher education.

Guthrie (1983) evaluated secondary teachers training in Papua New Guinea and identified that the latest in-service bachelor of education programme supplied the enough middle level manpower. For the study, he collected socio–educational background data from 578 graduates and traced careers of 593 teachers and 55 teacher trainers using inspectorial questionnaires supplemented with interviews, observation, and performed extensive document analysis on teacher training and inspection system.

Kakkad (1983) conducted an analytical study on Secondary Teacher Education Curriculum with the aim of developing Teacher Education Programme. Based on the findings he suggested that the duration of the Secondary Teacher Education Programme (STEP) should be two academic sessions. According to the study the curriculum should include educational theory, practice teaching, community work, work experience, sectionals work and co-curricular activities. The course content should include two school methodology paper with fifteen lessons in both of them. Also, suggested a three-month internship period with provision for urban and rural teaching in STEP.

Kadwadkar (1984) made a critical study of professional courses for college teachers in India with main objective to analyse and evaluate

functioning of selected professional courses for college teachers. Findings of the study revealed issues like there was no information given on dealing with student behavioural problems, given very less weightage for practical work, No or very little scope was given to demonstrate professional abilities. Some theoretical information on action research was given. The study suggest that the courses should be modified so as to make them performance-based, the microteaching approach should be used to upgrade the teaching competence of teacher candidates and more weightage should be given to practical work.

Mohanty (1984) studied status of 19 Teachers Training Colleges in Orissa with special reference to Innovations. The finding showed that practice teaching confined to delivery of lessons alone and supervisors were not observing lessons completely. Poor teaching methods, lack of qualified method masters, and lack of explicitly stated evaluation criteria were common. Training in technique of observation, maintenance of classroom discipline and organization of functions and festivals were found in all the colleges. Innovations practiced in three colleges were Micro- teaching and Team Supervision of Criticism Lessons only.

Leelavathy (1984) conducted a comparative study of the teacher education programs in select developed and developing countries and found that, the teacher education programs in the developed countries were subjected to constant change in the light of the results of experiments in pedagogy, educational technology, philosophy of the nation while the developing countries were less dynamic in teacher education programs.

Dash (1985) investigated into the Development of Teacher Education programme with the aim of studying the factors that motivated the authorities to set-up private training colleges in Orissa with reference to Motivation Cost structure and Quality. He also tried to identify the source of finance, private costs and unit cost of B.Ed. programme and also tried to evaluate the quality

of the B.Ed. programme. Used questionnaires to collect data from 12 principals, 1200 trainees, and 120 teacher educators and 20 governing body members. The study revealed that most of the private colleges were established with commercial motives and parochial feelings. Undue expansion of training colleges, negative attitude of teacher educators towards the teaching profession, inadequate in-service teacher education, inadequate physical facilities, poor quality of trainees, inefficient teachers and unsuitable practice teaching and were the reasons for poor status of teacher training programmes in the state. The ratio of graduate trainees to post graduate trainees was 19:1 in private training colleges. There was no uniformity in teacher education curriculum among three Universities in the state. The lecture method dominated in teacher training programmes and the pupil-teacher ratio in Govt. colleges was 9:1 and in private colleges was 23:1. The unit private cost in private colleges was much higher than that in government colleges and the source of income for private training colleges were mainly from the contributions made by trainees.

Keck (1985) done a case study for the historical review of the development and organization of teacher education in the state of Florida. The objectives of the study included the strategies used in training teachers and the procedures used by the state of Florida to evaluate the effectiveness of teacher training programmes. The study recommends that this study of the historical development of teacher education in Florida should be updated every 10 to 15 years. Only educators observe, analyse, synthesize, and study the ways that teachers are prepared, so they only can endeavour to improve teacher education.

Seetharamu and Sharada (1986) carried out a status survey on secondary teacher education. The investigation was performed on both individual and institutional status. Institutional status includes physical

facilities, admission procedures and finance. Individual status means personal, economic, social, and professional attitude of teacher educators in the secondary teacher education institutions. They had a positive view about the building and the other infrastructure facilities and teaching methods adopted in teacher training colleges.

Pradhananga (1986) conducted an evaluative study of the status of elementary teacher education of Nepal and arrived at the following conclusions. The curriculum followed in Nepal gives highest importance to practical life situations. The student teachers were considered practice teaching as a very important component of curriculum. The study noticed that lack of physical facilities and non-democratic administration as drawbacks.

Koul (1988) while discussing teacher education and national policy of education had pointed some relevant issues for the immediate consideration to improve the status and condition of teacher education. These issues included updating the curriculum of teacher education and fair and objective selections of teacher trainees.

Mishra (1989) conducted a study about elementary teacher education programme. He reported that the primary teacher education curriculum did not specify the aims and objectives. Although there are content objectives, the curriculum did not suggest learning experiences for the realization of the proposed content objectives. Most of training schools did not have the enough infrastructural and instructional facilities. Criteria for selecting and appointing of teachers in training schools were not fixed. Majority of training schools complained about the heavy syllabus. Other problems faced by training schools were heavy work load, lack of expertise, inadequacy of equipment, paucity of funds and non-availability of practice teaching schools.

Srivastava (1989) evaluated the impact of the teacher education programme on attitude and teaching efficiency of student teachers. She found that, favourable attitude of student teachers is formed at the end of teacher training programme. The teacher education program, also improved teaching efficiency and aptitude of student-teachers.

Walia (1992) found that one-year duration was inadequate for the secondary teacher training courses. He also suggested improvements such as the course was mostly theoretical in nature and very less internship was provided.

Viswanathappa (1992) found that curriculum of elementary teacher education institutes in Andhra Pradesh was adequate for the realization of 64 out of 144 important objectives. The study also disclosed that majority of the teaching staff had no specialized training in the elementary education.

Gupta et al. (1995) in the documentation of in-service training practices in Western Region of India, under DPEP, reported many innovative practices. Teachers can be made motivated and hence more effective through making them part of decision making. If they are allowed to prepare and use their own teaching learning material (TLM), developed greater confidence in themselves, and gained recognition from their peers, their students and local community. Successful and the enthusiastic teachers were the best people to train their fellow teachers. The culture of co-sharing, co-working and co-learning with better inter-departmental coordination was present there.

Kumar (1996) compared secondary teacher education programmes in South Indian States. He found that the structure of teacher education followed by the curriculum is not fully in accordance with NCTE recommendations. Most of the aspects of the curriculum differs between universities and the curriculum remained un-revised for years.

Mohanty (1997) evaluated the functions of NCTE and how far it had been successful in performing those functions. Even though NCTE had stipulated 180 working days for secondary teacher education program, many of institutions are functioning only for 2-3 months in a year and most of them are taken the stipulation very lightly. He further suggested that norms and standards of NCTE should be strictly followed strictly by all the teacher education institutions.

Rout (1997) in his research on 'organization of student teaching programme' revealed that Pupil teachers were not being exposed properly to lesson planning, handling of audio visual aids, art of asking questions, and designing improvised aids. Adequate number of teaching aids and equipment's are not available according to demand of pupil teachers and no feedback given to teacher trainees.

NCTE (1998) had studied the growth and development of teacher education in Delhi and it had observed that after independence there is an increase in number of secondary teacher education institutions at a very faster rate whereas the quality had deteriorated in the previous years.

Pandey (1998) compared National Council for Teacher Education (N.C.T.E.) with high power body like All India Council for Technical Education (A.I.C.T.E.) and Indian Medical Council (I.M.C.). NCTE is designated to upgrade the quality of teacher education at all levels in India. For fulfilling the objectives of Teacher Education, any new teacher education institute should be planned in accordance with the fixed norms of NCTE.

Arora and Panda (1999) advocated for the restructuring of teacher education programme. They said that considering the decline of teaching and teachers, the teacher education system requires a complete renovation rather than minor reforms, in its diverse aspects.

Sureshkumar (1999) opined that the regulatory norms set by NCTE have helped in improving the infrastructural amenities of institutions ultimately enriching the teacher training programmes.

Garg (2000) carried out a study on growth and development of teacher education in the post-independence period and he found that the teacher education after independence had expanded in fast rate. He also discussed about policy shifts in teacher education in the post-economic reform period.

Korthagen et al. (2001) reviewed both domestic and international literature of teacher education and found that, literature continues to lack references on the critical examination of teacher educators underlying beliefs and dispositions or to the professional development of teacher educators. It is need of the hour for teacher educators to examine their own learning and development, critically to achieve positive changes in teacher education.

Shardindu (2005) reviewed development of teacher education in India and found that government of India had played very significant role in setting up NCTE through a resolution of 1973, with the secretarial support provided by the Department of Teacher Education of the NCERT. The article further applauded the act of making NCTE a statutory body later on.

Nair (2006) pointed out that teacher education all over the world was under gone many radical changes. Many of these changes introduced to teacher education to accommodate the changes happing in general education. He further noticed that it was doubtful on the totality of response from teacher education in India for these changes. He further suggested that, to fall in line with the demands of the new knowledge society, teacher education in India needed several levels of updating.

Al-Sharaf (2006) in order to propose a new perspective on teacher education, examines the historical background of teacher education in the Kuwaiti educational system before and after Gulf war in 1990. The study recommended that high teaching wages would motivate teachers to do well in their work and that teacher education in Arab Countries in general face constraints and hindrances unique to the region which can therefore cause unique challenges for teacher training. The study also recognizes an issue concerning the balance between teaching educational theory, subject content and practice in teacher education.

Burnett (2006) give paradigmatic and narrative orientations for constructing professional knowledge among pre-service and in-service teachers. He found that the method in which professional knowledge is depicted in initial teacher education in England and Wales is significant. It inspires the way that students participate with their development.

Sethuraman (2007) commented that NCTE (National Council for Teacher Education) had failed to plan and efficiently coordinate the development of teacher education in the country even though NCTE claimed that it had been given a broad mandate to achieve planned and coordinated development of teacher education in the country. It had actually open the way for overthrowing the existing teacher education programme. He pointed out that the negative approaches of NCTE should be factually studied.

Kothari and Shelat (2009) critically evaluated the Teacher Education Programme in the country in their article on, some issues on secondary teacher education program. They commented that the present state of secondary teacher education in the country presents a mixed picture of innovations coupled with learning distortions, far-sighted intentions and structural shortcomings. The system by and large remained unchanged even though there are some name changes. The admission policies and procedures

and criteria for admission differed from state to state and within the state it differed from university to university. Knowledge and teaching aptitude had hardly made as criteria for admission. Other findings include the teacher-student ratio also varied from State to State, practice teaching programme was far from satisfactory and there was no integration among secondary, primary and pre-primary teacher education institutions. They advised to set-up state/National level association of teacher education institutions.

Sharma (2009) in his article on teacher education and the education commissions in India post-independence period studied almost all aspects of teacher education. He noticed that all the education commissions gave some thought to the question of initial teacher preparation, with its economic or social implications. The author, after carefully analysing all the aspects of teacher education recommended that in order to perform the leadership role, it would be an advantage of each training college could be given the responsibility of supervising the work of a certain number of schools in the neighbourhood, which would improve their standards and, enable the members of the staff to give practical shape to their ideas.

Gupta (2011) in a study compared the teacher education systems India and United States of America. She has found many striking differences between the two systems. The study recommends decentralised approach in administration is needed in India like USA. Also, the course duration should be extended with at least one semester of practice teaching, as it is in USA. The study also found the, in USA along with the passing scores of basic skills test and subject matter test, personal goal statement informing that the candidate is committed to his professional career and intellectual curiosity and two letters of references one from professor in department of education and other from the department in which the candidate wants to do his content specialization are also needed.

Singh (2011) compared the research in teacher education during the British rule and in free India. In India degree in teacher education can be obtained from premier institutes, self-financing colleges, or even from correspondence, Quality of the product cannot be assessed, it is the function of NCTE to bring sanity into the system. In India, many types of teacher education system, such as Buddhist, Sanskrit school, Maktabs and Madrasah, but only one model has been followed. During 2004-05, 70,980 B.Ed. seats increased, NCTE criteria for teachers with M.Ed. qualification is 1:15, to meet these more than 4000 teachers are needed, but only 470 additional teachers are appointed, this is not a planned development of teacher education. Also, there is an imbalance in distributing the total number of B.Ed. seats between the four regions, for example, 25% of seats are approved in UP alone.

Mayer, (2014) analysed the history of teacher education in Australia from 1974 to 2014. She focussed on three phases in the growth and development of teacher education in the past 40 years by considering the ways in which teacher education has been thought about at various points in time and analysing the related policies for funding governance and regulation. She finished by focusing on the current policy moment in Australia which is positioning teacher education as a "policy problem" requiring a national solution and consider the role of research in, on and for, teacher education into the future.

Summary of related studies on status of teacher education

Year	Author	Findings
1961	Thakkar	Administration programme of the training colleges were consistent with the secondary school syllabus.
1962	Jha	Teacher Training Programme in Uttar Pradesh, concluded that the whole professional training programme including practice teaching, use of illustrative material, the theory

		courses and lecture work, specialization, all needed to be planned according to the rules
1966	SIERT rajastan	Many of the institutions doesn't have demonstration schools, and hence they faced many difficulties in making arrangements for practice teaching.
1970	Marr	Teacher education colleges were not following the set of rules for improvement of the facilities
1970	Tikamni	Recommended that training programme should contribute to the future teacher efficiency
1975	Marker	The findings of the study revealed that physical resource development predominated human resource development in teacher education.
1977	Chaurasia	Noted the Establishment of NCTE, Establishment of the Centre for Advanced Studies in Education at M.S. University Baroda under the guidance of UGC, Establishment of State Institutes of Education in all States, Publication of Education Commission Report by Government of India in 1966 and Increasing role of universities in school improvement were the important developments.
1979	Butch	There were 26,38,777 teachers in the country with 47.38% teachers taught at the primary stage, Trained teachers among the primary teachers were 85% and 76.33% at secondary stage.
1982	Singh	77.6% of secondary teacher education institutions were functioning as independent institutions, rest of them as sections of colleges or university departments.
1982	Gupta	In recent years, due to the research activities taken up by NCERT, SCERT, SIE, university education departments and some post graduate level training colleges, there is a spurt in research activity
1983	Kakkad	Duration of the Secondary Teacher Education Programme (STEP) should be two academic sessions
1983	Guthrie	Evaluated teacher Training in Papua New Guinea and identified that the latest in-service bachelor of education programme supplied the enough middle level manpower.
1984	Kadwadkar	The study suggest that the courses should be modified so as to make them performance-based, the microteaching approach should be used to upgrade the teaching competence of teacher candidates and more weightage

		should be given to practical work.
1984	Mohanthy	Practice teaching confined to delivery of lessons alone and supervisors were not observing lessons completely. Poor teaching methods, lack of qualified method masters, and lack of explicitly stated evaluation criteria were common.
1984	Leelavathy	The teacher education programs in the developed countries were subjected to constant change in the light of the results of experiments in pedagogy, educational technology, philosophy of the nation while the developing countries were less dynamic in teacher education programs.
1985	Dash	Undue expansion of training colleges, negative attitude of teacher educators towards the teaching profession, inadequate in-service teacher education, inadequate physical facilities, poor quality of trainees, inefficient teachers and unsuitable practice teaching and were the reasons for poor status of teacher training programmes in the state.
1985	Keck	The historical development of teacher education in Florida should be updated every 10 to 15 years. Only educators observe, analyse, synthesize, and study the ways that teachers are prepared, so they only can endeavour to improve teacher education.
1986	Seetharamu	Teacher educators had a positive view about the building and the other infrastructure facilities and teaching methods adopted in teacher training colleges.
1986	Pradhananga	The curriculum followed in Nepal gives highest importance to practical life situations. The student teachers were considered practice teaching as a very important component of curriculum. And noticed that lack of physical facilities and non-democratic administration as drawbacks.
1988	Koul	To improve the status and condition of teacher education updating the curriculum of teacher education and fair and objective selections of teacher trainees are necessary.
1989	Mishra	Problems faced by training schools were heavy work load, lack of expertise, inadequacy of equipment, paucity of funds and non-availability of practice teaching schools.
1989	Srivastava	Favourable attitude of student teachers is formed at the end of teacher training programme.
1992	Walia	Course was mostly theoretical in nature and very less internship was provided.

1992	Viswanathappa	In Andra Pradesh that majority of the teaching staff had no specialized training in the elementary education.
1995	Gupta	Practices in Western Region of India, under DPEP, reported many innovative practices. Teachers can be made motivated and hence more effective through making them part of decision making
1996	Kumar	The structure of teacher education followed by the curriculum is not fully in accordance with NCTE recommendations
1997	Mohanthy	Norms and standards of NCTE should be strictly followed strictly by all the teacher education institutions.
1997	Rout	Adequate number of teaching aids and equipment's are not available according to demand of pupil teachers and no feedback given to teacher trainees.
1998	NCTE	After independence, there is an increase in number of secondary teacher education institutions at a very faster rate whereas the quality had deteriorated in the previous years.
1998	Pandey	For fulfilling the objectives of Teacher Education, any new teacher education institute should be planned in accordance with the fixed norms of NCTE.
1999	Suresh kumar	Regularity norms set by NCTE have helped in improving the infrastructural amenities of institutions ultimately enriching the teacher training programmes.
2000	Garge	Teacher education after independence had expanded in fast rate
2001	Korthagen	It is need of the hour for teacher educators to examine their own learning and development, critically to achieve positive changes in teacher education.
2005	Shardindu	Government of India had played very significant role in setting up NCTE through a resolution of 1973, with the secretarial support provided by the Department of Teacher Education of the NCERT.
2006	Nair	Teacher education all over the world was under gone many radical changes. Many of these changes introduced to teacher education to accommodate the changes happing in general education.
2006	Al-Sharaf	The study recommended that high teaching wages would motivate teachers to do well in their work.

2006	Burnett	He found that the method in which professional knowledge is depicted in initial teacher education in England and Wales is significant.
2007	Sethuraman	Commented that NCTE (National Council for Teacher Education) had failed to plan and efficiently coordinate the development of teacher education in the country.
2009	Kothari and Shelat	The present state of secondary teacher education in India, presents a mixed picture of innovations coupled with learning distortions, far-sighted intentions and structural shortcomings.
2009	Sharma	In order to perform the leadership role, it would be an advantage of each training college could be given the responsibility of supervising the work of a certain number of schools in the neighbourhood.
2011	Gupta	The study recommends decentralized approach in administration is needed in India like USA. Also, the course duration should be extended with at least one semester of practice teaching.
2011	Singh	In India degree in teacher education can be obtained from premier institutes, self-financing colleges, or even from correspondence, Quality of the product cannot be assessed, it is the function of NCTE to bring sanity into the system.
2014	Mayer	Found that current policy movement in Australia which is positioning teacher education as a "policy problem" requiring a national solution and consider the role of research in, on and for, teacher education into the future.

Reviews on quality of teacher education

Chohan (1962) evaluated the quality of teacher training programme of the women training college, Dayalbagh, Agra, and reported that the theory syllabus was neither heavy nor superfluous. Syllabus was most useful and necessary for the knowledge required for teaching. According to teacher trainees the demonstration lessons by the lecturers should be both at the start of the teaching practice period and during the teaching practice period were necessary. The teacher trainees felt that co-curricular activities should be organised in the mornings instead of at noon.

Prashar (1963) conducted a study for evaluating the quality of teacher training programmes during 1952-1962 and recommended that theory should be coordinated with practice much more than is done so far. Also, identified the need of all round training including organisation of library, museum, exhibition, drama, musical shows, hobbies etc. Also, recognized the need for organising refresher courses after every five to seven years.

Kothari (1966) in Education Commission report after reviewing the status and service conditions of teachers had commented that, "Of all the different factors which influenced the quality of education and its contribution to national development, the quality, competence and character of teachers were undoubtedly the most significant. Nothing was more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they could be fully effective."

Bhatt M.M. (1966) made a study on the assumption that, qualitative improvement in education was possible by preparing better teachers in training institutions. As a result of the training, he found that there was improvement in lesson planning and standard of teaching, knowledge of the content was found to be much improved and teacher trainees were encouraged to teach in a planned manner.

Ahluwalia (1974) designed a Teacher Attitude Inventory (TAI). Using the inventory, he measured the change in the professional attitudes of pre-service teacher trainees as a result of the teacher education course of one academic year duration. The mean attitude scores were found to be decreasing instead of improving at the end of the training programme. the nature of training programme provided by the different institutions made positive or

negative change in mean attitude scores. The sex, institutions have no significant effect on attitude.

Vasishtha (1976) studied the Change in Some Characteristics and Verbal Behaviour of Secondary Science and Mathematics Student Teachers Through Training in Verbal Interaction Technique. The objectives of the study are to explore the classrooms behaviour of secondary science and mathematics student teacher's trainees through the Flanders Interaction Analysis Category System (FIACS) and to evaluate the effect of training in the verbal interaction analysis technique. The findings revealed that the training in Flanders verbal interaction technique contributed significantly to the attitude towards teaching, self-perception and classroom performance. Student teachers trained in FIACS became more indirect in dealing with their students.

Gupta (1979) in his study of the in-service teaching needs of the secondary teacher-educations presents following findings: There was a weak association between the qualifications of secondary teacher-educators and their in-service education proneness, and also between the teaching experience and the in-service education proneness of teacher-educators. socially useful productive work, vocationalisation, working with the community, non-formal education, and pedagogical and methodological subject are to be included in the in-service teacher education courses to cope with the emerging curricular changes at the school level and subsequently at the teacher education level.

Aggarwal (1980) attempted to identify the motivational factors for choosing teaching as a profession among secondary teacher trainees. He found that desire to continue education, possibility of doing good to the country, interest in teaching, security of job and fulfilment of parent's wish are the important factors in choice of teaching as a profession.

Mann (1980) attempted to find out the concept of success in the teaching of different groups and compared the personality traits of successful teachers with those of unsuccessful teachers. He found that the personality of successful and unsuccessful teachers differed with respect to many selected factors. The successful teachers were significantly more expressive, ready to cooperate, attentive to pupils, generous in personal relations, bright and alert, fast in learning, efficient in abstract thinking, emotional in nature, realistic about life, effective in adjustment, dependable and conscientious than unsuccessful teachers.

Mutha (1980) tried to find out the factors like attitudinal, motivational and personality, which were differentiated effective teachers from ineffective ones. He found that professional training, nature of schooling, income levels and sex were significantly associated with the effectiveness of teachers. The teacher effectiveness significantly predicted by set of personality variables in ascending order are submission, anxiety, marital adjustment, extroversion, neuroticism, job satisfaction and teaching attitude.

Bhatnagar (1980) tried to analyse the contents of studies and literature on student teaching and other practical work in the secondary teacher education programme till 1980 and to suggest the future perspective of studies in these areas. Those studies covered different areas like evaluation of student teaching and supervision of student teaching with special reference to secondary teacher education. None of the studies had concentrated on the practical work of the secondary teacher education programmes. These studies emphasized the need for a comprehensive network of school activities to be included in student teaching programmes and highlighted the negligence in organization of teacher training institutions and their rigid structure. A few studies revealed that student-teaching was the weakest link in the teacher education programme at primary as well as secondary level. Most of the

studies during seventies are concentrated on micro teaching. He also talks about NCTE teacher education curriculum framework in 1978 and its impact on giving a new look to student teaching.

Goyal (1980) in his study about the relationship among attitude, job satisfaction adjustment and professional interest of teacher educators and revealed that a large majority of the teacher educators were favourably inclined towards their profession and well satisfied in the job.

SCERT (1981) made an evaluation on the quality of administrative and academic aspects and the relevance of the course content of in-service programme of primary teachers in Andhra Pradesh. The study disclosed that, there was too much interference from deputy educational officers, headmasters were reluctant to send the teachers for in-service courses, and lot of paperwork was needed for attending in service programmes. The participants felt that the training programme was good and helped in developing knowledge about new concepts in science.

Bhattacharjee (1981) studied the effect of integrating a few selected teaching skills upon the teaching competence of secondary teacher trainees. The study revealed that training for the integration of the four selected skills (introducing a lesson, fluency in questioning, increasing pupil participation, and using the blackboard) under the summative model integration had contributed to the teaching competence of the experimental group significantly in comparison with the control group.

Shukla (1981) and Passi and Sharma (1982) were tried to find out competency skills for teachers. Language teachers at secondary school level need following competencies such as giving assignment, loud reading, asking questions, introducing a lesson, managing the classroom, clarification, secondary loud reading, using the black- board, using reinforcement, pacing,

avoiding repetition, consolidating the lesson, dealing with pupils' responses, improving pupils' behaviour, audibility, using secondary reinforcement, recognizing pupils attending behaviour, presenting in verbal mode, and shifting the sensory channel. while skills which were involved in the teaching of mathematics are skill of developing a concept, skill of developing a principle, skill of applying the inductive approach and deductive approach, skill of figure drawing and skill of applying problem solving approach.

Srivastava (1982) conducted research on the topic "Effectiveness of the Teacher Education Programme." The findings reveal that all the colleges, having a teacher-education department were unequal in size and facilities and none were initially opened with the intention of providing facilities for teacher education. The teacher educator-student ratio was 1:14, which was higher than prescribed by the government. Sixty per cent of the departments did not have educators in all school subjects on their staff. None of the teacher educators had double postgraduate degree, less than ten per cent of them had a doctorate degree. Most of them were committed to the profession but were unable to take part in extra-professional activities due to various college and personal engagements. The educators were not very clear about the objectives of the programme. Facilities for non-teaching staff was inadequate. As regards departmental administration, the departments were not independent entities. Coordination between the department and secondary schools, other training schools and departments, and the community was lacking. Admission rules, as prescribed by the state government were followed, which had many drawbacks. The whole programme comprised theory teaching, practice teaching and sessional work. Average working days were only 118. There was little uniformity in organizing practice teaching and sessional work in the various departments. The output of the programme was not at par with the capacity of production. Wastage of more than nine per cent was observed.

Three-fourths of the trainees from rural areas. Only 48 per cent of the trainees were found to be of the average or higher teaching aptitude category after training. There was no significant contribution of the programme in developing teaching aptitude among trainees. In the opinion of college principals and teacher-educators, the existing conditions and working of the programme were not good. Changes are advised in the programme, were in its curriculum, organization of practice teaching, admission and evaluation procedures, establishment of independent colleges of education, teacher educator orientation and research facilities.

Bhagoliwal (1982) and Jain (1997) were studied quality of teacher effectiveness in teacher education institutions. The studies revealed that more effective teachers were characterized by a fairly higher level of differentiation and integration in their cognitive and perceptual functioning. Effective teachers had a superior capacity for imaginative and original thinking, well-developed value system and ego organization. Intelligence, creativity and interests were characteristically interrelated in promotion of proficiency in teaching.

Gupta (1982) evaluated the innovative practices of teaching in the colleges of education in his Ph.D. work with main objective of the study was to evaluate the effectiveness of the innovative methods in the direction of better learning and higher achievement in colleges of education. The results showed that the methods of discussion, symposium and supervised study were more effective than the lecture method. The discussion method proved to be very helpful to the lower intelligence group, the symposium method also gave better results and proved to be definitely more useful to the average group. The workshop method proved to be definitely superior in the case of the general group as well as the higher intelligence group. All the innovative

methods, except the lecture-cum-discussion method, had established their advantage over the lecture method.

Sinha (1982) had conducted an evaluative study of primary and secondary teacher education in Bihar in his Ph.D. work. The main objectives of the study were to evaluate innovative programmes in the field of teacher education and to examine the impact of these programmes on the quality of output. Sample of the study was based on a randomly selected sample of 44 primary teacher education colleges out of a total of 84 colleges and all the ten secondary teacher education colleges in Bihar. A questionnaire, consisting of forty items seeking personal data, institutional data, information about teachers, students, syllabus, and evaluation process, was prepared for the principals and the teacher-educators. The principals and the senior teacher educators were also interviewed to verify the entries in the questionnaire and for missing items of information. The main findings showed that at the primary level, about 60 per cent of the teacher-educators were trained graduates and their performance was not satisfactory. Over 77 per cent colleges had no building of their own and 65 per cent colleges had their buildings in poor condition. Majority of the colleges had inadequate staff, library, equipment's and laboratory. Recent innovations in teacher education had not been incorporated into the system. In-service programmes were not carried on effectively and there was little attention paid to follow up programmes. The evaluation process had remained traditional. Practice teaching in colleges of education was being neglected.

Gupta (1983) studied the correlation of teacher performance in Simulated Teaching at Secondary Level. Simulation technique resulted in significant gain in taxonomical performance and classroom performance rating of secondary science and mathematics student teachers. When student teachers were exposed to simulated teaching, they gained Indirect Teacher

Talk and lost in their Pupil-Initiative Ratio (PIR). Student teacher with a high positive attitude towards teaching gave better performance through simulated teaching. Student teachers of high academic ability showed the desired effect on their teaching behaviour or teaching performance through simulated teaching.

Joshi and Kumar (1983) studied the effect of the skill- based approach and decision - making ability on developing the teaching competence on B.Ed. students. The findings showed that the mean performance was significantly higher in case of the group where the number of skills, time duration and number of students gradually increased in the light of their teaching competency scores compared to the groups where all skills where taken together.

Sidhu (1983) in a follow up study of secondary school teachers trained through different approaches found that Micro-teaching was superior to the conventional training approach in developing general teaching competency and professional teachers were found superior to novice teachers in general teaching competency. Training on the self-perception of the teachers about their own teaching effectiveness, and on the perception if the heads if schools with regards to their teaching effectiveness there was no significant effect. It was suggested that instructional materials for different skills in the form of booklets should be prepared. Principals and teacher educators should be oriented in the new techniques of classroom interaction analysis, simulation, role playing and feedback.

Valand (1983) in his study on the innovative approaches in primary teacher training colleges of Gujarat and found that the mean innovation proneness score was high for experienced teacher educators and those possessing post-graduation.

Hemambujam (1983) conducted study of the quality of teacher education at the secondary level in Tamilnadu with the objective of locating deficiencies in the system. The findings include the state controlled selection on teacher educators based on reservation, lack of content knowledge in the B.Ed. curriculum, ineffective implementation of the curriculum due to time shortage, and missing selection committees in some colleges. She further suggests that to improve the quality of teacher education the cooperating colleges and schools should work in harmony, follow latest methods and compulsory residential programmes.

Bawa (1984) studied the Effectiveness of Micro teaching with Planned Integration Training and found that exposure to Micro-Teaching resulted in improvement of teaching competence. After following summative model of micro teaching without planned integration training, did not result in wholesome and uniform improvement in teaching competence. Speed and presentation, and maintenance of discipline were the two component skills of general teaching competence which were not much affected by participation in integration-based instruction.

Chathley (1984) found that there was significant improvement in the quality of general teaching competence of trainees as a result of training in micro-skills and training in integrated skills in his experimental study of teaching competency at Macro-level as a function of training in micro-skills among the prospective secondary school teachers in relation to skills and subject area. In his study, he compared bi, tetra and hexa-clustered strategies of integration of skills in terms of general teaching competence. Tetra clustered and hex clustered strategies more effective among physical science trainees. For trainees in languages, all strategies were equally effective. Among the social sciences trainees, the tetra clustered strategy was more effective than the other two strategies. For skill of explaining, introducing a

lesson, reinforcement and blackboard use, the trainees in physical sciences gained quantitatively more than the trainees in social sciences and languages. For skill of fluency in questioning and achieving closure, the overall quantitative performance of male trainees was significantly better than that of their female counterparts, while for skill of blackboard use, the quantitative gain was more for female trainees.

Naik (1984) in his comparative study of the effect of Micro-teaching and conventional approaches of teaching training upon pupil's perception and general teaching competence of pre-service teacher, and observed that there is no significant difference in the gain scores of general teaching competence of student teacher trained in micro teaching and conventional teacher training programme. It was suggested that instead of single skill practice, clusters of skills should be practiced, and a unit to be taught during a 40-minute period should be given to a student teacher throughout Micro-teaching lessons. Teacher Training Institutions may use either peer feedback or/and peer-cum-audio tape feedback during Micro-teaching session, and instructional materials on various teaching skills should be developed.

Natarajan (1984) conducted an evaluative study on the quality competency based programme in teacher education curriculum. According to the study competency-based instruction proved suitable for teaching selected units in Institutional Planning and Administration. The seminar method seemed to be an effective method as it compared favourably with the competency based approach. The lecture method was effective as a group method. Directed self-study did not compare well with other methods. There was a significant relation between self-esteem and acquisition of competencies. Attitude towards teaching methods had a favourable correlation with acquisition of competencies. The study proved that teacher

education programmes could be made more effective through a competency-based approach.

Swamy (1984) worked on diagnosis and remediation of deficiencies in basic understanding of prospective teachers of secondary school physics and found that there is an imperative need to provide adequate bridge courses or parallel or inbuilt remedial courses in content as. part of the methodology courses in the B.Ed. programme to remedy deficiencies in the content, and to ensure reasonable mastery of at least the basics or the essence thereof. A properly designed remedial course on the clarification and mastery of important concepts, principles and other generalisations in the subject can effectively remove the deficiencies. Analysis of basic understandings and skills in school courses in all subject areas, self-instructional materials, packages covering all the units of the school courses, would strengthen the methodology courses in pre-service and in-service teachers, and raising the functional effectiveness of teacher-education programmes.

Syag (1984) studied teaching competence of pre-service and in-service teachers trained through different treatments of Micro-teaching. He observed that the Micro- teaching approach should be made on integral part of the student teaching programme. At least two continuous periods should be allotted for practicing skills in Micro-teaching.

Teprongtong (1984) in his study on the role expectations and the role performance of college supervisors on student teaching found that the expectations of school principals, co-operating teaching and students-teachers did not differ on academic, skill development, guidance and overall supervisory role. Mean differences showed that student teachers expected a liberal rather than a critical evaluation in practice teaching. The school principals and co-operating teachers were more concerned with the practical

aspect of student teaching than the academic one and their expectations on the role of college supervisors of evaluation, of teaching skills, guidance and skill development were significantly higher than the academic role. Student teachers were more concerned with developmental help than academic help and critical evaluation.

Haddad (1985) stated that the educational qualification and experience of teachers are some of the indicators for the quality of teachers. Although highly qualified persons need not necessarily be more efficient and committed, still there seems to be a handful of knowledge and skills that teachers must possess for teaching different subjects at different levels below which they cannot teach effectively.

Deo (1985) conducted a study on the practical programme other than practice teaching in Teacher Education Institutions in Delhi with objectives of finding the role, implementation, nature and type of practical work and to suggest an effective scheme of practical work. Also, the study tried to find out perception of student teachers about the practical work. The major findings include Lack of time, lack of proper guidance, lack of sufficient opportunities and lack of feedback from the teachers are the main obstacles. The student-teachers were not provided facilities for training in preparation of some visual and audio aids. Physical education and participation in games and sports were taken equally by student teachers. Excursions for students-teachers were not arranged by the institutions. Social work had not been an integral part of the teacher education programme. Co-curricular activities were not organized according to the interests and needs of the students. There was no provision for psychology practical which would give student teachers opportunities for application of theories of learning.

Shah (1986) conducted a survey of management of student teaching in India which included 46 Secondary Teacher Training Colleges of 13 States of

the country. The study revealed that most of the institutions doesn't pay much attention to the content of the lesson. Increase the competence of trainees to teach on the basis of accepted principles of learning and teaching was favoured by majority of institutions. Unit planning and evaluation were used for preparation of lesson plans in most of the cases. There was no common pattern followed on weightage given to different aspects of practice teaching. In most of institutions a panel of supervisors evaluated the trainees at final evaluation. Training on use of film strips, use of CCTV and VCR were rare in teaching learning situations.

Passi, Singh and Sansanwal (1986) developed a training strategy for training teacher educators in Models of Teaching. The training was based on orientation in the theory of the model, lesson plan guide, teaching analysis guide through lectures and discussion. This was followed by demonstration lessons and practice. The training strategy was found to be effective in terms of theoretical understanding of the model and a favourable change in teacher educator's reactions towards models of teaching. In this study, the Concept Attainment Model and Inquiry Training Models were taken up. In 1986 this strategy replicated with Advance Organizer Model and Jurisprudential Inquiry Model. During 1988, a national project completed with the Value Discussion Model and Jurisprudential Inquiry Model. NCERT Again in 1988, a new batch of teacher educators were trained in the Value Analysis Model for studying its impact on the value clarification ability of student teachers.

Dogra (1986) conducted a study on effect of training in concept development strategies upon classroom communication behaviour patterns and found that student teachers trained in the use of content analysis system. The findings show that there is a significant increase in defining, concrete examples, negative examples, amplification and vivid categories. Also, there

was a decrease in the use of background, naming, general examples, abstract examples, digression and miscellaneous categories.

Kalyanpurkar (1986) in his study showed that Micro-teaching treatment had a positive significant effect on the development of skills like Probing Questions, Reinforcement, Explaining with Examples and Stimulus Variation. The study also revealed positive significant impact on pupil's attainment, retention, their liking for teachers. The main implications of the study were the Micro-teaching should find a place in in-service teacher education programmes as it has positive impact on general competence of student teachers. General orientation in Micro-teaching techniques, discussion of the skill to be practiced relevant materials, demonstration of skills in simulated condition, discussion and observation, practice of the skills in simulated condition followed by regular teaching and opportunity to utilize the acquired skills to classroom situations should be included in teacher training programmes.

Oak (1986) in his critical study of teaching techniques observed that while training the science student teachers, activities such as teacher talk, questioning and demonstration should be taken into account in preferential order. The study also states the mathematics teachers needed training in the order of priority in activities such as explanation, questioning and blackboard work. In the case of teaching of mother tongue, the order of priority was teacher talk, reading, recitation and questioning.

Ekbote (1987) Developed a Strategy for Integration of Skills in Teacher Training. All the seven variables such as qualification, teaching experience, availability of study time, academic achievement, skill comprehension, attitude towards teaching and towards Micro-Teaching impacted on the improvement in classroom teaching performance through the strategy. The content units of the strategy were the use of questioning and

explaining, use of blackboard, use of visual media, reinforcement personalization, inquiry approach, variables influencing classroom teaching, diagnostic and remedial practices and organization of co-curricular activities related to classroom teaching.

Brousseau (1988) in his article on beliefs and cultures of teaching, opined that teacher efficiency was more likely to increase during the period of pre-service training particularly during the first practice teaching episode.

Chaudhary(1989) from his study Teaching of Concepts Through Concept Attainment Model and Facts Through Traditional Teaching: Competency in Teaching Skills of Preservice Teachers found that the teaching skills and competence developed among student teachers through the use of Concept Attainment Model are easily transferable in other teaching situations, besides the teaching of concepts; this study recommended the use of concept attainment model instead of spending much time on the micro- teaching technique to develop teaching skills.

Kahlon and Saini (1989) pointed out the impacts of teacher education on the teaching aptitude of education graduates of Punjab Agriculture University. The relationship between teaching aptitude and academic achievement was also investigated. Twenty students of secondary teacher education programme participated in the study. After measuring teaching aptitude was measured in terms of various personality traits, researchers concluded that teacher education helps to develop teaching aptitude and the academic achievement has low positive correlation with teaching aptitude.

Wong (1990) studied perceptions of primary teacher trainees in Singapore on their own competence and control in the task and their attitude towards it. Comparisons of perceptions of competence and control in their

teaching performance before and after teaching practice indicate the consistence of casual attribution of teaching.

Bhosale (1992) conducted a critical study of the new curriculum of teacher education developed by all the universities in the state of Maharashtra. According to the study majority of principals, teacher educators and teacher trainees possessed the opinion that the new curriculum was suitable for developing teaching competence among the teacher trainees.

Das (1992) in his study of the effectiveness of the present curriculum of the one-year junior basic training programme for the teachers of primary schools of Assam in developing the proper attitude towards the teaching profession, found that the impact of curriculum of on developing a proper attitude towards teaching rather favourable for both rural and urban teachers.

Kukerti (1992) examined psychological correlates of successful teachers. The findings of the study revealed that there was a significant correlation between the variable teaching success and teaching aptitude.

Yadav (1992) researched the impact of teacher training on certain personality characteristics of trainees. The findings of the study led to the conclusion that the teacher training had a significant influence on the self-concept, social maturity and attitude towards the teaching profession of student teachers.

Mahajan (1992) conducted A Comparative Study of the Effectiveness of Two Models of Teaching such as bruner's concept attainment model and Ausubel’s Advance Organizer Model on Teaching Abilities of Student-Teachers and on Achievement of Students in Various Schools and found that during the peer group sessions as well as classroom teaching sessions, the group taught by concept attainment model was found to be superior to the groups taught by advance organizer model.

Sharma (1992) in his book, stressed about the quality of teacher education system that the teacher education system should be structured according to the emerging needs of the modern Indian society. The teacher should be equipped with all the necessary skills needed to train the future citizens of this country.

Singh (1992) conducted a study of Teachers' Effectiveness and its Correlates at Higher Secondary Stage in Eastern U.P. in his Ph.D. research. The study showed that there is no significant relationship between teacher effectiveness and gender, teacher effectiveness and locality. The teaching effectiveness was significantly co-related with intelligence and attitude towards the teaching profession. The teacher-effectiveness scores of rural male and female teachers appeared to be significantly related with intelligence, socio-economic status and adjustment.

Singh (1995) compared the effectiveness of discussion method and the traditional method. The study found that, the discussion method contributed more to the achievement of student teachers in comparison to the traditional method of teaching at secondary teacher education level.

Singh (1995) emphasized that the educationists in the country were greatly concerned with the continued deterioration in the quality of teacher education. The non-statutory NCTE in 1987 had opposed the correspondence courses being run for the first degree in education. In-spite of efforts from various quarters, more and more universities had started B.Ed. (Correspondence) courses.

Gafoor (1996) performed a critical study of the functioning and work efficiency of the District Institutes of Education and Training. The study revealed that (i) the availability and utility of material facilities and resources in DIETs were not satisfactory (ii) a participatory democratic atmosphere was

not present in majority of DIETs and (iii) the quality of in-service and pre-service training programmes provided by DIET was not satisfactory.

Shajoin (1996) conducted a study on the DIET training modalities and its impact on primary school teachers of Kerala. He found that there was no significant difference in the teacher effectiveness scores between the DIET and non-DIET trained teachers in Kerala.

Umadevi and Venkatramaiah (1996) tested the efficiency and attitude of rural elementary school teachers towards teaching. According to the study, the rural elementary teachers possessed high attitude towards teaching and they assumed teaching as a challenging job.

Das (1997) collected the Opinion of teacher trainees towards co-operating schools during internship in teaching programme. According to the teacher trainees, the heads and teachers of co-operating schools never perceive internship programme as an essential component of teacher education programme and hence attach little importance to this.

Srivastava, Sodha and Vashistha (1997) opined that the training programme is not serious and professional but casual and liberal. At best one learns about education and does not acquire teaching ability to an adequate extent. Nobody fails in the practice teaching, which indicates the meagre importance given to it. The nature of teacher education has to change from the present predominantly liberal one to highly professional one.

Ernst (1997) in his comparative study of teaching effectiveness of student teachers and first year teachers defined teaching effectiveness by four criteria - teaching process, curriculum, learner and the profession. Significant differences in teaching effectiveness were found for three of the four criteria - the teaching process, learners and curriculum. No significant difference was

found between student teachers' and first year teachers' satisfaction based on the student teaching and first year teaching experiences.

Zeichner (1997) studied Teacher Induction Practice in the United States and Great Britain. According to the study, the good induction programme should include, additional release time for the beginning teachers, school-based support form a colleague acting as a mentor or professional tutor who also receives some additional release time plus initial and continuing training, planned and systematic school-based activities including classroom observation and support, planned and systematic externally based activities organized by education authorities and college personnel, and the explicit and active support of school principals and administrators.

Biddulph (1998) in his study on Peer and self-assessment in teacher education, investigated assessment of student teachers is an area that has received little attention from researchers. This is somewhat surprising because student teachers own experiences of assessment are likely to be powerful influences on how they assess children's work in their own classrooms. The use of summative self and peer assessment in a final year curriculum development course on science, mathematics, and technology education were employed. The student teachers found generous than were the lectures in peer assessment possibly because of the high stakes nature of summative assessment, and the desire for high marks.

Chakrabarti (1998) stated that Teacher Education in India had opened out new dimensions in qualitative change that believes in international co-operation to preserve and promote the aesthetic and cultural heritage of mankind, while emphasizing Qualitative Teacher Education. In order to give the world new perspectives on a new world order based on re-generation of

aesthetic consciousness, the curriculum-orientation programmes were, therefore, vigorously implemented.

Timperleyet al. (1999) found that skills needed to promote reflective practice teaching can be attainable through training under certain conditions. For this purpose, they suggested a teacher training model with more practical teaching guidance than theories.

Turley and Nakai (1999) in their study of emergency permit teacher candidates and traditionally prepared student teachers in California. Objective of the study was to find out the perceptions of traditional student teachers and emergency permit teachers hold of their different ways of completing their professional preparation. They found that nearly all study respondents indicated that they were satisfied or very satisfied with their culminating field experience, and most said they would train as teachers in the same way again. Emergency permit teachers interested in the financial rewards of having a teaching job, the opportunity to learn through experience, and the independence of being a teacher of record. Most of them expressed, their confidence in readiness for the classroom. The respondents also pointed out about the heavy workload, lack of close mentoring, lack of opportunities to observe other teachers, and the stress of full-time teaching

Govinda and Sood (2000) performed a national evaluation of DIETs. The overall aim of the study was to find out the available technical and infrastructural capacity of DIETS in all states in the country for carrying out the assigned functions. The tool used to collect information was a questionnaire to know the status of (i) physical infrastructure (ii) technical and academic programmes and activities and (v) financial status. Out of seven branches envisioned in the DIET designed to carry out the expected functions, Planning and Management (P&M), Educational Technology and Work Experience branches were non-functional in most of the DIETs in the country.

Bloom and Davis (2001) in their article about supporting new teachers, described what they view as key components of New teacher support systems. First years of teaching were the most stressful years in the teaching profession. Need to build assignments with new teachers in mind. New teachers should be provided with curriculum guidance, support and orientation. They also describe the needs of creating a collegial school culture, supporting professional growth of new teachers and about setting clear expectations.

Russell and Chapman (2001) studied advantages of partnerships in education with working on short-term contracts in an initial teacher education programme. Most teachers are happy about the opportunities for reflection from the time at college as teacher educators. According to the teachers, they were able to re-examine their teaching and the relevance of theory in informing practice. The chances to visit classrooms and centres other than their own was seen to be professionally valuable and also focus on sound pedagogical practices. An increased awareness of equitable practices, willingness to experiment and be innovative are other benefits. Most of them felt that, they are now able to support the professional learning of student teachers better in their classrooms and centres.

Donaghy and McGee (2002) conducted seven case studies of teacher educator's experiences in an e-education version of their institution's Bachelor of Teaching degree. Teacher educators felt that the e-learning environment had challenged them to rethink their conventional approaches to teaching. They also found that the high motivation of on-line students was helping to strengthen their teaching skills.

Hattie (2003) fund that in the last five years' international research has identified the significant impact of teachers on the learning of children and

young people and it is because of teacher education is gaining new attention (Goodlad, 1999). He further states quality of teaching and learning have relationship with the quality of initial teacher education in New Zealand.

Haigh and Ward (2004) conducted series of studies that explored shared understandings and effectiveness of relationships and roles of practicum partners. Instead of relay too much on practicum to apply theoretical approaches, student teachers should take a critical and reflective approach to their developing practice.

Narang (2004) opined that, the quality of School Education largely depended on the quality of teachers. The quality of teachers depended on the quality of teacher education as teachers the products of teacher education institutions. He is concerned about the need for a sound programme of professional education of teachers for the qualitative improvement of school education. Thus, the quality of education largely depended upon the quality improvement of teacher education.

Pillai (2004) conducted a study on the impact of practicing schools on quality of teaching practice of teacher trainees. He found that the teaching practices of teacher trainees was not satisfactory in majority of the schools in Kanyakumari.

Pandey (2004) stated that NAAC, set up in 1994, had been given the responsibility to assess and accredit institutions of higher education. This involved preparation of self-study report by an institution, its validation by peers and final decision by the Council. Though assessment and accreditation was voluntary, the UGC had indicated that its development support to the institutions would be related to the outcome of assessment and accreditation. This might prove to be a positive re-enforcer to better performing quality

institutions. But most of the institutions in India did not even fulfil the basic requirements for the teacher education programme.

Deb (2004) opined that, it was imperative that teacher educators act in partnership with families, industry, voluntary agencies, people active in cultural life and teacher organizations. She also stressed that any change for quality improvement, visualized in the sphere of teacher education needed collaborative efforts from all, since the academic and social issues were interrelated and interdependent.

Singh (2004) stated that "for accreditation maximum marks were 100 and minimum marks were 55", while discussing the role of NAAC and NCTE in quality improvement. If an institution got more than 55% of the overall score the accredited status on a nine-point scale might be A++, A+, A, B++, B+, B, C++, C+, C. The grade was also supplemented by a report by the team that highlighted the strengths and weaknesses of the institution under consideration. She also stressed out the need of a system to produce quality and the need of measuring quality of teacher education institutions.

Ovens (2004) identified, little purpose and direction of the practicum; poor supervision and feedback; little autonomy to make their own decisions; pressure to conform to the associate's teaching style; working in poor quality programmes; increases in workload and time commitment; and the experience is too short, as the problems with practice teaching experienced by student teachers. Major findings are, practice teaching experiences need to be appropriately structured and associate teachers needs to have skills in facilitating student teacher learning by testing and challenging their beliefs and practices in a supportive, understanding, and collegial supervision environment.

Punia and Dhull (2005) stated that quality assurance in teacher education is very important for the total quality management mission of the system. Quality could be ensured by its application in all domains of stakeholders/ customers with the main focus on primary customers i.e. learners. They recommended that equal attention should be paid to the all domains of the system.

Vij (2005) discuss the poor-quality teacher education program and negative and undesirable attitudes and values of teachers. According to her, pressure of the number, the unscrupulous private managements, lack of financial support from the government, isolation of teacher education from main stream of academic life and the existing pattern of evaluation system were some of the main factors responsible for poor quality.

Upadhyaya and Upadhyaya (2005) opined that, the concept of TQM (Total Quality Management) like business sector should be introduced in teacher education institutions institution certificate of ISO 9001 for quality management. The institutions should be monitored regularly by National Council for Teacher Education and UGC and their grant and affiliation should be decided by over viewing their standard, align with this the ISO 14001 for institution. Which created practical awareness regarding environmental education with including it as an optional subject.

Singh (2005) stated that the quality of Preservice and In-service Teacher Education Programs in our country deteriorated and that the professional commitment and overall competence of teachers left much to be desired. He stressed that unless and until the quality of teacher education programme was enhanced, the quality of school education could not be improved.

Ahmad and Siddiqui (2005) opined that for achieving the quality of secondary teacher education it seemed logical to reorganise the B.Ed. curriculum and to enhance the period of B.Ed. course to two academic sessions. They also suggested to inspect whether all the required training facilities were provided to the teacher trainees, an inspection committee is needed. This measure will help in preparation of well-equipped and qualified teachers.

Victoria Parliament Education and Training Committee (2005) rated practicum as the most valuable element and most effective means of developing practical teaching skills of any teacher education program. Teaching practicum will prepare pre-service teachers to teach curriculum of the practice teaching schools, for assessment, for administrative and reporting responsibilities and also for developing human relations dimensions required for developing relationships with students, colleagues and parents

Smith and Lev-Ari (2005) investigated the place of practicum in pre-service teacher education based on what student teachers perceived were the important components of their teacher education programme for acquiring professional knowledge. The student teachers considered major contribution of content knowledge to their professional knowledge arose from the practicum experiences. Aspects such as class management; dealing with unexpected problems; developing a concept of self as an educator; application of practical knowledge; pedagogical knowledge; decision making during teaching; and beliefs in pupil ability were rated highly. Student teachers also opined practicum as an integral component with respect to both curriculum and pedagogical knowledge

Yadav and Rehan (2006) identified that there is no relationship between teacher education and school curriculum since they worked in

isolation. The pre-service teacher education curriculum did not meet the needs and demands of students and teachers. Keeping in view the new thrust areas of the National Curriculum Framework for school (2005) teacher education curriculum needed to be revised and redesigned. They found that in our existing system, the teachers with general degree of B.Ed. had been teaching from elementary to senior secondary stages. Even at some places, they were teaching subjects which they had not studied at graduation and post-graduation levels. It resulted into many complicated problems like dropouts, absenteeism and low achievement among the children. He recommended that there was a need to evolve a policy, under which B.Ed. degree with stage wise specialization i.e. secondary and senior secondary and area wise specialization like special education, physical education, etc. should be planned.

Mathew (2006) suggested that the curriculum of teacher education should make all possible efforts to increase teacher's awareness of global interdependence and should have a global perspective. Also, more emphasis should be given for practical work rather than theory.

Varghese (2006) in his study on strategies for planning, development and evaluation of the practical programmes other than practice teaching in colleges of teacher education reveals that the activities of working with community and SUPW are not given due importance in the secondary teacher education institutions in Kerala.

Vashishta, Pathak and Lal (2007) commented that the quality of pre-service and in service teacher education needs to be upgraded. They stressed upon the need to develop new models of teacher education to fashion it on more professional lines. They stressed on phasing out sub-standard institutions of teacher education. Need for Certain norms of accountability with incentives for good performance and disincentives for non-performance should be laid down. Specialized programmes like M.Sc.Ed. introduced by

NCERT (1974) should be given a practical shape for preparing teachers for +2 stage in subject areas like chemistry, physics, mathematics and life sciences in teacher training colleges. Commercialisation of teacher education should be checked by discouraging non-viable enrolments in teacher education programmes with apparently false certificates of teachers shown to be working in schools along with other fake certificates. Substantial funds should be made available for providing academic support to meritorious but poor teacher trainees

Cooper (2007) describes ways that preservice teachers responded to community-based activities located in the home communities of their learners. Community and cultural immersion activities incorporated in teacher training programmes can help pre-service teachers to correct misperceptions about their learners and build relationship with them which potentially influence the achievement of learners.

Harris and Sass (2007) studied the effects of various types of education and training on the ability of teachers to promote student achievement. We address these issues by estimating models that include detailed measures of pre-service and in-service training, a rich set of time-varying covariates, and student, teacher, and school fixed effects. Our results suggest that only two of the forms of teacher training we study influence productivity. First, content-focused teacher professional development is positively associated with productivity in middle and high school math. Second, more experienced teachers appear more effective in teaching elementary math and reading and middle school math. There is no evidence that either pre-service (undergraduate) training or the scholastic aptitude of teachers influences their ability to increase student achievement.

Sanders, Dowson and Sinclair (2008) tried to compare theoretical conceptualisations in the literature and observed practices in the field, among associate teachers and their student teachers using case study methodology. Found that teachers do not have strong understanding of curriculum documents. It was noted that associate teachers gathered minimal data on which to focus their discussions with student teachers. The authors identified three necessary conditions for more educative interaction: time; associate teacher knowledge of the content and approaches of programmes of teacher education; and "a significant degree of cognitive organization" on the part of the teacher. The research also identified the difficulties that associate teachers have in juggling their multiple roles and recommended the need for explicit opportunities for associate teachers to perform their roles more effectively.

Clough, Berg and Olson (2009) in their article on promoting effective science teacher education proposed a decision-making framework for teaching to help beginning and experienced teachers make sense of education research, come to understand crucial teacher decisions, and how those decisions interact to affect student learning. The framework is useful for making apparent and managing the layers of complexity that exist in learning and teaching. The decision-making framework challenges simplistic notions of learning and teaching, and narrow the research-practice gap. The framework illustrates crucial and synergetic interactions for education research and teacher education efforts.

Khan (2009) in his paper examined the ICT curriculum in the teacher education programmes of Kerala in the context of globalization. He concluded the there is a lagging in using latest technological developments and Identified the need of including ICT in entire curriculum. And also, identified that success of ICT integration largely depends on ICT integration skill of teacher educators.

Wilkins, Shin and Ainsworth (2009) studied the effects of peer feedback practices with elementary teacher trainees. Findings indicates that peer feedback enhances teacher preparation, provides opportunities for think reflectively and collaboratively, and given greater professional confidence. However, implementing peer feedback needs proper encourage and supervision from university.

Caceres, Chamoso and Azcarate (2010) analysed of the Revisions that Pre-Service Teachers of Mathematics Make of Their Own Project Included in Their Learning Portfolio. Use of learning portfolios are increasing. Except "activities", all the other categories show significant difference. The training received during pre-service teacher education program have limited influence on the use of learning portfolio.

Cheng, Cheng and Tang (2010) studied theory-practice gap by investigating the inconsistencies between student teachers' best teaching strategies and their most commonly employed ones. They investigated the considerations that contribute to the inconsistencies in the student teachers' conceptions of teaching; and the enhancing factors of the teacher education programme which help to close the gap between the theory and practice of teaching. The findings revealed three main dimensions of consideration attributing to the inconsistencies in the conceptions of teaching: pre-training experience, teaching context and student needs. These considerations lead to expansive or constraining impacts on the student teachers' selections of teaching strategies. Influences from the teacher education programme that might close this gaps.

Hegender (2010) scrutinized the assessment of teacher knowledge by teacher educators visiting the student teachers at their school placements and their school mentors in student-teaching conferences. The findings show that

the assessment procedures are influenced by teacher educators' organization of the school visits and conferences. The organization of the school visits and conferences influences who the potential and actual assessors at the conferences can be and are. The assessed student teacher knowledge at the conferences is described as procedural knowledge in a knowledge-"in"-practice perspective, almost exclusively in the area of relational, emotional, and caring learning objectives and aspects of teaching activities. Propositional knowledge in a knowledge-"for"-practice perspective is hardly mentioned or assessed.

Mtikaand Gates (2010) researched the capability of trainee teachers to implement learner-centred practice at one of the teacher education institutions in Malawi. The findings in the study indicate that appropriation and application of learner-centred education is constrained by various factors. These findings also indicate that progressive pedagogical notions aligned with social constructivism promoted in teacher education institutions have not resulted in widespread change in classroom practice. Teacher educators and policy makers need to be aware of this and examine relevant ways and possibly adaptations that can be reasonably made to ensure that secondary teaching appropriately benefits from the strength of learner-centred pedagogy.

Saltmarsh and Sutherland Smith (2010) in their paper on an empirical study of teacher education faculties in five Australian universities, and analyses excerpts from interviews about learning and teaching with teacher educators, educational designers and faculty management. The paper argues that understanding how teacher educators constitute learner and teacher subjectivities through their beliefs about and approaches to pedagogy is crucial to the future of online tertiary education. In particular, how teacher educators' attitudes toward and approaches to online learning and teaching are

predicated on their perceived subject positions as either "stimulating" or "simulating" particular kinds of learning interactions.

Al-Shammari (2012) conducted a study aims to find ways to improve learning outcomes in teacher education courses by using an Analysis Model for Learning Outcomes (AMLO). The results showed significant improvements in learning outcomes for the second group after curriculum modifications were implemented. The results also highlight the importance of analysing learning outcomes for quality improvement in teacher education.

Warren and Miller (2013) states that very few teachers entering disadvantaged contexts feel prepared academically or professionally to teach effectively. The study focuses on the impact of a model for professional learning using RPL. To ascertain the effectiveness, teachers were interviewed three times a year and students' pre-and post-test scores were also analysed. The results reveal that the quality of teaching is related to the establishment of quality resources and quality professional learning.

Gok (2013) conducted a quantitative, study on teacher education programs in turkey using Multinomial Probit and Ordered Probit model. Findings of the study revealed that while key academic stakeholders generally agreed on the importance of the Public View, the Management View and the Academic View, on their number one choice 75% considered the Academic View the most important. There was no significant difference between administrators and students, or between faculty and students.

Sibgatullina (2015) in his article mentioned contemporary technologies to improve the quality of teachers' education. Also, suggests informational and communicational technologies, remote technologies, e-learning, activity-based learning should contribute to the professional competence of teachers.

Iwata (2015) mentioned that complication of teacher education policy in Japan is rooted in a gap between an image of teachers, which is held by society as a whole, and includes various character traits and the reality of Japanese university education. On the other hand, the expansion of an "open system" and lack of nationwide standard are making individual universities that provide teacher education programs in Japan to "narrow down." The enforcement of the current approval system is deficient as a quality assurance measure, and therefore has many harmful effects. Accordingly, it is desirable to recognize the realities of teacher education and respect the independence of individual universities when considering teacher education reform in the future.

Tatto (2015) stated goal of current education reform is the redesign of education systems in pursuit of quality. Systems that consistently "come out on top" have excited much interest in uncovering the features that have contributed to their success; notably among these is the preparation of future teachers. Research on teacher education quality assurance processes has begun to provide evidence that common features shared by successful systems include the design of teacher education programmes around criteria such as that set by accreditation requirements, in part because they are intended to help shape programmes' intentions and approach, curriculum design, and outcomes. An important question for the field of teacher education is how to boost the research on diverse approaches' outcomes to improve programme design as indicated by successful practice, while taking into account the role of economic and socio-cultural factors in the process.

Summary of related studies on quality of teacher education

Year	Author	Findings
1962	Cohan	After evaluation Teacher training programme of the women training college, Dayalbagh, reported that the theory syllabus was neither heavy nor superfluous.

		Syllabus was most useful and necessary for the knowledge required for teaching.
1963	Prashar	Recommended that theory should be coordinated with practice much more than it is done so far.
1964	Kothari education commission	Nothing was more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they could be fully effective.
1966	Bhatt M.M.	Qualitative improvement in education was possible by preparing better teachers in training institutions.
1974	Ahluwalia	The nature of training programme provided by the different institutions made positive or negative change in mean attitude scores.
1976	Vashista	Student teachers trained in FIACS became more indirect in dealing with their students.
1979	Gupta	In-service teacher education courses to cope with the emerging curricular changes at the school level and subsequently at the teacher education level.
1980	Mann	Tried to analyse the contents of studies and literature on student teaching and other practical work and found that revealed that student-teaching was the weakest link in the teacher education programme at primary as well as secondary level
1980	Mutha	The teacher effectiveness significantly predicted by set of personality variables in ascending order are submission, anxiety, marital adjustment, extroversion, neuroticism, job satisfaction and teaching attitude
1980	Bhatnagar	Most of the studies during seventies are concentrated on micro teaching.
1980	Aggarwal	Desire to continue education, possibility of doing good to the country, fondness of teaching, security of job and parents wish fulfilment were the main motivational factors for student teachers in the order of priority.
1980	Goyal	Majority of the teacher educators were favourably inclined towards their profession and well satisfied in the job.
1981	SCERT	The study disclosed that, due to too much interference from deputy educational officers, headmasters were reluctant to send the teachers for in-service courses, and lot of paperwork was needed for attending in-service programmes.

1981	Bhattacharjee	The study revealed that training for the integration of the four selected skills (introducing a lesson, fluency in questioning, increasing pupil participation, and using the blackboard) under the summative model integration had contributed to the teaching competence of the experimental group significantly in comparison with the control group.
1981	Shukla	Identified different skills for teaching mathematics and language
1982	Srivastava	There was no significant contribution of the programme in developing teaching aptitude among trainees. In the opinion of college principals and teacher-educators, the existing conditions and working of the programme were not good.
1982	Bhagoliwal	More effective teachers were characterized by a fairly higher level of differentiation and integration in their cognitive and perceptual functioning.
1982	Sinha	Majority of the colleges had inadequate staff, library, equipment's and laboratory. Recent innovations in teacher education had not been incorporated into the system. In-service programmes were not carried on effectively and there was little attention paid to follow up programmes.
1982	Gupta	There was a significant relationship between the inputs-the quality of teacher educators, academic motivation, leadership style, organizational climate, teaching methods and` physical facilities
1983	Gupta	Student teachers of high academic ability showed the desired effect on their teaching behaviour or teaching performance through simulated teaching.
1983	Joshi and kumar	The findings showed that the mean performance was significantly higher in case of the group where the number of skills, time duration and number of students gradually increased in the light of their teaching competency scores compared to the groups where all skills where taken together.
1983	Sidhu	Principals and teacher educators should be oriented in the new techniques of classroom interaction analysis, simulation, role playing and feedback.
1983	Valanad	Mean innovation proneness score was high for experienced teacher educators and those possessing post-graduation
1983	Hemambujam	Suggests that to improve the quality of teacher education

		the cooperating colleges and schools should work in harmony, follow latest methods and compulsory residential programmes.
1984	Bawa	Exposure to micro-teaching resulted in improvement of teaching competence
1984	Chathley	Upon comparing bi, tetra and hexa-clustered strategies of integration of skills in terms of general teaching competence, Tetra clustered and hex clustered strategies more effective among physical science teacher trainees.
1984	Naik	Teacher training institutions may use either peer feedback or/and peer-cum-audio tape feedback during micro-teaching session, and instructional materials on various teaching skills should be developed.
1984	Natarajan	Teacher education programmes could be made more effective through a competency-based approach.
1984	Swami	A properly designed remedial course on the clarification and mastery of important concepts, principles and other generalisations in the subject can effectively remove the deficiencies.
1984	Syag	The micro- teaching approach should be made on integral part of the student teaching programme
1984	Teprongtong	The school principals and co-operating teachers were more concerned with the practical aspect of student teaching than the academic one
1985	Haddad	The educational qualification and experience of teachers are some of the indicators for the quality of teachers.
1985	Deo	Major obstacles for practical programmes are lack of time, lack of proper guidance, lack of sufficient opportunities and lack of feedback from the teachers are the main obstacle
1986	Shah	The study revealed that most of the institutions doesn't pay much attention to the content of the lesson. Increase the competence of trainees to teach on the basis of accepted principles of learning and teaching was favoured by majority of institutions.
1986	Passi and singh	Developed a training strategy for training teacher educators in models of teaching.
1986	Dogra	Due to training in concept attainment strategy there is a significant increase in defining, concrete examples, negative examples, amplification and vivid categories

1986	Kalyanpurkar	Showed that micro-teaching treatment had a positive significant effect on the development of skills like probing questions, reinforcement, explaining with examples and stimulus variation.
1986	Oak	While training the science student teachers, activities such as teacher talk, questioning and demonstration should be taken into account in preferential order.
1987	Ekbote	Developed a strategy for integration of skills in teacher training.
1988	Brousseau	Teacher efficiency was more likely to increase during the period of pre-service training
1989	Chaudhury	This study recommended the use of concept attainment model instead of spending much time on the micro-teaching technique to develop teaching skills.
1989	Kahlon and saini	Teacher education helps to develop teaching aptitude and the academic achievement has low positive correlation with teaching aptitude
1990	Wong	Comparisons of perceptions of competence and control in their teaching performance before and after teaching practice indicate the consistence of casual attribution of teaching.
1992	Bhosale	Majority of principals, teacher educators and teacher trainees possessed the opinion that the new curriculum was suitable for developing teaching competence among the teacher trainees
1992	Das	Impact of curriculum on developing a proper attitude towards teaching rather favourable for both rural and urban teachers.
1992	Kukerti	Study revealed that there was a significant correlation between the variable teaching success and teaching aptitude.
1992	Yadav	Teacher training had a significant influence on the self-concept, social maturity and attitude towards the teaching profession of student teachers.
1992	Mahajan	Concept attainment model was found to be superior to the groups taught by advance organizer model.
1992	Sharma	Teacher education system should be structured according to the emerging needs of the modern Indian society.
1992	Singh	The teaching effectiveness was significantly co-related with intelligence and attitude towards the teaching

		profession
1995	Singh	Discussion method contributed more to the achievement of student teachers in comparison to the traditional method of teaching
1995	Singh	The educationists in the country were greatly concerned with the continued deterioration in the quality of teacher education.
1996	Gafoor	The quality of in-service and pre-service training programmes provided by DIET was not satisfactory
1996	Shajoin	There was no significant difference in the teacher effectiveness scores between the diet and non-diet trained teachers in Kerala.
1996	Umadevi and venkatramaiah	The rural elementary teachers possessed high attitude towards teaching and they assumed teaching as a challenging job.
1997	Das	Heads and teachers of co-operating schools never perceive internship programme as an essential component of teacher education programme and hence attach little importance to this.
1997	Srivastava	The nature of teacher education has to change from the present predominantly liberal one to highly professional one.
1997	Ernst	No significant difference was found between student teachers' and first year teachers' satisfaction based on the student teaching and first year teaching experiences.
1997	Zeichner	According to the study, the good induction programme should include, additional release time for the beginning teachers, school-based support form a colleague acting as a mentor and explicit and active support of school principals and administrators.
1998	Biddulph	Student teachers own experiences of assessment are likely to be powerful influences on how they assess children's work in their own classrooms
1998	Chakrabarti	Teacher education in India had opened out new dimensions in qualitative change
1999	Timperley	Skills needed to promote reflective practice teaching can be attainable through training under certain conditions.
1999	Turley and nakai	Traditional student teachers and emergency permit teachers hold of their different ways of completing their professional preparation

2000	Govinda and sood	Found that out of seven branches envisioned in the diet designed to carry out the expected functions, planning and management (P&M), educational technology and work experience branches were non-functional in most of the diets in the country.
2001	Bloom and davis	First years of teaching were the most stressful years in the teaching profession
2001	Russell and chapman	The chances to visit classrooms and centres during teacher education programme other than their own was seen to be professionally valuable.
2002	Donaghy and mcgee	E-learning environment had challenged teacher educators to rethink about their conventional approaches to teaching and provided high motivation of on-line students was helping to strengthen their teaching skills
2003	Hattie	He further states quality of teaching and learning have relationship with the quality of initial teacher education in New Zealand.
2004	Haigh and ward	Instead of relay too much on practicum to apply theoretical approaches, student teachers should take a critical and reflective approach to their developing practice.
2004	Narang	The quality of school education largely depended on the quality of teachers.
2004	Pillai	Teaching practices of teacher trainees was not satisfactory in majority of the schools in Kanyakumari.
2004	Pandey	Most of the institutions in India did not even fulfil the basic requirements for the teacher education programme.
2004	Deb	Any change for quality improvement, visualized in the sphere of teacher education needed collaborative efforts from all,
2004	Singh	Stressed out the need of a system to produce quality and the need of measuring quality of teacher education institutions.
2004	Ovens	Practice teaching experiences need to be appropriately structured and associate teachers needs to have skills in facilitating student teacher learning
2005	Punia and dhull	Quality assurance in teacher education is very important for the total quality management mission of the system
2005	Vij	Pressure of the number, the unscrupulous private managements, lack of financial support from the government, isolation of teacher education from main

		stream of academic life and the existing pattern of evaluation system were some of the main factors responsible for poor quality.
2005	Upadhyaya and Upadhyaya	The concept of TQM (total quality management) like business sector should be introduced in teacher education institutions
2005	Singh	He stressed that unless and until the quality of teacher education programme was enhanced, the quality of school education could not be improved.
2005	Ahmad and Siddiqui	For achieving the quality of secondary teacher education it seemed logical to reorganize the B.Ed. Curriculum and to enhance the period of B.Ed. Course to two academic sessions.
2005	Education and training committee	Practicum as the most valuable element and most effective means of developing practical teaching skills of any teacher education program.
2005	Smith and lev-ari	Student teachers opined practicum as an integral component with respect to both curriculum and pedagogical knowledge
2006	Yadav and rehan	The pre-service teacher education curriculum did not meet the needs and demands of students and teachers
2006	Mathew	Curriculum of teacher education should make all possible efforts to increase teacher's awareness of global interdependence and should have a global perspective.
2006	Varghese	The activities of working with community and SUPW are not given due importance in the secondary teacher education institutions in Kerala.
2007	Vashishta, pathak and lal	To develop new models of teacher education to fashion it on more professional lines
2007	Cooper	Community and cultural immersion activities incorporated in teacher training programmes can help pre-service teachers to correct misperceptions about their learner
2007	Harris and Sass	There is no evidence that either pre-service (undergraduate) training or the scholastic aptitude of teachers influences their ability to increase student achievement.
2008	Sanders, dowson and sinclair	Teachers do not have strong understanding of curriculum documents.
2009	Clough, berg	Education proposed a decision-making framework for

	and olson	teaching to help beginning and experienced teachers make sense of education research, come to understand crucial teacher decisions, and how those decisions interact to affect student learning.
2009	Khan	Identified that success of ICT integration largely depends on ICT integration skill of teacher educators
2009	Wilkins	Peer feedback enhances teacher preparation, provides opportunities for think reflectively and collaboratively, and given greater professional confidence
2010	Caceres Chamoso and Azcarate	The training received during pre-service teacher education program have limited influence on the use of learning portfolio.
2010	Cheng, Cheng and Tang	Influences from the teacher education programme that might close this gaps like expansive or constraining impacts on the student teachers' selections of teaching strategies and the inconsistencies in the conceptions of teaching: pre-training experience, teaching context and student needs.
2010	Hegender	The assessment procedures are influenced by teacher educators' organization of the school visits and conferences.
2010	Mtikaand gates	Progressive pedagogical notions aligned with social constructivism promoted in teacher education institutions have not resulted in widespread change in classroom practice
2010	Saltmarsh and Sutherland-Smith	Argues that understanding how teacher educators constitute learner and teacher subjectivities through their beliefs about and approaches to pedagogy is crucial to the future of online tertiary education.
2012	Al-shammari	Highlighted the importance of analysing learning outcomes for quality improvement in teacher education.
2013	Warren and Miller	The quality of teaching is related to the establishment of quality resources and quality professional learning.
2013	Gok	There was no significant difference between administrators and students, or between faculty and students
2015	Sibgatullina	Suggested contemporary technologies to improve the quality of teachers' education
2015	Iwata	It is desirable to recognize the realities of teacher education in Japan and respect the independence of individual universities when considering teacher education

		reform in the future.
2015	Totatto	An important question for the field of teacher education is how to boost the research on diverse approaches' outcomes to improve programme design as indicated by successful practice, while taking into account the role of economic and socio-cultural factors in the process

Reviews on challenges of teacher education

Chopra (1964) made a critical appraisal of post graduate teacher training program keeping in mind the present day needs of the schools in Punjab. For this he collected opinions of the headmasters, inspectors, lecturers of training colleges, school teachers and pupil teachers. he recommended that, all colleges should follow the rules streamlined with rules and regulations made by the universities. The B.Ed. Curriculum should lay more emphasis on educational and vocational guidance, educational psychology and subject matter orientation of school level. Practical training should be imparted to secondary teacher trainees in school registration and accounts, state education Code, audio visual aids, co-curricular activities, school librarianship and action research. As per recommendations of NCTE, teaching practice should be made more realistic and it should be supervised with the help of senior teachers and headmasters of the practicing schools.

Maddox (1978) conducted a descriptive study of practise teaching in North Wales. The findings of the study revealed that there was no proper supervision of practice teaching and. Innovations of teaching practice were not effectively communicated to student teachers.

Bhagia (1975) studied the nature of innovations made in school and training colleges, and found out whether the problem of diffusion and implementation was associated with the institutional variables. Also, observed that the teachers were not having a clear picture of their role performance and

the objectives of the various innovations. Teachers needed help from various sources in acquiring the techniques and behavioural skills required to confirm to the expected specifications.

Bhatnagar (1979) studied about institutional climates of teacher training institutions in Uttar Pradesh were characterized by high level of hindrance factors – authoritarianism, high academic emphasis, low level of discipline and control and lack of facilities.

Yadav (1980) conducted a critical study of teacher education in the state of Haryana and found that that sixty percent of the colleges of education in Haryana were not conscious about the social objectives of teacher education. According to his study the enrolment at B.Ed. level in Haryana was very high but at the time of admission no weightage was given to teaching experience and professional qualifications. He mentioned that no significant relationship was found between socio-economic status and the level of motivation that prompted the pupil teachers to pursue the B.Ed. course.

Mohan (1980) carried out an investigation about the effectiveness of teacher training programme in the colleges affiliated to Avadh University, Faizabad. The sample for the study included all the ten teacher training departments in the colleges affiliated to Avadh University. Data were collected with the help of questionnaires from forty–five secondary school teachers, 929 teachers-trainees sixty–four teacher-educators ten heads of the teacher training departments and two principals.

The findings of the were: Teacher training departments lack adequate buildings or equipment. None of them had hostels for girl students. The hostel facilities for boys were not satisfactory. Quite a few teacher-educators were not adequately qualified to supervise teaching practice in the subject in which

they were supervision the lesson. None of the teacher training departments had provision for extension service. The process of admission was too lengthy and took more two months for completion. (the duration of the training course ha d become very short covered only 118 working days. None of the training departments had their own practicing school. The time spent on practice in teaching was too short as school were not 219 available for a longer time. The examination for the practice-in-teaching had become a farce as the examination did not observe the lessons for adequate time. The majority of the respondents were not satisfied with the efficiency of the Training programmes

Gupta (1980) surveyed education of teachers in colleges of education. These national surveys were accompanied by the surveys of teacher education at the state level also. All his surveys reveal a dismal picture of teacher education so far as its qualitative aspects were concerned. Shortage of adequately trained staff and absence of adequate facilities were the predominant findings. The reasons for downward quality could be attributed to compromising with norms and dilution of academic standards.

Dubey (1981) had noticed that low salary of teacher educators prevented them from subscribing to journals and inadequate library stock in most of the colleges prevented them from keeping themselves up-to-date which affected the quality of teacher education. The lower quality was further aggravated by stagnation of teacher educators, late admissions and under emphasis given to the field work during the teacher training course.

Gupta (1985) carried out a study of the status of administrative procedures and problem of secondary teachers Training colleges with the objective of identify problems of administration, appointment procedures of faculty, organisation of teacher training program and the selection procedures

for trainees in the state of Maharashtra. The data were collected using a questionnaire on various aspects of administration of colleges of education and an interview schedule for their principals. Discussions with staff members and nonteaching staff were conducted in order to get the infrastructural information. The results revealed that, all colleges of education followed rules for selection of teachers as laid down by the UGC. Office organization and procedures were not satisfactory and poor administrative procedures and practices followed in the organization of the teacher education programme. The selection procedure of teacher trainees was similar in all the colleges of education. Poor standards of colleges of education resulted from poor infrastructural facilities. Co-curricular activities expected for preparing effective teachers, were not arranged so well in many of the colleges. objective and standardized evaluation methods were not used in most of the colleges of education to assess student teachers in many practical activities and skills. In most of the colleges relations between staff members and the principal were pleasant. For the administrative problems, while executing the teacher education programme, were similar in Government, University and private colleges.

Sindhe (1985) conducted study on the problems associated with the implementation of SUPW programme. The findings of the study reveal that the problems involved in the planning and preparation were centred on motivation, selection and organization. He mentioned the major problems are the large number of students in the classroom, lack of ability of teachers to integrate the other subjects with SUPW, the tendency to equate it with child labour, apathy of the community and non-availability of funds were the main problems hindering its proper implementation

Bordoloi (1990) in his study related on teacher education curriculum and different aspects of teacher education in Assam such as backlog of

untrained lower primary teachers, practice teaching and evaluation procedures. The findings of the study proclaimed that physical and educational facilities in teacher education institutions are not satisfactory. Organization and evaluation of practice teaching were not scientific, and Supervision of practice teaching was not satisfactory.

Roy (1991) in his study on Impact of elementary teacher education programme on attitudinal changes of elementary teacher trainees of Orissa noticed that the elementary teacher education programme with the elements of community involvement, both in theory and practice, positively affected the change in attitude of the student teachers of Orissa towards community involvement.

Nagpure (1991) in the critical study of elementary teacher education in Maharashtra, mentioned that the average expenditure per private unaided college of education was rupees 2.38 lakh, which was one third of the expenditure per private aided college. Innovative methods like team teaching and models of teaching were rarely tried out in colleges of education. Moreover 30% colleges of education ran centres for vocational guidance, adult education, population education and distance education. A majority of the students admitted that they had no teaching experience.

Chattopadhyay (1995) in his survey on teacher education colleges in west Bengal Discusses the results of a survey of student users of teacher training college libraries in West Bengal conducted during 1990-1 by Examines the differences in borrowing patterns between students of government and non-government teacher training colleges and analyses their responses. He found that the status and use of the teacher education college libraries in West Bengal were, in almost all their aspects, in unsatisfactory condition.

Kamath (1995) investigated in to the use of audio visual aids in the teacher training institutes of Kerala and he found that the facilities for the use of audio-visual aids were not satisfactory in the TTIs of Kerala and most of the teachers were reluctant to use them in their teaching.

Shukla (1995) carried out a comparative study of state level selection procedure of prospective teachers for Bachelor of Education in Rajasthan and Madhya Pradesh. He mentioned that the state level selection procedure for secondary teacher education programme in Rajasthan and Madhya Pradesh was an appropriate step according to the prospective teachers.

Raina (1995) in his study made his view about the need for enhancing the professional motivation and inspiration for becoming teachers. He found that professional status of teachers in India was considered low vis-a-vis other professions. Teacher education could not distinctly establish the need for its essentiality as was the case for professions like law, medicine and engineering. He stressed the need for strong professional motivation was seen among the "would be teachers".

Singh and Mishra (1996) opined that the ability of the staff to create and maintain a given ethos might decrease and regimentation or bureaucratization might increase when the number of candidates and staff increased. General impressions suggested that the larger a teacher education setting was, the more the ethos resembled a 'cafeteria' rather than a dining room". In the "cafeteria" the ethos was apt to be flat or lacking in either social or intellectual vitality. "Cafeteria" was seen, to be low on both affective and aesthetic considerations, whereas "dining rooms" maximized both these qualities.

Delors (1996) pointed out that in order to bring out in future teachers precisely those human and intellectual qualities that will facilitate a fresh

approach to teaching, rethinking of teacher education is necessary. They mentioned out that the importance of teachers in basic education and improving teacher's qualifications are tasks which all governments must address themselves. The measures are needed to recruit future teachers from among the most motivated students. Thus, improving the quality and motivation of teachers must be a priority in all countries.

Geddis et al. (1998) conducted a study on Bridging theory and practice-towards a professional scholarship of pedagogy. The author pointed out that the present instructional strategies in teacher education seem more suited to transmission of subject matter as opposed to the transformation. the author mentioned about the need for transformation of teacher education Transformation in teacher education

Hariram (2000) opined that, the inadequacies in the primary teacher education programmes in Kerala were related to admission procedures, curriculum, administration, infrastructure, evaluation procedure etc.

NCTE (2000) conducted a study about the teacher education in Kerala with objectives to explore and understand growth, development and present status of teacher education in Kerala at various levels. The study also aimed at identifying structure, mechanism of management, infrastructural facilities, strengths, problems, current issues, admission requirements, courses offered and modes of their transaction of teacher education. The study counted main problems of elementary teacher education as in-sufficient staff, supervision of academic activities is not taken seriously, infrastructural facilities are not utilized properly due to lack of experience or exposure, NCTE norms are not fulfilled in certain aspects and Lack of modern laboratory equipment. Transfer of teachers according to requirements, qualifications, and experience is necessary.

Vyas (2001) in his paper mentioned out that present teacher education system came under severe criticism from various sections of society for not giving due importance to practical experience to produce quality teachers. He further noticed there was a belief in the society and among teachers that teaching was an art or craft and not a science. There was a mentality that successful teaching was a practical skill and such skill did not come through the study of principles of education.

Nagpal (2001) studied about school experience programme of elementary teacher education. He observed that the major defects of school's experience programme lack of continuous, objective and integrated assessment of trainees, inadequate cooperation and support from practicing schools, inadequate minimum required infrastructural facilities in the cooperating schools and poor perception of student teachers towards teacher educators and teaching profession.

Jayapalan (2001) pointed out that one of the major challenges of teacher education was that the profession of teaching failed to attract the better kind of people and only those who were unable to find jobs elsewhere, come to teaching.

Mohanty (2002) in a study investigated the course motive of boys and girls for joining teacher education course arrived at the finding that many boys and girls joined teacher training because during the period they could continue to enjoy student concession to attend interviews etc. for various other types of jobs. Where as many girls joined teacher training for matrimonial purposes

NCTE (2003) on Contextual Reorientation of Elementary Teacher Education, NCTE used an Information Schedule and Questionnaire for DIETs

to collect data. It was found that DIET Programmes were not suitably oriented to contextual or local needs of tribal, hilly and rural areas.

Mathew (2002) carried out a survey o on the opinions of teacher educators regarding the implementation of the NCTE norms in the teacher training institutions. The result of the study revealed that the workload was too heavy for the teacher educators in the primary teacher training institutes in Kerala. The teacher educators suggested that the number of students' assignments to be reduced.

Vijayakumariamma (2002) carried out a study on history and problems of teacher preparation programme in Kerala. The study throws light to the historical development of teacher preparation programmes and the current issues in the teacher education system in Kerala.

Singh (2003) in his paper, towards a new look at Teacher Education in India" had studied various crises faced by the Indian teacher education in several fronts. The author had reported that the phenomena of attracting only average or below average men and women by teacher education, because of poor salary scales of teachers, to some extent is almost universal. He further added that "while culture can be thought of as a source of stability in organizations in many ways, we in India find that in terms of learning cultures students and teachers reflect a good deal of divergence". The author quoted a study by Professor Wayne J. Urban of Georgia State University to conclude that: "Teacher education has always depended on market forces which govern its supply and demand. Teacher education students come from more ordinary social class backgrounds than university students". There is a view that gender and class have seriously affected teacher education programmes. Reform in teacher education is dependent on the reforms in the occupation of teaching.

Patil (2003) in her study mentioned about the pathetic condition of libraries in the colleges of education. He found that Rural Colleges of Education usually had ill stocked libraries. He noticed the absence of Dictionaries, encyclopaedias, hand books and much of the standard reference volumes, adequate number of international and national periodicals. This has affected the quality of academic work in teacher education institutions.

Nair (2003) tried to reveal the problems and prospects of secondary teacher education in Kerala. He observed that the selection procedure of student teachers and the procedure for appointment of teacher educators were found defective which will lead to the deterioration of quality of teacher education. He observed that there is a need for lengthening of the duration of the course.

Nair (2003) conducted a study of the problems of experienced by student teachers at primary level. He observed that the student teachers of primary teacher education institutions face numerous problems regarding teaching practice, curriculum, availability of time, library and laboratory facilities and co-curriculum activities.

Deng (2004) in his article attempts to purports to underscore the need for a broader vision of teacher preparation, and argues for the central role of theory in the education of teachers by identify the limitations inherent in the model of teacher preparation as training within the context of current educational reforms in Singapore. Through clarifying the distinction between training and education, this article argues that two largely overlooked aspects of teacher education—one concerning transforming the beliefs of pre-service teachers, and the other concerning initiating teachers into a wider context of worthwhile perspectives and understanding—are highly desirable, if pre-service teachers are to teach the new ways and to become well-informed and morally-sensitive professionals.

Karpati (2004) explained that the major hurdle for the dissemination of information and communication technology based educational methods in Hungary, is the inadequate teacher ICT competency. He suggested the major educational objective should be to train teachers of different disciplines, to use computers in their preparation and daily teaching practice

Singh (2004) with regard to quality impact in teacher education made his view that teacher education was being throttled in the hands of NCTE, NAAC and ASCs. Instead of bringing about quality impact, these institutions and State Government orders added to deterioration of standards in teacher education.

Edwards (2005) examines the implementation of primary teacher education programme of Malawi and points out the lack of support of teachers and other community factors. It then seeks to show that, in order to achieve qualitative as well as quantitative success, teachers and other community actors must be involved right from the planning stages and supported throughout the implementation of such programmes.

Joshi (2005) in his paper Challenges to Teacher Education in 21st Century revealed that mushroom growth of private B.Ed. institutions had created a formidable problem. He pointed out that by neglecting the important aspect of providing quality training to the prospective teachers, these institutions are interested in earning money only.

Sungoh (2005) opined that the major quality issues in teacher education are found to be defective selection procedure, lesser duration of training, lack of adequate opportunities to develop teaching competencies, absence of professional attitude and imbalance between demand and supply of teachers. These were the main factors which paves to the deterioration of quality of teacher education programme.

Taskin (2006) conducted a study on student teacher's perceptions of the course of school experience in a teacher education programme in Turkey. The findings of the study revealed that although the current teacher education programme put emphasis on effective practical training, in some circumstances student teachers feel that their chances of gaining real teaching experiences are minimal.

Biswal (2006) mentioned about the major constraints that comes in the way of professionalization of teaching and teacher education. He observed that the process of selection to institutions of education and duration of training, the obsolete content and outdated methodology of training deteriorate professionalization of teaching today. He suggested that skills of the teachers can be enhanced through self-learning, in-service programmes, seminars, field trips etc.

Dash (2006) in the study pointed out that for Quality improvement in teacher education the curricula and contents of teacher education should be rewritten, and the methods of teaching-learning processes should be reinvented. He mentioned that these changes are inevitable to meet the challenges of the new millennium.

George (2006) carried out a study on the Use of modern instructional strategies: by student teachers at primary level comprising of government, aided and unaided teacher training institutes in Kottayam district of Kerala. The findings of the study revealed the fact that majority of these institutions are not equipped with satisfactory infrastructural facilities and instructional resources.

Singh and Singh (2007) in their study with regard to privatisation of teacher education observed that quality control was a major problem in teacher education. He observed neither the State Governments nor the

Universities tried to enforce the minimum standards required for teacher preparation. As a result, it was found that there were a large number of institutions which did not have the minimum necessary infrastructural and instructional facilities, teaching staff with appropriate qualifications etc. he made his recommendation that State Government, Universities and NCTE are accountable for quality control in teacher education. Most of the institutions were found to be under private management and some did not feel any accountability towards standard, they were busy in collecting huge capitation fees only.

Abdullah (2009) studied about different issues and problems related to growth of teacher education institutions. By analysing the secondary data of NCTE and found that among all Teacher Education Courses, a majority comprised of Elementary Teacher's Training (ETT) and B.Ed. programmes. Except for pre-primary courses, where a marginal decrease was observed from 1995-96 to 2000-01, there had been a steady increase in number of all courses. It was also found that the most rapid expansion in number of courses recognized by the NCTE took place from 200001 to 2005-06. Further, it was found that the southern region has had the maximum number of Teacher Education Courses at all points of time whereas the eastern region has had minimum of such courses. The author found that conducive climate for privatization of education, increased demand for teacher education institutions, restricted growth of correspondence courses in teacher education, near stagnation in the growth of government institutions etc. were the major factors responsible for mushrooming of self-financing teacher education institutions.

NCERT (2009) conducted a comprehensive Evaluation of centrally sponsored scheme on Restructuring and Reorganization of Teacher Education. The study was undertaken for the comprehensive evaluation of the

implementation of Teacher Education Scheme to assess the technical and infrastructural capacity of DIETs, CTEs and IASEs in all states / UTs of India for carrying out the assigned functions. The objectives of the study included the availability, adequacy and utilization of physical infrastructure, staff; pre-service, in-service programmes, research, innovation, development and extension activities; adequacy and utilization of financial assistance (central and state); monitoring and evaluation procedures followed for ensuring efficiency and effectiveness of the institution and networking with national, regional, state, district and sub-district level institutions / organization involved in school education and teacher education. The method of the study was an evaluation survey using both the quantitative and qualitative techniques for collecting and analysing the data. The study found that in all the IASEs there was a shortage of both the academic and technical staff most of these institutions had received only a one-time grant, and after that no funds were received for the recurring expenditure. The post of librarian was not filled in nearly 32% of the sampled IASEs. Physical Education instructor was not appointed in more than 50% of the IASEs. In 50% of the sampled IASEs, less than 50% of the academic posts were filled. Around 68% of the IASEs did not have technical staff in position. Moreover, the function of instructional material development was also neglected by majority of IASEs.

Summary of related studies on challenges of teacher education

Year	Author	Findings
1964	Chopra	The B.Ed. Curriculum should lay more emphasis on educational and vocational guidance, educational psychology and subject matter orientation of school level
1968	Maddox	In north wales, there was no proper supervision of practice teaching. Innovations of teaching practice were not effectively communicated to student teachers.

1975	Bhagia	Teachers needed help from various sources in acquiring the techniques and behavioural skills required to confirm to the expected specifications.
1979	Bhatnagar	Institutional climates of teacher training institutions in Uttar Pradesh were characterized by high level of hindrance factors – authoritarianism, high academic emphasis, low level of discipline and control and lack of facilities
1980	Yadav	No significant relationship was found between socio-economic status and the level of motivation that prompted the pupil teachers to pursue the B.Ed. Course.
1980	Mohan	The majority of the respondents were not satisfied with the efficiency of the training programmes
1980	Gupta	Shortage of adequately trained staff and absence of adequate facilities were the predominant findings.
1981	Dubey	The lower quality or teacher education institution is due to the stagnation of teacher educators, late admissions and under emphasis given to the field work during the teacher training course.
1985	Gupta	Poor standards of colleges of education resulted from poor infrastructural facilities. Co-curricular activities expected for preparing effective teachers, were not arranged so well in many of the colleges.
1985	Sindhe	Problems involved in the planning and preparation of SUPW were centred on motivation, selection and organization.
1990	Bordoloi	The study proclaimed that physical and educational facilities in teacher education institutions are not satisfactory.
1991	Roy	Elementary teacher education programme with the elements of community involvement, both in theory and practice, positively affected the change in attitude of the student teachers of Orissa
1991	Nagpure	In Maharashtra average expenditure per private unaided college of education was rupees 2.38 lakh,

		which was one third of the expenditure per private aided college
1995	Chattopadhyay	The status and use of the teacher education college libraries in west Bengal were, in almost all their aspects, in unsatisfactory condition.
1995	Kamath	The facilities for the use of audio-visual aids were not satisfactory in the TTIs of Kerala and most of the teachers were reluctant to use them in their teaching.
1995	Shukla	State level selection procedure for secondary teacher education programme in Rajasthan and Madhya Pradesh was an appropriate step according to the prospective teachers.
1995	Raina	Professional status of teachers in India was considered low vis-a-vis other professions.
1996	Singh and Mishra	General impressions suggested that the larger a teacher education setting was, the more the ethos resembled a “cafeteria‟ rather than a „dining room
1996	Delors, et al	In order to bring out in future teachers precisely those human and intellectual qualities that will facilitate a fresh approach to teaching, rethinking of teacher education is necessary.
1998	Geddis et al.	Mentioned about the need for transformation of teacher education
2000	Hariram	Inadequacies in the primary teacher education programmes in Kerala were related to admission procedures, curriculum, administration, infrastructure, evaluation procedure etc.
2000	NCTE	The study counted main problems of elementary teacher education as in-sufficient staff, supervision of academic activities is not taken seriously, infrastructural facilities are not utilized properly due to lack of experience or exposure, NCTE norms are not fulfilled in certain aspects and Lack of modern laboratory equipment.
2001	Vyas	Present teacher education system came under severe criticism from various sections of society for not giving due importance to practical experience to produce

		quality teachers.
2001	Nagpal	The major defects of school's experience programme were, lack of continuous, objective and integrated assessment of trainees, inadequate cooperation and support from practicing schools
2001	Jayapalan	Profession of teaching failed to attract the better kind of people and only those who were unable to find jobs elsewhere, come to teaching.
2002	Mohanty	Many boys and girls joined teacher training because during the period they could continue to enjoy student concession to attend interviews etc. For various other types of jobs.
2003	NCTE	DIET programmes were not suitably oriented to contextual or local needs of tribal, hilly and rural areas.
2002	P. P. Mathew	Workload was too heavy for the teacher educators in the primary teacher training institutes in Kerala
2002	Vijayakumariamma	Study throws light to the historical development of teacher preparation programmes and the current issues in the teacher education system in Kerala.
2003	Singh	The phenomena of attracting only average or below average men and women by teacher education, because of poor salary scales of teachers, to some extent is almost universal
2003	Patil	Rural colleges of education usually had ill stocked libraries.
2003	K.S.V. Nair	The selection procedure of student teachers and the procedure for appointment of teacher educators were found defective which will lead to the deterioration of quality of teacher education
2003	R.K. Nair	Student teachers of primary teacher education institutions face numerous problems regarding teaching practice, curriculum, availability of time, library and laboratory facilities and co-curriculum activities.
2004	Deng	Argues that two largely overlooked aspects of teacher education—one concerning transforming the beliefs of

		pre-service teachers, and the other concerning initiating teachers into a wider context of worthwhile perspectives and understanding—are highly desirable,
2004	Karpati	In Hungary, major educational objective should be to train teachers of different disciplines, to use computers in their preparation and daily teaching practice
2004	Singh	Instead of bringing about quality impact, these institutions and state government orders added to deterioration of standards in teacher education.
2005	Edwards	Problems of primary teacher education programme of Malawi were the lack of support of teachers and other community factors.
2005	Joshi	Mushroom growth of private B.Ed. Institutions had created a formidable problem.
2005	Sungoh	Major quality issues in teacher education are found to be defective selection procedure, lesser duration of training, lack of adequate opportunities to develop teaching competencies, absence of professional attitude and imbalance between demand and supply of teachers.
2006	Taskin	Student teachers feel that their chances of gaining real teaching experiences are minimal.
2006	Biswal	Major constraints that comes in the way of professionalization of teaching and teacher education. He observed that the process of selection to institutions of education and duration of training, the obsolete content and outdated methodology of training deteriorate professionalization of teaching are the major constraints
2006	S. Dash	For quality improvement in teacher education the curricula and contents of teacher education should be rewritten, and the methods of teaching-learning processes should be reinvented.
2006	George	Majority of these institutions are not equipped with satisfactory infrastructural facilities and instructional resources.
2007	Singh and Singh	Quality control was a major problem in teacher education. He observed neither the state governments

		nor the universities tried to enforce the minimum standards required for teacher preparation
2009	Abdullah	Conducive climate for privatization of education, increased demand for teacher education institutions, restricted growth of correspondence courses in teacher education, near stagnation in the growth of government institutions etc. Were the major factors responsible for mushrooming of self-financing teacher education institutions.
2009	NCERT	In all the DIETs and IASEs, there was a shortage of both the academic and technical staff. Most of the IASE's had received only a one-time grant, and after that no funds were received for the recurring expenditure.

Review on expansion of teacher education

Mukerji (1964) found that in 1948 the admission in teacher training institutes was 42,157 and in 1962–63 this enrolment increased to 2,17,027 out of which 23,398 was for B.Ed. course. It was also found that of the 243 secondary teacher training schools as many as 219 were affiliated to universities and only 24 were controlled completely by eight different State Departments of Education. It was also noted that the curriculum control of over half of the university affiliated teacher training colleges was in the hands of six universities (Agra, Calcutta, Gorakhpur, Kerala, Madras and Punjab) each of which had charge for ten or more teacher training colleges.

Taneja (1968) stated that, the training education institutions collected rupees 8 as monthly fee from the boys and rupees 4 from the girls. The trainees whose parent's income was less than Rs. 3,000 per year were not necessary to pay any tuition fees, both in the Government as well as in the Private training schools. In case of Scheduled Castes, Scheduled Tribes and other Backward Classes, not only there was complete exclusion from the payment of fees, but there was a liberal provision for stipends and

scholarships from the Government also. He also talked about growth of teacher education in Panjab, In November 1947 a co-educational training college in Jalandhar and Woman Training College in Shimla were started. The number of training schools increased from 9 to 14, in 1950 there being 6 for men and 8 for women.

NCERT (1971) in third national Survey of Secondary Teacher Education in India commented that the number of Teacher Education Institutions in India was 219 in 1962 and increased to 273 in 1965 which further reached 381 in 1971. In 1968 increase in number of Institutions was maximum with 19 institutions were opened and in 1971 was minimum when only 2 institutions were started. At one stage, out of 259 institutions only 215 institutions were co-educational and rest were for women only, 35 institutions were fully residential and 147 were partly residential.

Srivastava and Bose (1978) felt that the Regional Colleges were set up to feed the multipurpose schools as recommended by the Secondary Education Commission and they began their programme and professional and general education well in time. It was also detected that the training institutions were still inadequate to meet the growing requirements as the usual programme of training colleges had little relation to the actual needs and problems of the schools, and that many teachers were incapable and unwilling to follow those methods on their return to schools.

Pathak (1979) conducted a survey to find out expansion and quality of teacher education in eastern Utter Pradesh. His major findings were Physical facilities and equipment's were, by and large, quite inadequate in most institutions, there was a rapid increase in the number of teacher education institution from 16 to 33 from 1973 to 1978, most of the teacher educators were rural born high caste Hindu male and the quality of output was poor as far as educational theory and practice was concerned.

Dubey (1981) observed that in Madhya Pradesh the number of colleges of education increased from two in 1947 to fifty-one in 1978. 80% of these colleges were Government colleges whereas in Maharashtra only 27% were Government colleges and 61.5% Private colleges.

Aggarwal (1988) the number of colleges of teacher education in India rose form 34 in 1946–47 to 494 in 1979–80 and the number further reached 641 in 1987–88. The number of students in Teachers Training Colleges increased from 58,536 in 1970–71 to 68,873 in 1980–81.

Babu (1990) discussed that there was varying expansion of teacher education during 1956-76. There was considerable increase in admission for elementary teacher training; the women trainees outnumbered the men in intake for teacher education at all levels.

Singh (1995) opined that there was a rising feeling that the teacher training courses were not effective in creating efficient teachers. He had given following reasons for it: Proliferation of institutions had increased tremendously. Further proliferation of B.Ed. through correspondences and part–time/vocation courses. The infrastructural facilities and teaching staff of training institutions were inadequate. Admissions were not made by taking into the consideration the available employment openings to the teachers of various categories. The courses of study were theory oriented and outdated and fails to meet the present-day needs.

Pillai (1997) shown that there were only 19 secondary teacher training colleges with an intake of around 4000 towards the end of the Eighties in Kerala. The universities centred the arena with the starting of training colleges of Teacher Education, with 300 students each. The three affiliating universities competed for opening more and more number of such B.Ed. colleges and the number of such colleges became 25 which catered to not less than 7500 trainees. In addition, during 1994-1995, 32 Teacher's training

colleges were allowed with additional intake on an average of 100 seats. Most of these institutions were self-financing colleges. The Shree Sankara University of Sanskrit also started secondary teacher training programme in its regional centres. Thus, now the number of secondary teacher training seats available in Kerala became 25000.

Jayapalan (2001) found that, in the year 1802, there were 105 normal teacher training schools in the whole India and about 3,886 men and women were being taught in those schools. The annual expenses of these schools were nearly 4 lacs. In 1862, standard school system of teacher training was started in Bengal. Under this system the teachers of the native schools or their relations were sent to normal schools. In 1874 Campbell, the Governor of the province prepared a new scheme for the training of the teachers and consequently, 46 normal training schools were established at the cost of Rs.1,64,000. Eventually, the regular system of teacher education was started in accordance with the recommendations of the Indian Education Commission, 1882. Consequently, by the end of 19th century there were 6 training colleges (at Madras, Kursan, Rajmundri, Lahore, Allahabad, and Jabalpur) and 50 training schools in the whole country.

Jain (2004) in his Punjab Hand Book, presented that teacher education institutions in Punjab had expanded at a very slow rate up to 2001. The number of institutions of secondary teacher training increased only by six over thirty years i.e. from 17 in 1971 to 23 in 2001.

Singh (2005) commented that, India had been facing the challenge of paramount expansion of education system including teacher education. During 2002-03, there were about 5.5 million teachers in India. The admission in teacher education institutions was more than 2,00,000 every year and the number had gone too high. There were approximately 2000 teacher education institutions during 2000-03. The reason behind this fast rate expansion is because of privatization of teacher education. There were twelve types of teacher education courses being run in these institutions. Upto 2005,

around 180 teacher education institutions have been accredited by NAAC with the assigned grade ranging from C+ to A+. However, the teacher education institutions quality had suffered much with rapid expansion both in number and size.

Vij (2005) studied the quantitative expansion of colleges of secondary teacher education and found that from 1993 to 1997 no new institution was established. Whereas in the years 1998-2002 each year one college of teacher training was established in Punjab. But in the year, alone 2003 nine colleges of education were established in Punjab. Thus, increasing the total number from 18 in 1993 to 33 in 2003. Whereas at the national level this number increased from 710 in 1995-1996 to 1075 in 2003

Rastogi (2007) commented that from 1886 to 1894, only six teacher training colleges were set up to meet the need of required number of trained teachers. After independence in 1947, a phenomenal expansion of education took place including teacher education. At present, for giving teachers for a swiftly expanding school system, more than 2000 teachers training institutions were involved and over 2,00,000 students underwent pre-service teachers training every year.

Summary of related studies on expansion of teacher education

Year	Author	Findings
1964	Mukerji	In 1948 the admission in teacher training institutes was 42,157 and in 1962–63 this enrolment increased to 2,17,027 out of which 23,398 was for B.Ed. Course.
1968	Taneja	In Punjab, the number of training schools increased from 9 to 14, in 1950 there being 6 for men and 8 for women.
1971	NCERT	The number of Teacher Education Institutions in India was 219 in 1962 and increased to 273 in 1965 which further reached 381 in 1971
1978	Srivastava and Bose	Training institutions were still inadequate to meet the growing requirements as the usual programme of training colleges had

		little relation to the actual needs and problems of the schools,
1979	Pathak	There was a rapid increase in the number of teacher education institution from 16 to 33 from 1973 to 1978,
1981	Dubey	In Madhya Pradesh, the number of colleges of education increased from two in 1947 to fifty-one in 1978
1988	Aggarwal	The number of colleges of teacher education in India rose form 34 in 1946–47 to 494 in 1979–80 and the number further reached 641 in 1987–88.
1990	Babu	There was varying expansion of teacher education during 1956-76. There was considerable increase in admission for elementary teacher training
1995	Singh	Teacher training courses were not effective in creating efficient teachers.
1997	Pillai	There were only 19 secondary teacher training colleges with an intake of around 4000 towards the end of the Eighties in Kerala
2001	Jayapalan	In the year 1802, there were 105 normal teacher training schools in the whole India and about 3,886 men and women were being taught in those schools
2004	Jain	That teacher education institutions in Punjab had expanded at a very slow rate up to 2001.
2005	Singh	India had been facing the challenge of paramount expansion of education system including teacher education. The reason behind this fast rate expansion is because of privatization of teacher education.
2005	Vij	The quantitative expansion of colleges of secondary teacher education and found that from 1993 to 1997 no new institution was established
2007	Rastogi	After independence in 1947, a phenomenal expansion of education took place including teacher education

Conclusion

According to Aristotle's famous quote "Well begun is half done", the good quality education given at elementary level can fill many quality gaps identified by the globalised and liberalized market on the Indian human resource. But the review conducted by investigator identified the grave scarcity of studies in the field of elementary teacher education.

The review of related literature on the current topic conducted by the investigator bring light to the lack of researches in the fields of status, quality and expansion of elementary teacher education. Elementary education is the most crucial stage in education which creates a foundation for future growth of students and it develops positive attitudes in children towards the education. So, elementary teacher education requires special attention. After independence, India has grown in tremendous speed so it demanded high quantity of qualified human resource instead of concentrating on the quality. This attitude also reflected in teacher education and most of the developments happened in the teacher education to meet the number of teachers especially in secondary and for higher education. But now time has arrived to rethink on improving quality of education and teacher education.

In Kerala, the quality of elementary teacher education and hence elementary education is deteriorating year by year. There is no state level agency at present to evaluate the quality of elementary teacher education institutions. Above that, recent years too many private institutions also given permission to impart elementary teacher education, which further negatively impacted the quality of elementary teacher education. The researches conducted on elementary teacher education, all over India were very less. One of the main reason in neglecting elementary teacher education by researchers is that, the elementary teacher education is not managed by universities. Even though Kothari commission in 1964-1966 identified importance of bringing

elementary teacher education under higher education, very few steps are taken so far towards this.

In order to bring about the changes and to refine and update the existing system, it is necessary to evaluate it at first. The historical perspective and conceptual framework along with the review of related literature and the suggestions given by the other authors guided investigator towards present study. The present study aims at fulfilling those research gaps identified in the area of elementary teacher education from the review conducted. It focusses on status of the present elementary teacher education system in Kerala, and tries to identify its challenges. The study also explores the expansion of elementary teacher education in Kerala and to evaluate the quality of the current system.

CHAPTER III

METHODOLOGY

- Design of the study
- Sample of the study
- Tools, methods and techniques
- Data collection procedure
- Scoring and consolidation of data
- Statistical techniques used

METHODOLOGY

Educational research is an application of scientific method to the study of related problems. Research methods are most important in the research process. It describes various steps of the plan for solving a research problem. To conduct the research, the researcher has to employ right methods and tools which are only relevant to the study. This has been described by koul (1984), which reads "the selection of method and its scientific design within that method appropriate to the investigation depend on the nature of the problem and also the kind of data that the problem entitled". A pre-planned and well described method will provide the researcher a scientific and feasible plan for attacking and solving the problem under investigation. Methodology refers to the general strategy followed in collecting and analysing the data necessary for solving the problem.

Design of the Study

"A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure." (Selltiz et al., 1965). In fact, the research design is the conceptual structure within which research is conducted; It is simply the framework or plan for a study that is used as a guide in collecting and analysing the data and a blueprint that is followed in completing a study.

The present study has been designed with both quantitative and qualitative nature. In order to realise all objectives, the study demands both quantitative and qualitative methods. Thus, mixed method of research has used in this study. By mixing both quantitative and qualitative research and data, the researcher gains in breadth and depth of understanding and corroboration, while offsetting the weaknesses inherent to using each approach by itself. One of the most advantageous characteristics of conducting mixed methods research is the

possibility of triangulation, i.e., the use of several means (methods, data sources and researchers) to examine the same phenomenon.

The present study is "Status and challenges of elementary teacher education in Kerala with reference to quality and expansion". After carefully considering various methods of research, descriptive-normative survey method or mixed method is found to be more suitable for conducting the study.

Objectives of The Study

1. To discuss the policy perspectives of elementary teacher education in India since independence
2. To analyse the opinion of elementary teacher educators on quality aspects of the elementary teacher education program in Kerala
3. To list out the challenges of elementary teacher education program in Kerala perceived by elementary teacher educators
4. To identify whether there exists any significant difference in the perception of elementary teacher educators on quality aspects of the elementary teacher education program with respect to relevant sub samples such as, Gender, Locality, Type of management and District
5. To analyse the opinion of student teachers on quality aspects of the elementary teacher education program in Kerala
6. To list out the challenges of elementary teacher education program in Kerala perceived by student teachers
7. To identify whether there exists any significant difference in the perception of student teachers on quality aspects of the elementary teacher education program with respect to relevant sub samples such as, Gender, Locale, Type of management and District
8. To analyse the opinion of mentors of practice teaching school on quality aspects of the elementary teacher education program in Kerala.

9. To analyse the opinion of principals of elementary teacher education institutions on quality aspects and challenges of elementary teacher education program in Kerala
10. To discuss the opinion of parents of student teachers about quality aspects and challenges of the elementary teacher education program in Kerala
11. To find out the extent of teaching aptitude of student teachers from elementary teacher education institutions in Kerala
12. To identify whether there exists any significant difference in the teaching aptitude of student teachers with respect to relevant sub samples such as gender, locale and district
13. To assess physical facilities of elementary teacher education institutions in Kerala
14. To study the expansion pattern of elementary teacher education institutions in Kerala since independence
15. To classify the elementary teacher education institutions in Kerala based on their physical facilities and quality aspects.

Hypotheses

1. There exists no significant difference in the perception of elementary teacher educators on quality aspects of elementary teacher education program with respect to relevant sub samples based on

    Gender

    Locale

    Type of management

    District

2. There exists no significant difference in the perception of student teachers on quality aspects of elementary teacher education program with respect to relevant sub samples based on

   Gender

   Locale

   Type of management

   District

3. There exists no significant difference in teaching aptitude of student teachers with respect to relevant sub samples based on

   Gender

   Locale

   District

Population of the study

The population consist of 221 elementary teacher education institutions which comprises of 102 Government or Aided (24 Government institutions, 14 DIETs and 67 Aided Elementary teacher education institutions) and 119 self-financing Elementary teacher training institutions.

Sample of the study

For the present study, stratified random sampling technique was used, so as to ensure representation from all groups. This method is applicable when the population is comprised of subgroups or strata of different sizes, so that a representative sample must contain individual drawn from each category or stratum in accordance with the size of subgroups. Stratified random sampling technique gives the researcher a more representative sample than one selected from the entire community which might be unduly weighted by a preponderance of any one of the categories or strata (Best and Kahn, 2010).

The characteristics of the entire population together with the purpose of the study was carefully considered before deciding upon the stratified random sampling.

In Kerala, there are 102 elementary teacher education institutions under Govt. and aided managements. Besides that, recently a number of unaided institutions were also come in to existence. Out of the 221 institutions, investigator selected 97 institutions, giving due representation from all sections.

Rationale for selection of strata

The following strata were considered in the sampling.

Gender. Investigator decided to consider gender as strata in the sampling in order to know whether there exists any gender difference in the perception of the student teacher's teacher educators on quality issues and challenges of elementary teacher education programme and for teaching aptitude test.

Locale. Since there are two major strata of institutions based on locality i.e., urban and rural, the investigator selected locale as strata in order to find out whether there exists any locale wise difference in the student teacher's teacher educator's perception on quality issues and challenges of elementary teacher education programme and for teaching aptitude test.

Type of management. Besides government and aided elementary teacher education institutes, there are also many unaided institutions which emerged recently. This created a need for studying whether there exists any significant difference due to management of the institution.

District. In order to know whether district has any influence on the elementary student teachers and teacher educator's perception on status and

challenges of elementary teacher education programme, investigator selected district as a stratum for study. The stratum is also used to know, whether district has any influence on the teaching aptitude of student teachers.

Break-up of the sample

The sample for present study constitutes teacher educators, student teachers, Principals and parents from 97 Elementary teacher training institutions, including 32 Government (including 14 DIETs), 31 Aided and 34 Unaided Elementary teacher education institutions from 14 districts of Kerala were randomly chosen by giving due representation for each stratum. Among the 97 Institutions 52 are from rural and rest 45 from urban areas, considering the locality of representativeness. The sample also consists of mentors from 67 practice teaching schools.

Table 1

Break-Up of The Sample of Elementary teacher education institutions Selected for The Study

Type of management	Locality		Total
	Rural	Urban	
Government	10	22	32
Aided	17	14	31
Self-financing	25	9	34
	52	45	97

Table 2

Break-Up of The Sample of Teacher Educators Selected for The Study

Type of Management	Locality		Gender		Total
	Urban	Rural	Male	Female	
Government	36	15	27	24	51
Aided	32	41	13	60	73
Unaided	23	38	7	54	61
	91	94	47	138	185

Table 3

Break-Up of The Sample of First Year Student Teachers Selected for The Study

Type of Management	Locality		Gender		Total
	Urban	Rural	Male	Female	
Government	230	186	35	381	416
Aided	136	105	7	234	241
Unaided	117	353	38	432	470
	483	644	80	1047	1127

Table 4

Break-Up of The Sample of Second Year Student Teachers Selected for The Study

Type of Management	Locality		Gender		Total
	Urban	Rural	Male	Female	
Government	431	238	30	639	669
Aided	256	280	19	517	536
Unaided	117	506	14	609	623
	804	1024	63	1765	1828

Table 5

Break-Up of The Sample of Mentors of Practice Teaching Schools Selected for The Study

Type of Management	Locality		Gender		Total
	Urban	Rural	Male	Female	
Government	98	70	27	141	168
Aided	162	74	26	210	236
	260	144	53	351	404

Table 6

Break-Up of The Sample of Principals Selected for The Study

	Type of Management			Total
	Aided	Government	Unaided	
Principals	24	25	17	66

Table 7

Break-Up of The Sample of Parents Selected for The Study

	Type of Management			Total
	Aided	Government	Unaided	
Parents	46	41	63	150

Brief description of the sample categories, as follows

Elementary teacher educators. Teacher educators are chosen to get the responses on the questionnaire on various quality aspects and challenges of elementary teacher education program. Teachers are well aware of the requirements of elementary teacher education program and essential facilities required for its effective implementation.

D.Ed. First year students. The teaching aptitude test was conducted on the first-year D.Ed. student's teachers. This is done to identify the interest and aptitude of newly joined students in the Elementary teacher training institution. Aptitude is a very important factor affecting the quality of teaching professional.

D.Ed. Second year students. The second-year D.Ed. students are chosen as sample to get the responses of the questionnaire on quality aspects and challenges of the elementary teacher education program. Second year students are chosen, because they had first session of practice teaching and they are well aware about the requirements for teacher education institutions.

Mentors of practice teaching schools. Practice teaching is a very important aspect of the D.Ed. course and the mentors are the first external evaluators of student teachers, who evaluate the teaching abilities and effectiveness of the training obtained from the Elementary teacher training

institutions. Hence, a questionnaire was administered on the mentors of the practice teaching schools.

Principals of elementary teacher education institutions. Principals can give more clear picture on the governance practices and overall quality of the elementary teacher education program. Hence, an interview schedule is used to collect the opinion of principals.

Parents of elementary student teachers. It is very important to know parents interest and involvement in the institution activities and their satisfaction level on the overall execution of the course. So, an interview schedule conducted on the Parents of elementary student teachers.

Tools, Methods and Techniques Used for the Study

For collecting the data based on the objectives, seven tools were developed by the investigator.

1. Questionnaire on quality and challenges of elementary teacher education for teacher educators (Saleem and Leema, 2016)
2. Questionnaire on quality and challenges of elementary teacher education for student teachers (Saleem and Leema, 2016)
3. Questionnaire on quality of elementary teacher education for Mentors of practice teaching school (Saleem and Leema, 2016)
4. Interview schedule on quality of elementary teacher education for principals (Saleem and Leema, 2016)
5. Interview schedule on quality of elementary teacher education for parents (Saleem and Leema, 2016)
6. Teaching Aptitude test for elementary student teachers (Saleem and Leema, 2016)
7. Check list on the physical facilities of elementary teacher education institutes in Kerala (Saleem and Leema, 2016)

To analyse the policy perspectives on elementary teacher education program in India since independence, document analysis was used as a method. In order to classify the teacher education institutions on the basis of quality aspects, classificatory technique was used.

Description of Tools

Questionnaire on quality and challenges of elementary teacher education for teacher educators.

Planning of the questionnaire. One of the major objective of the study is to analyse the opinion of elementary teacher educators on various quality aspects and challenges of elementary teacher education program with respect to different dimensions. For this, a questionnaire was prepared by the investigator (questionnaire on quality and challenges of elementary teacher education for teacher educators) under the guidance of supervising teacher. Before preparing the tool, the investigator made a series of discussions with the experts in the field, elementary teacher educators and principals to get theoretical background. This being a qualitative study, to reduce the subjectivity of response of elementary teacher educators, a tool was given for elementary student teachers who are the actual beneficiaries of the course on the dimensions covered in this tool, thus facilitating a double cross checking.

Preparation of draft form. The questionnaire was to collect the opinion of teacher educators on quality aspects and challenges of elementary teacher education programme. NCTE and NAAC framework for quality teacher education were used as the basis for the construction of questionnaire. D.Ed. curriculum objectives and discussions with D.Ed. centre principals and teachers are also helped in the preparation of the questionnaire for teacher educators. Reference of related studies in the field and the help of supervisor also contributed in the development of the tool. The questionnaire is comprised of

questions necessary for collecting opinion of teacher educators related to quality aspects such as curricular aspects, teaching learning and evaluation, research consultancy and extension, support and progression, and innovative practices. Items in the Questionnaire are designed in such a way that items related to both Quality and its corresponding Challenges, if any are included.

Try out of the questionnaire. The draft form of questionnaire was administered to 25 teacher educators of elementary teacher education institutions of Calicut, Malappuram and Thrissur district. On the basis of the responses of teacher educators some irrelevant items were discarded and some modification were made in the final form of questionnaire.

Final form of questionnaire. The questionnaire for teacher educators (Given as appendix 1) begins with an introduction stating the purpose of study and assuring confidentially of responses. The questionnaire is intended to evaluate quality and list challenges, so, corresponding to each quality related question, if there are any challenges related to it, a sub-section is added with multiple statements to find out challenges. The respondents are requested to write their responses or put tick mark wherever necessary. The salient features of the questionnaire are given below.

General information. This part of questionnaire is intended to seek information regarding basic details such as educational qualifications of teacher educators, teaching experience in current institution, total teaching experience, subject taught etc. General information of the questionnaire contains nine items.

Curricular aspects. This section of the tool is to collect perception of teacher educators on the matters related to the adequacy of present curriculum and difficulties faced during transaction of present curriculum. A total of four questions are allotted to this subsection. The items in curricular aspects are dedicated to get opinion of teacher educators on, feedback given on curriculum,

participation in curriculum development programs, suitability of the objectives of the curriculum, and difficulties faced during the transaction of curriculum and the availability of textbooks for transaction of curriculum

Table 8

Details of Items Included in The Dimension, 'Curricular Aspects' of Questionnaire for Teacher Educators

		Items on	
Sl. No.	Aspects	Quality	Challenges
1	Quality of D.Ed. Curriculum	1a	1b
2	Difficulties in curriculum transaction	2a	2b
3	Participation in curriculum formation	4	
4	Availability of textbooks	8	

Teaching learning and evaluation. This section of the tool consists fourteen questions. First two items are meant to collect opinion of teacher educators regarding performance of non-teaching duties and extra duties. One item is included in order to know the opinion of teacher educators on adequacy of class timetable. Two items are related with classroom management, in order to understand the opinion of teacher educator on the difficulties faced during classroom teaching and ways of resolving the difficulties. Details about preparation of academic plan and follow up with the plan also added as items as part of classroom transaction. As practice teaching is a very important aspect of teacher education, items regarding practice teaching is also included. Items about objectives of practice teaching, difficulties faced while conducting practice teaching and support from practice teaching school staff are included as part of practice teaching. Five items are intended to collect information regarding evaluation process. Criteria for internal evaluation, methods used for conducting evaluation, reporting progress and disciplinary problems faced during examination are included as items in evaluation. Items like publishing internal grades, remedial measures for under achievers, use of ICT in evaluation and difficulties faced to conduct diagnostic test are also included here.

Table 9

Details of Items Included in The Dimension, 'Teaching Learning and Evaluation' Of Questionnaire for Teacher Educators

		Items on	
Sl. No.	Aspects	Quality	Challenges
1	Extra and non-teaching duty	3,4	
2	Class timetable	5a	5b
3	Difficulties in classroom transaction	7	6
4	Preparation of academic plan	10	
5	Conduct of practise teaching	12	11
6	Evaluation methods	13, 14a 15, 16, 17	14b
7	Use of ICT		18

Research activity. Research activities occupies pivotal role in the professional development of teachers. Hence, seeking opinion from teacher educators about the research activities are the aim of this subsection. Two questions intended to collect details about research projects conducted and motivation and support from the institution are included

Table 10

Details of Items Included in The Dimension, 'Research Activity' Of Questionnaire for Teacher Educators

Sl. No.	Aspects	Quality
1	Research activities	19, 20

Infrastructural and instructional facilities. Infrastructural and instructional facilities are one of the main aspect of teaching and learning process. The items included in this section are to find outlook of teacher educators on the quality and adequacy of infrastructural and instructional resources. Nine questions are included within this section. Items for knowing satisfaction level of teacher educators regarding the sufficiency of facilities in the class room, staff room, laboratory and library in the institution are added. Items on hygienic toilet facilities, availability and use of the teaching aids,

items regarding the augmentation of physical facilities in accordance with the development of the institution, and conducive atmosphere for professional development are also included in this section.

Table 11

Details of Items Included in The Dimension, 'Infrastructural and Instructional facilities' of Questionnaire for Teacher Educators

		Items on	
Sl. No.	Aspects	Quality	Challenges
1	Facility of classroom	21a	21b
2	Facility of staffroom	22a	22b
3	Use of lab		23
4	Use of library		24
5	Sanitation and cleaning facility	25	
6	Toilet facility	26	
7	Facility to use LCD projector	27	
8	Augment physical facilities in accordance with the growth of the institution	28	
9	Conducive atmosphere for professional development	29a	29b

Support and progression. Total of eight questions for obtaining the opinion on student and staff support facilities available in the institution from teacher educators are included in this subdivision. One item is related to identify the motivation and satisfaction on campus environment and one item is related to dealing with dropout issue. Three items are to enquire about the support from the head of institution and two items on support given to the students for completion of course and for differentially abled children. One item seeks the opinion and suggestion of teacher educators for the plans of the institution for the welfare activities of students and teachers.

Table 12

Details of Items Included in The Dimension, 'Support and Progression' Of Questionnaire for Teacher Educators

		Items on	
Sl. No.	Aspects	Quality	Challenges
1	Conducive Institutional Climate	29a	29b, 38
2	Support from the head of the institution	30, 34, 41	
3	Support for the students	33,40	32

Governance leadership and management. Five questions to collect opinion of teacher educators about the involvement in governance activities of the institution, support from institutional leadership, relationship with the management, feedback mechanism implemented in the institution are included under governance leadership and management. Items about staff recruitment, conducive institutional climate and satisfactory operation of PTA are also integrated with this aspect.

Table 13

Details of Items Included in The Dimension, 'Governance Leadership and Management' Of Questionnaire for Teacher Educators

Sl. No.	Aspects	Items on Quality
1	Involvement in school governance	31
2	Communication with the authorities	35
3	Feedback mechanism	36
4	Involvement of PTA in governance activities	37
5	Staff recruitment	39

In the end of the questionnaire teacher educators asked to express their views and suggestion for the further quality improvement of the institution.

Estimation of Validity and Reliability of the questionnaire.

Validity of the questionnaire. Content validity has been established for the questionnaire meant for teacher educators. The questionnaire has been

developed under the guidance of supervising teacher based on review of literature, discussion with the principals, teacher educators and experts in the field and personal observations of Elementary teacher education institutions by the investigator. Therefore, it can be considered that the questionnaire possesses satisfactory content validity.

Reliability of the of the questionnaire. The questionnaire for teacher educators contains item related to quality and corresponding challenges for each quality items. Since challenges included in the questionnaire are not intended to quantify, they were omitted while establishing reliability. For the items related to quality, since they fall under same construct, quality, it is assumed that Cronbach's Alpha is the best method to assure the reliability of the items in the tool. Thus, Cronbach's Alpha applied to the items, and the obtained value is 0.807, hence the tool is reliable.

Mode of responding. The respondent has to respond to each item related to quality with 'yes' or 'no' by putting tick mark against each item. For items related to challenges the respondent has to choose appropriate items from a list of items and to place tick mark against them.

Scoring of the questionnaire. The data obtained through the questionnaire were tabulated and counted so as to facilitate conversion to percentage and to make comparison. Challenges are listed out separately.

Administration of the tool. The tool was administered to the teachers of elementary teacher education institutes of Kerala. The objective, need and importance of the study were explained to them and necessary instructions were given to make them respond properly without doubt. Doubts were cleared and technical terms were explained. Out of the 197 filled questionnaires, incomplete and doubt cases were rejected and finally 185 suitable ones selected for the study. Among final response sheets 91 are from teacher educators

belong to institutions located in urban area and 94 are from rural area. With respect to the type of management of institution, 51 teacher educators are from government institutions, 61 from aided and 73 belong to unaided institution are selected for the study. And considering gender 47 teacher educators are male and 138 were female.

Consolidation of data. The scores obtained from the questionnaire were consolidated and tabulated on separate consolidation sheets for the purpose of analysis. The consolidation was done by keeping in view of the important sub samples such as gender, locality, type of management of the institution and district. Each sample was given a specific number and against this specific number the scores based on the response of each item was entered horizontally following a specific order. The consolidation was also conducted according to each dimension. This consolidated data was then analysed by using suitable statistical technique.

Statistical techniques used. The following statistical techniques were used for analysing the data

Percentage analysis

ANOVA

T test

Questionnaire on quality and challenges of elementary teacher education for student teachers

Planning of the questionnaire. One of the major objectives of the study is to analyse the opinion of elementary student teachers about various quality aspects and challenges of elementary teacher education program with respect to different dimensions. For this purpose, a questionnaire was prepared by the investigator with the help of supervising teacher for administering a sample of 1850 student teachers.

Preparation of draft form of questionnaire. The bases of construction of questionnaire was NCTE and NAAC framework for quality teacher education and curricular objectives of D.Ed. course. Before preparing the questionnaire, the investigator made a thorough review of the D.Ed. curriculum and made discussions with experts in the field, teacher educators, and principles of elementary teacher education institutions. The items are included under six dimensions such as curricular aspects, teaching learning and evaluation, infrastructural and instructional facilities, student support and progression, governance, leadership and management and innovative practices. The draft form of questionnaire consists of 65 questions regarding this aspect. Items in the Questionnaire are designed in such a way that items related to both Quality and its corresponding Challenges, if any are included.

Try out of the questionnaire. The draft form of questionnaire was administered in to 250 student teachers from 10 elementary teacher education institutions of Thrissur, Palakkad, Malappuram and Calicut districts of Kerala. A pilot test was administered for examining the time limit and ambiguity of items. The time taken to complete the items were noted. It ranged from 30 to 35 minutes. Thus, the time is fixed for 30 minutes. On the basis of responses, some irrelevant items were discarded and some modification were made in the final form of questionnaire.

Description of final form of questionnaire. The questionnaire for student teachers (Given as appendix 3) begins with an introduction stating the purpose of study and assuring confidentiality of responses and identity. The questionnaire is intended to evaluate quality and list challenges, so, corresponding to each quality related question, if there are any challenges related to it, a sub-section is added with multiple statements to find out challenges. The respondents are requested to write their responses or put tick

mark wherever necessary. The salient features of the questionnaire are given below.

General information. This part of questionnaire is intended to seek information regarding basic details such as name of the institution, name of the student etc.

Curricular aspects. This aspect seeks information regarding the duration of the course, satisfaction towards curriculum, student centeredness of curriculum, motive to join the course and admission criteria. Total six questions were included under this dimension.

Table 14

Details of Items Included in The Dimension, 'Curricular Aspects' of Questionnaire for Student Teachers

Sl. No.	Aspects	Items on Quality
1	Duration of course	1
2	Syllabus	2
3	Student centred teaching	3
4	Course motive	4
5	Admission criteria	5, 6

Teaching, learning and evaluation. Total 16 questions included in this dimension. This aspect seeks information on timely completion of course, conducting of seminars, debates, projects, internal exam etc. Details about learning activities performed in the institution are also included under this dimension. Eight questions related to practise teaching are also included under this dimension, such as preparation before practise teaching, achieving goals of each practise teaching session, allotment of schools for practise teaching, learning activities during practise teaching, evaluation of practise teaching classes by teachers, peers etc.

Table 15

Details of Items Included in The Dimension, 'Teaching Learning and Evaluation' Of Questionnaire for Student Teachers

		Items on	
Sl. No.	Aspects	Quality	Challenges
1	Timely completion of the course	7	
2	Conduct of seminar, debates and projects	8, 11	
3	Conducting internal exam	9	10
4	Learning activities	12, 16	
5	Class timetable	13	
6	Practise teaching	17, 18, 19, 20, 22, 23, 24	21

Infrastructural and instructional facilities. Total 23 questions included under this dimension to know the opinion of student teachers about infrastructural and instructional facilities of the institution. This aspect seeks information regarding the facilities of the class room, auditorium, store room, sports and game facilities, art and craft room, music room, common room, drinking water facility, facilities of common room, toilet facilities, cleaning facility, work experience room, sports and game facility, the facilities of labs like language lab, educational technology lab, psychology lab, computer lab, science lab and facilities of the hostel and office room.

Table 16

Details of Items Included in The Dimension, 'Infrastructural and Instructional Facilities' of Questionnaire for Student Teachers

		Items on	
Sl. No.	Aspects	Quality	Challenges
1	Use of library and internet	14, 15, 38a	38b
2	Facilities of classroom	25a	25b
3	Facility of auditorium	26	
4	Facility of storeroom	27	
5	Facility of playground	28a	28b
6	Facility of art and craft room	29	
7	Facility of music room	30	
8	Drinking water facility	31	
9	Facility of common room	32a	32b
10	Toilet facility	33a	33b
11	Cleaning facility	34	
12	Facility of building	35	
13	Facility of work experience room	36	
14	Sports equipment	37a	37b
15	Psychology lab	39a	39b
16	Language lab	40	
17	Educational technology lab	41a	41b
18	Computer lab	42a	42b
19	Science lab	43a	43b
20	Facilities of hostel		44
21	Facility of office room	50a	50b

Support and progression. Total five questions included in this dimension. It includes items regarding awareness on job prospects of D.Ed. course, student progress, support from the head of the institution and student's union included in this dimension. Questions about fee concession, scholarship and stipend for students are also included in this dimension.

Table 17

Details of Items Included in The Dimension, 'Support and Progression' Of Questionnaire for Student Teachers

Sl. No.	Aspects	Items on Quality
1	Job prospects	45
2	Student progress	46
3	Support from principals	47
4	Students union	48
5	Fee concession, scholarship, stipend	49

Innovative practices. To collect the opinion of student teachers about the innovative practices carry out in the institution, eight questions were included. This section includes questions on conducting of seminar, workshop, personality development programmes and developmental activities in the college. Also, feedback about teachers, provision for students with special needs, talks on social sensitive issues, conducting field trip, study tour and provision for yoga education etc. were incorporated.

Table 18

Details of Items Included in The Dimension, 'Innovative Practices' of Questionnaire for Student Teachers

Sl. No.	Aspects	Items on Quality
1	Seminar, workshop, personality development programmes	51, 52
2	Developmental activities	53
3	Feedback collection	54
4	Provision for students with special needs	55
5	Talks on social sensitive issues	56
6	Field trip, study tour and provision for yoga	57, 58

In the end of the questionnaire student teacher is asked to express their views and suggestion for the further improvement of the institution

Establishing validity and reliability of the questionnaire.

Validity of the questionnaire. Content validity has been established for the questionnaire meant for student teachers. The questionnaire has been developed under the guidance of supervising teacher and based on review of literature, discussion with the principals and teacher educators of elementary teacher education institutions, experts in the field and personal observations of some of the Elementary teacher training institutions by the investigator. Therefore, it can be considered that the questionnaire possesses satisfactory content validity.

Reliability of the of the questionnaire. The questionnaire for student teachers contains item related to quality and corresponding challenges for each quality items. Since challenges included in the questionnaire are not intended to quantify, they were omitted while establishing reliability. For the items related to quality, since they fall under same construct, quality, it is assumed that Cronbach's Alpha is the best method to assure the reliability of the items in the tool. Thus, Cronbach's Alpha applied to the items, and the obtained value is 0.804, hence, the tool is reliable.

Mode of responding. The respondent has to respond to each item related to quality with yes/no by putting tick mark against each item. For items related to challenges the respondent has to choose appropriate items from a list of items and to place tick mark against them.

Scoring of the questionnaire. The data obtained through the questionnaire were tabulated and counted so as to facilitate conversion to percentage and to make comparison. Challenges are listed out separately.

Administration of the tool. The tool was personally administered to the students of elementary teacher education institutes of Kerala. The objective of the study, need and importance of the study were explained to them and necessary instructions were given to make them respond properly without debts. Doubts were cleared and technical terms were explained. Out of the 1850 filled questionnaires, incomplete and doubt cases were rejected and finally 1828 suited ones selected for the study finally. Among final response sheets 803 student teachers selected were from institutions belong to urban locality and 1025 were from rural area. 63 male students and 1765 female students selected for the study. With regard to the type of management of institution, 623student teachers are from unaided institutions, 536 from aided institutions and 668 students from government institutions.

Consolidation of data. The scores obtained for the questionnaire were consolidated and tabulated on separate consolidation sheets for the purpose of analysis. The consolidation was done by keeping in view of the important sub samples to be obtained such as gender, locality, type of management of the institution and district. Each sample was given a specific number and against this specific number the scores based on the response of each sample was entered horizontally following a specific order. This consolidated data was then analysed by using suitable statistical technique.

Statistical techniques used. The following statistical techniques were used for analysing the data

Percentage analysis
ANOVA
T-test

Questionnaire on quality of elementary teacher education program for mentors of practice teaching school

A mentor is a person who assist or help a new joiner (usually called mentee) in an organization to perform his duties, in a mutually benefitting manner. Usually mentoring is misinterpreted as coaching but mentee never require to report to mentor whereas coach is a manager. Mentor is concerned to overall development and success of mentee but a coach focus only on a typical area of development. Mentors expected to have broad knowledge and deep contacts with in an organization. It is the job of mentees to approach the mentor and get the required assistance. Also, mentor is not supposed to provide the feedback about the mentees, instead they both share mutual reflections.

Mentoring provides a lot of benefits to both mentors and mentee, like confidence improvement, understanding and implementing best practices etc. And mentoring especially helps mentees to gain better insights about the job. In overall mentoring result in greater career success and satisfaction.

Usually, the educational theories that are learnt are applied in practical situations during internship. The mismatch of the activities in the school and the theories acquired by the student teacher creates conflicts in this situation. The ideal atmosphere he/she expects need not necessarily be there in the school selected for internship. Contradictory theory and practice may affect the self-confidence of the student teacher. There are concerns that the artificial experimentation done by the student teachers affect the functioning of schools seriously.

Mentoring is the process where an experienced hand and a person who requires training, work within co-operation. Through this activity the student teacher gets guidance, advice, support and suggestions for improvement. Here, the trainer does not attempt at judging. Mentor encourages the student teacher

by giving a secure feeling and imparting training. The trainer intervenes only as an experienced predecessor and as a model. Both teaching and counselling are possible as part of this. Mentoring can bring out the latent skills in the student. Their activities testify to their perspectives, aims and expectations. This helps in developing the personality and professional aptitude of the student.

The real benefits of mentoring should be the increased level of growth of professionalism among both mentors and mentees. Mentoring should be reciprocal, dynamic and reflective process rather than mentor asks to copy the mentee his style of teaching.

Planning of the questionnaire. One of the major objective of the study is to analyse the opinion of mentors of practise teaching school on quality of elementary student teachers and elementary teacher education programme. For this purpose, the investigator with the help of supervising teacher constructed the tool for collecting data from mentors of practice teaching school. It is the mentors of practise teaching school, who have to evaluate the efficacy of training given to the student teachers by the elementary teacher education institutions. The responses made by the mentors will also give a clear picture about the teaching aptitude of elementary student teachers and how it affects children while they taking classes. Moreover, this is highly essential to have a crosschecking on the views of heads, teacher educators of elementary teacher education institutions.

Preparation of draft form of questionnaire. For the purpose of collecting data from the mentors the investigator with the help of supervising teacher developed a questionnaire for the mentors of practise teaching school. The item included in the questionnaire are to collect opinion of mentors of practise teaching school, specifically about the effectiveness of training

received by the elementary student teachers. The prepared questions are then scrutinized to avoid items which are factual, ambiguous, irrelevant, and can be interpreted more than one way. After scrutiny, the list of questions was given to experts for their criticisms. Based on their suggestions, the wordings of the questions were rearranged and ambiguous questions were removed. From the initial list of questions, after editing, 32 questions were selected and included in the preliminary draft of the questionnaire. In order to increase the clarity, the mode of response is divided in to three categories such as to large extent, to some extent and not at all. The respondent has to read each item carefully and mark responses in the appropriate columns such as to large extent, to some extent and not at all.

Try out of the questionnaire. The draft questionnaire including 32 questions was administered to 100 mentors of practise teaching school of Calicut, Malappuram, Thrissur and Palakkad districts of Kerala, and they are asked to respond to each statement in terms of their agreement and disagreement. Teachers were permitted to choose any one of the three categories – to large extent, to some extent and not at all to indicate their response to each statement. On the basis of responses, some irrelevant items were discarded and some modification were made in the final form of questionnaire.

Preparation of final questionnaire. The final form of questionnaire (Given as appendix 5) was attached with a covering letter addressing the teacher, and giving details about the investigator, purpose of study, assurance of confidential treatment of their opinions and requesting their cooperation. The final form of questionnaire consists of 28 items covering 6 dimensions.

The final questionnaire included the following items.

Table 19

Details of Items Included in The Final Form of Questionnaire for The Mentors of Practice Teaching School

Sl. No.	Dimensions	Items
1	Effectiveness of training	1,4,6,9,17,25,28
2	Preparation before practice teaching	2,3,8
3	Classroom management	7,16
4	Involvement in school activities	18, 19
5	Mentor mentee relationship	5, 21, 22, 23, 24
6	Teaching skills	10,11,12,13,14,15,20,26,27

Effectiveness of training. Before coming to practice teaching student teachers will get an understanding of theoretical aspects and practical aspects from the curriculum. The quality of teaching learning activities at the training institution will reflect on the performance of student teachers in practice teaching. In the first dimension, which comprises seven questions will collect the mentor opinion on effectiveness of training received by student teachers.

Table 20

Details of The Items Included in The Dimension, 'Effectiveness of Training' In the Questionnaire for Mentors of Practice Teaching School

Sl. No.	Aspect	Item number
1	Teaching aptitude of student teachers	1
2	Effectiveness of training from the institution	4
3	Interesting introduction of class	6
4	Duration of the internship	9
5	Effectiveness of class taken by student teachers	17
6	Improvement of class by student teachers on the basis of suggestions	25
7	Effect on student quality due to expansion of institutions	28

Preparation before practice teaching. Since the student teachers are facing the real classroom situation, it is very essential that, student teachers must take thorough preparations before commencing practice teaching. It is very important that teacher educators, mentors and student teachers must plan and prepare the lesson plans and teaching aids together. Also, the student teachers must have understanding of the school rules and nature of the student in class room well before commencing the practice teaching. This dimension includes three questions as per Table 21.

Table 21

Details of The Items Included in The Dimension, 'Preparation Before Practice Teaching' In the Questionnaire for Mentors of Practice Teaching School

Sl. No.	Aspect	Item number
1	Discussion about school rules & nature and number of students	2
2	Observation of class before practise teaching	3
3	Planning of instructional activities in accordance with each subject	8

Classroom management. The ability to manage a classroom well is an essential skill, that a student teacher must possess, which will influence their success in teaching profession. This dimension enquires mentors about the classroom management skill of student teachers using two questions.

Table 22

Details of The Items Included in The Dimension, 'Classroom Management' In the Questionnaire for Mentors of Practice Teaching School

Sl. No.	Aspect	Item number
1	Maintaining friendly atmosphere with students	7
2	Maintaining discipline in the classroom	16

Involvement in school activities. The student teachers must be aware about the importance of school activities. In this dimension, two questions are included to enquire about the involvement of student teachers in school activities.

Table 23

Details of The Items Included in The Dimension, 'Involvement in School Activities' in The Questionnaire for Mentors of Practice Teaching School

Sl. No.	Aspect	Item number
1	Involvement in school activities	18
2	Awareness about school records	19

Mentor mentee relationship. Better Rapport between Mentor and mentee is a very important factor that affects the fruitfulness of practice teaching. In this section four questions are included to identify the relationship between mentor and mentee.

Table 24

Details of The Items Included in The Dimension, 'Mentor mentee relationship' in The Questionnaire for Mentors of Practice Teaching School

Sl. No.	Aspect	Item number
1	Discussion with mentors	5
2	Better rapport and relation with students as a mentor	20
3	Better cooperation and timely suggestions to students as a mentor	21
4	Evaluate the activities of students and give report	22

Teaching skills. It is a fact that student teachers acquire teaching skills from the training. Teaching skills displayed by the student teachers will directly reflect the quality of training they are undergone. The following nine questions in the questionnaire will disclose the teaching skills acquired by student teachers from the training.

Table 25

Details of The Items Included in The Dimension, 'Teaching Skills' in The Questionnaire for Mentors of Practice Teaching School

Sl. No.	Aspects	Item number
1	Proper closure of lessons	10
2	Use of audio visual aids in teaching	11
3	Use of teaching and learning aids by student teachers	12
4	Give assignments to students and properly evaluate it	13
5	Evaluate the progress of students and improve teaching methods	14
6	Use of ICT by students	15
7	Give support to differentially abled children	20
8	Use of different methods of teaching	26
9	Supervision of class by teacher educators	27

Validity and reliability of the questionnaire.

Validity of the questionnaire. Content validity has been established for the questionnaire meant for mentors of practice teaching. The questionnaire has been developed under the guidance of supervising teacher and based on review of literature, discussion with the principals and teacher educators of elementary teacher education institutions and experts in the field. Therefore, it can be considered that the questionnaire possesses satisfactory content validity.

Reliability of questionnaire. The investigator computed the reliability by using the Cronbach's alpha method. Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of questionnaire reliability. The obtained value is found to be 0.797, which indicates that, the tool is reliable.

Mode of responding. Separate response sheets were prepared and supplied. Each response sheets includes three columns for marking responses i.e., 'to large extent', 'to some extent' and 'not at all' respectively. The respondent has to respond to each item by putting tick mark in the appropriate column.

Scoring scheme. The responses are categorised as 'to large extent', 'to some extent' and 'not at all'. The scoring schemes assign scores 3, 2, 1 to responses 'to large extent', 'to some extent' and 'not at all' respectively. The total score of the questionnaire is the sum of the scores for all the questions.

Administration of tools. The tool was administered to the mentors of practise teaching schools. The objectives of the study, need and importance of the study were explained to them and necessary instructions were given to respond properly without doubts. Doubts were cleared and technical terms were explained. Out of the 415 filled response sheets, incomplete and doubt cases were rejected and finally 404 suitable one selected finally.

Consolidation of data. The scores obtained for the questionnaire were consolidated and tabulated on separate consolidation sheets for the purpose of analysis. This consolidated data was then analysed by using suitable statistical technique.

Statistical techniques used. The following statistical technique was used for analysing the data

Percentage analysis

Interview schedule for principals

Planning of the interview. One of the major objective of the study to get the response from principals of elementary teacher education institutions on quality status and challenges of elementary teacher education programme. For this purpose, an interview schedule was prepared by the investigator with the help of supervising teacher. Before the development of interview schedule related literature were reviewed and sought the opinion of experts in the field such as SCERT members, DIET faculties, and principals of elementary teacher education institutions on status and challenges of elementary teacher education programme in Kerala. Based on their opinions a structured interview schedule was prepared. The items in the interview schedule were framed in such a manner so that maximum information might be elicited from the respondents. Attempt was made to keep the interview schedule as precise as possible at the same time unambiguous and clear. Each of the items sought information about only one aspect. Double negatives and annoying questions were duly avoided.

Preliminary try out of the interview schedule for principals. The draft interview schedule was given to the principles of 10 elementary teacher education institutions. The purpose of this try out was to get feedback regarding the suitability of items in terms of language, content, clarity and understanding etc. It helped the investigator in modification, alteration, addition or deletion of certain items. After this, the final form of interview schedule for Principals was prepared.

Preparation of final form of interview. The final form of interview for head of elementary teacher education institutions (Given as appendix 7) consists of 22 questions. The content of the schedule was developed in such a way so as to motivate the respondents to provide required information. Items were framed in such a way so as to provide necessary information on important aspects of elementary teacher education.

Table 26

Details of The Dimensions of Items Included in The Interview Schedule for Principals

Sl. No.	Dimensions	Items
1	Curricular aspects	1, 2, 3, 4, 5, 13, 14
2	Teaching learning and evaluation	6, 7, 8, 9, 15
3	Support from Authorities	12, 17
4	Institutional Facilities	16
5	Student and staff support and progression	10, 11, 18, 19
6	Extension activities and innovative practices	21
7	Suggestions for quality improvement	20, 22

Validity of the interview schedule for Principals. Validity is essential for the effective use of any data gathering tool. A data collection tool is said to be valid when it collects the same information what it claims to collect. The content validity of the interview schedule for Principals was established by collecting opinion of experts in the field. The draft of interview schedule was properly checked and was modified as suggested by the experts of aforesaid concerned field.

Interview Schedule for Parents

Planning for interview. To get the response from the parents of elementary student teachers on status and challenges of elementary teacher education programme in Kerala the investigator prepared an interview schedule with the help of the research guide.

Preliminary try out of the interview schedule. The draft interview schedule was conducted among 20 parents. The purpose of this try out was to get feedback regarding the suitability of items in terms of language, content, clarity and understanding etc. It helped the investigator in modification,

alteration, addition or deletion of certain items. After this, the final form of interview schedule for Parents was prepared.

Preparation of final form of interview. The final form of the interview for parents (Given as appendix 9) contains 15 questions, regarding various aspects of elementary teacher education such as course motive, admission process, parent teacher interaction, fee structure of the institution, day to day working of the institution, physical facilities of the institution, discipline of the institution, school environment and overall satisfaction of the parents.

Validity of the interview schedule for Parents. Validity is essential for the effective use of any data gathering tool. A data collection tool is said to be valid when it collects the same information what it claims to collect. The content validity of the interview schedule for parents was established by review of experts in the field. The draft of interview schedule was properly checked and was modified as suggested by the experts of aforesaid concerned field.

Teaching Aptitude Test for Student Teachers

Aptitude tests evaluate ability to succeed in a particular kind of ability. Scholastic aptitude tests measure ability to succeed in college or school. Vocational aptitude tests measure the possibility of success in professional training or in an occupation. Present level of achievement in these tasks must provide a predictive index. Someone who has the aptitude to do clerical work has the essential skills in manual dexterity, attention to detail and speed with repetitive tasks to complete many types of clerical work effectively and efficiently. In most aspects of life, past performance is the best forecaster of future performance in the same realm of activity. The effectiveness of education depends upon quantity of teachers working in an institution. The quality of teacher's in turn depends upon the quality of training obtained by them in different training institutions.

Description of the tool. For the present study, the teaching aptitude test prepared by the investigator was used to find out the teaching aptitude of student teachers.

Planning of the teaching aptitude test. As teaching profession particularly ask for the qualities like passion, moral character, love towards children etc. The quality of a teacher very much depends on the above-mentioned qualities. A teaching aptitude test was planned to be applied on the student teachers to identify the depth of interest, student teachers have in teaching profession. The test was decided to conduct on the freshly joined first year student teachers, because the second-year student teachers might have already acquired most of the aptitude from the training. To prepare the aptitude test investigator referred previous studies and conducted series of interviews with experts in the domain. Most of the teaching aptitude test, that are available, contains many sections and some of those are not applicable for the study. For example, many aptitude tests contain, sections for testing mental abilities of the students, but the admission criteria require student teachers to score certain amount of mark in their qualifying exam, and which they would not have been obtained without certain level of mental ability. So, the investigator decided to develop a separate teaching aptitude test by including only the sub sections, which are relevant to the study.

Preparation of the draft form of teaching aptitude test. To develop the teaching aptitude test, the investigator followed the definition of the term teacher aptitude. Teaching aptitude is the innate ability of student teachers to perform instruction successfully and efficiently. Thus, out of the several such factors the investigator selected dimensions such as method of teaching, moral character and discipline, professional interest, professional information and attitude towards children.

Try out of the teaching aptitude test. The so prepared draft test was given to small group of student teachers to check for word ambiguity, for clarification in the instruction and to fix the time limit. The draft was printed and the investigator decided to administer it for try-out on a sample of 370 student teachers, considering all the strata of the population such as locale, type of management of institution, gender, district and dimension. Aim of the try out test was to secure data both for quantitative and qualitative analysis. Qualitative analysis includes finalising of administration procedures of the test, identification of incorrect responses and questions etc. Quantitative analysis is concerned with determining best items in terms of DP and DI.

Item analysis. For item analysis, the procedure suggested by ebel (1972) was used. Accordingly, the scored answer sheets (370) were arranged in the order of scores from high to low. Then separated upper 100 and lower 100 response sheets. The middle 170 was discarded. Each item was tabulated in each response sheet. Hundred high mark response sheet (U) and hundred low mark response sheet (L) through the process of difficulty values and discriminating power. The reliability of easiness and hardness of items can be assessed as given below

Difficulty index. The Difficulty index can be calculated by using the following formula suggested by Ebel (1972).

$$\text{Difficulty Index} = \frac{U+L}{2N}$$

Where

U = Number of correct responses in the upper group
L = Number of correct responses in the lower group
N = Number of pupil in the upper or lower group

Discriminating power (DP). Discriminating power of an item refers to the quality of the item to discriminate between pupils with high and low ability. It was calculated by using the formulae.

$$\text{Discriminating Power} = \frac{U - L}{N}$$

Where,

U = Number of correct responses in the upper group

L = Number of correct responses in the lower group

N = Number of pupils in the upper or lower group

Selection of items. The selection of the test items was based on the values of difficulty index and discriminating power, thus the items selected for the find test, in which the difficulty index of items lies between 0.4 and 0.6 the discriminating power of items are greater than 0.3.

Table 27

Details of Item Analysis of Teaching Aptitude Test for Elementary Student Teachers.

Sl. No.	L	U	DI	DP	Remark
1	51	82	0.66	0.41	Selected
2	33	96	0.64	0.63	Selected
3	50	59	0.54	0.09	Selected
4	47	86	0.66	0.49	Selected
5	47	90	0.68	0.43	Selected
6	35	67	0.51	0.42	Selected
7	44	90	0.67	0.46	Selected
8	42	73	0.57	0.41	Selected
9	46	87	0.66	0.41	Selected
10	45	87	0.66	0.42	Selected
11	33	93	0.63	0.6	Selected
12	43	78	0.60	0.45	Selected
13	44	75	0.59	0.41	Selected
14	42	77	0.59	0.5	Selected
15	44	89	0.66	0.45	Selected
16	43	89	0.66	0.46	Selected

17	45	77	0.61	0.42	Selected
18	34	67	0.50	0.43	Selected
19	32	76	0.54	0.44	Selected
20	32	66	0.49	0.41	Selected
21	45	76	0.60	0.41	Selected
22	43	87	0.65	0.44	Selected
23	45	91	0.68	0.46	Selected
24	33	87	0.6	0.54	Selected
25	44	95	0.69	0.51	Selected
26	30	65	0.47	0.35	Selected
27	32	56	0.44	0.24	Omitted
28	44	65	0.54	0.21	Omitted
29	42	80	0.61	0.48	Selected
30	45	76	0.60	0.41	Selected
31	43	78	0.60	0.45	Selected
32	38	68	0.53	0.4	Selected
33	29	77	0.53	0.48	Selected
34	35	86	0.60	0.51	Selected
35	38	77	0.57	0.49	Selected
36	45	87	0.66	0.42	Selected
37	14	52	0.33	0.38	Omitted
38	45	88	0.66	0.43	Selected
39	15	62	0.23	0.47	Omitted
40	19	38	0.28	0.19	Omitted
41	44	81	0.62	0.37	Selected
42	33	67	0.5	0.34	Selected

Preparation of final teaching aptitude test. After item analysis five items out of 42 items were rejected. Teaching aptitude test (Given as appendix 13) consists of 37 questions from five subsections.

Table 28

Details of Dimension Wise Items of Teaching Aptitude Test for Elementary Student Teachers

Sl. No.	Dimension	Items
1	Method of teaching	1,5, 7,9,27,37
2	Moral character and discipline	6,8,12,16,25,32
3	Professional interest	10,11,19,20,21,33
4	Professional information	2,3,4,17,18,26,29,30,35, 36
5	Attitude towards children	13,14,15,22,23,24,28,31,34

Method of teaching. A teaching method encompass the principles and techniques used for instruction to be applied by teachers to achieve the desired learning or memorization by students. These strategies are determined on both subject matter to be taught and the learner. The first subsection method of teaching comprises six questions. Out of these four questions related to effective method of teaching, and one question on use of technology in teaching learning process and one question related to classroom management.

Moral character and discipline. A good teacher should be a role model for their students. Morality and discipline displayed by teachers, will strongly influence students. Since morality of children developed at elementary levels, elementary teachers should be more disciplined and moral. Under this dimension six questions related to moral character and disciplinary values which should be very essential for a teacher to lead a better professional and personal life are included.

Professional interest. Interest and passion towards the profession is the key factor which determines the success or failure in any profession. student motivation, learning and achievement were remarkably and positively affected by teacher interest and satisfaction, hence under this dimension 6 questions

were included in order to know the professional interest of the prospective teachers.

Professional information. It is important to know the student teachers are well informed about the profession they chose. The questions under this section will reveal the motivation behind choosing teaching profession. The 10 items under this dimensions are regarding the general information about the profession. It deals with the basic information which should be known by every prospective teacher in order to perform his job successfully after becoming a teacher.

Attitude towards children. Teachers with negative attitude towards children can harm society than any others can. So, it is very important to know the attitude of student teachers are positive towards the children. Under this dimension nine questions are included in order to understand the attitude towards children. Positive attitude towards children is essential for the success of this profession.

Estimation of validity and reliability.

Validity of teaching aptitude test. Content validity has been established for the teaching aptitude meant for teacher educators. The aptitude test has been developed under the guidance of supervising teacher and based on review of literature, discussion with the principals and teacher educators from elementary teacher education institutions, experts in the field. Therefore, it can be considered that the teaching aptitude test possess satisfactory content validity.

Criterion validity is established using the coefficient of correlation between test score and criterion score. External criteria used for this test is the scored achieved in the plus two level. Scores of students from multiple institutions are used as validity sample and these scored are converted into

percentage scores to correlate them with the aptitude test score. The obtained value for product-moment co-efficient is 0.692, hence the test is valid.

Reliability of teaching aptitude test. The investigator computed the reliability by using the Cronbach's alpha method. Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of questionnaire reliability. The obtained value found to be 0.782, which indicates that the test is highly reliable.

Mode of responding. Separate response sheets were prepared and supplied Each response sheers includes four columns for marking responses i.e., A, B, C, D. The respondent has to respond to each item by putting tick mark in the appropriate column.

Scoring of teaching aptitude test. All of the items are of objective type, scoring scheme was to give one score for each correct answer and zero score for each incorrect answer. The scores obtained were consolidated to facilitate analysis of data.

Administration of the tool. The investigator obtained adequate number of printed copies of teaching aptitude test and response sheets for the collection of data from student teachers after getting permission from the principals, the test was administered to about 1170 student teachers of Elementary teacher training institutions of Kerala covering all 14 districts.

The tool was administered to newly joined first year student teachers of elementary teacher education institutions. The objectives of the study, need and importance of the study were explained to them and necessary instructions were given to them to respond properly without doubts. Doubts were cleared and technical terms were explained. Out of the 1170 filled response sheets, incomplete and doubt cases were rejected and finally 1127 suitable ones

selected finally. Among these student teachers 482 student teachers selected from urban area and 645 from rural area. Student teachers include 81 male teachers and 1046 female teachers. The final sample comprises of 471 student teachers from unaided institution, 241 student teachers from aided and 416 are from government elementary teacher education institutions.

Consolidation of data. The scores obtained for the teaching aptitude test were consolidated and tabulated on separate consolidation sheets for the purpose of analysis. The consolidation was done by keeping in view of the important sub samples to be obtained such as gender, type of management of the institution and district. Each sample was given a specific number and against this specific number the scores based on the response of each sample was entered horizontally following a specific order. This consolidated data was then analysed by using suitable statistical technique.

Statistical techniques used. The following statistical techniques were used for analysing the data

ANOVA

T-test

Checklist on the physical facilities of elementary teacher education institutes in Kerala

A Checklist is a device that "systematizes and facilitates the recording of observations and helps to ensure the consideration of the important aspects of the object or act observed" (Best & Kahn, 2010). A checklist is prepared by the investigator to record the observations related to the profile of the institution, infrastructure and instructional facilities, support and progression measures, governance and management practices, and innovative practices employed in elementary teacher education institutions.

Planning of the checklist. One of the major objective of the study is to find out the facilities of elementary teacher education institutions. A checklist was prepared by the investigator under the guidance of supervising teacher. During the planning, the investigator conducted an extensive review on NCTE norms for elementary teacher education institutions and made discussion with experts, principals and teacher educators of elementary teacher education institutions and examined the available checklists in similar fields. D.Ed. curriculum and NCTE and NAAC framework for quality teacher education were also taken into account for the preparation of the checklist.

Preparation of draft form of checklist. For preparing the draft checklist the investigator incorporated suggestions of experts, reviewed literature, and taken in to account NCTE norms. Based on these the investigator prepared a checklist with the help of the supervising teacher. Checklist consisted of six parts

Part a: Profile of the Institution

Part b: Infrastructural facilities

Part c: Instructional facilities

Part d: support and progression

Part e: Governance and management practices

Part f: Innovative practices

Try out of the checklist. The checklist was administered in five Elementary teacher training institutions of Thrissur, Palakkad, and Ernakulum districts. From the try out, it was found that there were duplication of some items and those items were discarded. Final form of checklist was prepared after necessary modification in the draft form.

Preparation of final form of checklist. The final form of checklist (Given as appendix 15) includes a total of 192 items covering the following dimensions

Profile of the institution. This subsection includes seven items. It consists of Name of institution, year of establishment, locality, type of management, vision, mission and website.

Infrastructure facilities. Total 70 items are included under this dimension This section of the tool aims to get an overall picture about the physical facilities of each elementary teacher education institutes. The investigator took the norms of NCTE to choose items regarding the physical facilities available. While suggesting norms, NCTE states that the institution should have adequate infrastructural facilities. In this subsection items are included in order to know the availability, facilities and conditions of basic infrastructural facilities like classroom, staff room, office room, store room, seminar hall and visitors room. Aesthetic development of elementary school children is possible only through artistic activities. Only elementary teacher who has received training in organising activities related with art and music can facilitate the aesthetic development of children. For the effective training in arts and music art and music room should be an integral part of elementary teacher education institutes. Hence this subsection of the tool check the availability and facilities of art and music facilities of elementary teacher education institutes. Items on the availability of drinking water facility, common room, toilet facility for staff and students, are also included in this dimension. Training in work experience activities of each elementary teacher education institutes can be carried out effectively only through a workshop. So, the items on the availability of workshop and associated facilities are included in this dimension. Also, this section deals with the items related to the availability of

canteen, first aid demonstration hall, parking space, counselling room and power back up facilities in the institution.

Instructional facilities. This section include 69 items deals about the facilities required for instructional purpose. Items for this part includes facilities of library including e-information resources and furniture of library. Also, this section consists of facilities available in psychology lab.in order to deal with young children teachers of elementary schools should have a deep knowledge of child psychology. Only theoretical knowhow is inadequate but a practical training of construction, administration and interpretation of some psychological tests is essential. That is why NCTE strictly highlights a need for psychology lab in a teacher education programme for elementary teacher education institutions. Therefore, the investigator included in this subsection to collect data regarding the availability and utilisation of psychology lab and availability of psychology test in the lab. The availability of educational technology lab, and details about the instruments in educational technology lab are included. Since we are living in the era of computer and it influences all the realms of our life, it is essential to have computer training for prospective elementary teachers. So, the investigator included the items regarding the availability and facilities of computer lab in training institutions. The details regarding the availability science lab and language lab are also added. This sub section also collects information about the teaching aids and equipment available in the elementary teacher education institution. sports and games activities for elementary students is very essential as it helps physical and mental development. Prospective elementary teacher should have well trained in it. Hence items related with the availability of sports and game facilities included under this dimension.

support and progression. This sub-section include 21 items deals with various student and staff support facilities such as hostel, scholarship, medical

assistance, annual tour guidance and placement, stipends and fee concession. Also, this section includes questions on important support facilities for staff such as staff room, staff quarters and associations like PTA, staff association, student council and alumni.

Governance and management practices. This sub-section includes 10 items about various records maintained in the institution such as attendance, admission, fee collection, cash book, observation diary visitor's diary and cumulative records.

Innovative practices. 15 items are included in this sub-section, are related to innovative practices conducted in the institution. In this section items related to different committees such as magazine committee, grievance redressal committees and information on clubs like cultural club, literary club, extension club, mathematics club, social science club, science club, health and fitness club, nature club are come under this dimension. Questions about anti ragging cell, academic calendar and disability and inclusive education are also included under this dimension.

Validity of the Checklist. Validity refers to the appropriateness of a tool. Validity refers to the extent to which a tool actually measures what one intends to measure. The items in the checklist were phrased in the least ambiguous manner and each item is clearly indicative to find out the facilities of elementary teacher education institutes. Thus, checklist is a valid measure.

Content validity has been established for the checklist. The items in the checklist were decided based on NCTE norms and directions given in elementary teacher education curriculum. Also, the investigator examined the available literature and made discussions with Elementary teacher training institution principals, teacher educators and non-teaching staff in order to include relevant items in the checklist. Thus, it can be reasonably assumed that

the checklist meant to study various facilities in Elementary teacher training institutions possess satisfactory content validity.

Scoring Procedure of the Checklist. To quantify the data obtained through the checklist, the responses are counted and converted into percentages.

Statistical techniques used.

Percentage analysis

Method used for the study

Document analysis

Caulley (1983) argues that "document analysis is superior for finding out retrospective information about a programme and may be the only way that certain information may be obtainable." His use of the term superior appears to be more apt in regard to information related to past which are properly documented. Though there can be enough chances for the peoples related to or involved in a programme to recall everything in the same order and depth and moreover realistically, there are chances of duplication of data. But once information is documented, there is very little chance for the duplication of the information. The word document according to Caulley, used to mean a written source of historical information, as contrasted with oral testimony, artefacts, pictorial survivals and archaeological remains.

In the present study, the document analysis is one of the method used to collect data. Normally researcher analyse documents with some objectives in mind or with some general idea of what is looking for. Document analysis involves the selection of facts from documents. Objectives or questions acts as selection devices for facts and give rise to the interpretation coming out of

document analysis. Evaluation involves the interpretation of facts. Document analysis is one of the methods of data analysis that leads to actual truths.

In this study, document analysis was used to analyse policy perspectives and expansion of elementary teacher education. After designing research objectives, the researcher collected relevant document related to the policy perspective and expansion of elementary teacher education and made a critical analysis.

Technique used for the study

Institutional classification

The opinion of teacher educators and student teachers along with the results of checklist was used to classify the institutions according to their quality status. The questions in questionnaires and items in checklist were included by giving due weightage for various quality aspects like curricular aspects, teaching, learning and evaluation, infrastructural and instructional facilities, research activities, support and progression, governance leadership and management and innovative practices.

Percentage score of physical facilities based on check list and quality aspects based on questionnaire for teacher educators and student teachers, considered for this classification. In case there are more than one student teachers or teacher educators belong to same institution, average of perception is calculated. A+ (90-100), A (80-90), B+ (70-80), B (60-70), C+ (50-60), C (40-50), D+ (30-40), D (20-30) and E (below 20) are the nine-point grades used based on the percentage score of each tool.

Table 29

Details of Score, Grade and Grade Points for The Institutional Classification

Score Range	Grade	Point
90-100	A+	9
80-90	A	8
70-80	B+	7
60-70	B	6
50-60	C+	5
40-50	C	4
30-40	D+	3
20-30	D	2
Below 20	E	1

By aggregating the scores obtained from the checklist, perception of teacher educators and student teachers institutions are classified from excellent to poor. Investigator decided the corresponding scores for the classification as Excellent (90-100), Very good (70-90), Good (50-70), Average (40-50), Below average (30-40) and Poor (below 30).

The quality status of the elementary teacher education institutions in Kerala can be obtained from the percentage of institutions come under each grade.

Data Collection Procedure

After careful planning of the test, and sample selection, necessary arrangements were made for conducting final test. In order to administer the tools and to collect data required for the analysis, as a first step the investigator took sufficient copies of the tools and response sheets. The schedule for administering the tools were prepared by contacting the head of the institution. The data collected during the year 2016, from June to December. During the visit, the investigator sought cooperation from of the concerned heads, teacher educators, student teachers and mentors of practice teaching school and

established enough rapport with them. During the collection of data, the investigator gave awareness about the purpose of study, tools and response sheets. Even though the direction printed on each tool was self-explanatory, the investigator explained about the ways and procedure to record their response. All kinds of measures were taken to make the respondents are very relaxed to record their response. Time limits were strictly kept and wherever necessary, doubts were cleared. The response sheets were checked for omission, mistakes, and incomplete response sheets were discarded.

Scoring and Consolidation of Data

The valid response sheets were scored as per the scoring procedure of each tool. The scores obtained were consolidated to facilitate computer analysis of data using SPSS software.

Statistical Techniques Used

t-test

ANOVA

Percentage analysis

Basic descriptive statistics

The important statistical indices namely mean, median, mode, standard deviation of the scores of distributions in the sample where calculated.

t-test

In inferential statistics, t-test is a hypothesis test which verifies that, whenever the test statistic follows Student's t-distribution (or simply the t-distribution) under the null hypothesis. A null hypothesis is a general statement that there is no association among two groups of observed values. By rejecting a null hypothesis investigator establishes with evidences that, there is relation between the two phenomena. In order to describe significance of difference between two sample mean (samples drawn from a full population) and when

full population standard deviation is unavailable Students t-test is used. t-distribution is similar to normal distribution but more values fall far from the mean. In this study t-test is used for the comparison of perception of student teachers and teacher educators on the quality aspects of elementary teacher education institutions with respect to their gender and locale. The t-test is also used in the comparison of teaching aptitude test of student teachers with respect to their gender and locale.

When the samples are independent or unpaired an adaptation of Students t-test called Welch's t-test is used. Which can be calculated using the following formula

$$\mathbf{t} = \sqrt{\frac{\overline{X}_1 - \overline{X}_2}{\frac{{\sigma_1}^2}{N_1} + \frac{{\sigma_2}^2}{N_2}}}$$

Where,

$\overline{X}_1$ = Mean of the group 1

$\overline{X}_2$ = Mean of the group 2

σ_1 = Standard deviation of group 1

σ_2 = Standard deviation of group 2

N1 = Size of group 1

N2 = Size of group 2

ANOVA

ANOVA or analysis of variance is a set of statistical models used to analyse the differences among means of more than two samples. ANOVA makes it easier to determine significance of difference between many means using a single test. F-test plays an important role in analysis of variance. Which can be calculated using the below equation. In this study ANOVA is used for the comparison of perception of student teachers and teacher educators on the quality aspects of elementary teacher education institutions with respect to type of management of institution and district. The ANOVA is also used in the comparison of teaching aptitude test of student teachers with respect to their district.

$$F = \frac{between\ group\ variablity}{with\ in\ group\ variability}$$

i.e., $F = \frac{MS_b}{MS_w} = \frac{{SS_b}/{df_b}}{{SS_w}/{df_w}}$

Where,

MS_b = Mean square variance between group

MS_w = Mean square variance within group

SS_b = Sum of squares between group

SS_w = Sum of squares within group

df_b = Degrees of freedom between group

df_w = Degrees of freedom with in group

CHAPTER IV

ANALYSIS AND INTERPRETATION

- Policy perspectives of elementary teacher education in Kerala
- Opinion of Teacher Educators, Student Teachers, Mentors of practice teaching schools, principal and parents on quality aspects and challenges of elementary teacher education program
- Comparison of the teacher educators and student teachers perception on quality aspects of elementary teacher education program based on subsamples
- Extent of Teaching aptitude of student teachers
- Assessment of physical facilities of elementary teacher education institutions
- Expansion pattern of Elementary teacher education Institutions of Kerala
- Classification of Elementary Teacher Education Institutions of Kerala

ANALYSIS AND INTERPRETATION

Analysis is the heart of the research report. "It is the process which enters in to research in one form to another form the very beginning. It may be fair to say that research consists in general of two larger steps the gathering of data, and the analysis of these data, but no amount of analysis can be validity extract from the data factors which are not present" (Good, Barr and Scats 1941).

Analysis of data is considered to be a highly skilled and technical job which should be carried out only by the researcher himself or under his close supervision. It is through systematic analysis that the underlying features of the data are revealed and valid generalizations are arrived at. Only by means of organising, analyzing and interpreting the research data, their salient features, inter-relationship, cause and connections are brought out.

Present study is an attempt to find out the status and challenges of elementary teacher education in Kerala with reference to quality and expansion. In order to find out the quality status and challenges of elementary teacher education program in Kerala the investigator analyses the response of the, teacher educators, principals, student teachers, mentors of practice teaching school and parents from all the 14 districts of Kerala. A teaching aptitude test was also conducted among first year student teachers from elementary teacher education institutions. While sampling due representation is given to factors like gender, locale, type of management of institution and district. The data obtained through the administration of Questionnaire for elementary teacher educators, Questionnaire for elementary student teachers, Questionnaire on quality of elementary teacher education for Mentors of practice teaching school, interview with parents and principals, Teaching Aptitude test for student teachers and Check list on the facilities of elementary teacher education institutes. Data collected from 97 elementary teacher education institutes, 185 Teacher educators, out of 2955 student teachers 1127 from First year and 1828

are from Second year D.Ed. student teachers, 404 Mentors of practice teaching school, 66 Principals and 150 Parents respectively. The data was classified, tabulated and administered appropriate statistical techniques to realize the objectives.

This chapter developed under the following heads

Objectives of the study

Hypotheses of the study

Policy perspectives of elementary teacher education

Opinion of teacher educators on quality aspects and challenges of elementary teacher education program

Opinion of student teachers on quality aspects and challenges of elementary teacher education program

Opinion of mentors of practice teaching school on quality of elementary teacher education program

Interview with principals

Interview with parents

Extent of teaching aptitude of elementary student teachers

Assessment of physical facilities of elementary teacher education institutes

Expansion of elementary teacher education institutions

Classification of elementary teacher education institutions

Objectives of The Study

1. To discuss the policy perspectives of elementary teacher education in India since independence

2. To analyse the opinion of elementary teacher educators on quality aspects of the elementary teacher education program in Kerala

3. To list out the challenges of elementary teacher education program in Kerala perceived by elementary teacher educators

4. To identify whether there exists any significant difference in the perception of elementary teacher educators on quality aspects of the elementary teacher education program with respect to relevant sub samples such as, Gender, Locality, Type of management and District

5. To analyse the opinion of student teachers on quality aspects of the elementary teacher education program in Kerala

6. To list out the challenges of elementary teacher education program in Kerala perceived by student teachers

7. To identify whether there exists any significant difference in the perception of student teachers on quality aspects of the elementary teacher education program with respect to relevant sub samples such as, Gender, Locale, Type of management and District

8. To analyse the opinion of mentors of practice teaching school on quality aspects of the elementary teacher education program in Kerala.

9. To analyse the opinion of principals of elementary teacher education institutions on quality aspects and challenges of elementary teacher education program in Kerala

10. To discuss the opinion of parents of student teachers about quality aspects and challenges of the elementary teacher education program in Kerala

11. To find out the extent of teaching aptitude of student teachers from elementary teacher education institutions in Kerala

12. To identify whether there exists any significant difference in the teaching aptitude of student teachers with respect to relevant sub samples such as gender, locale and district

13. To assess physical facilities of elementary teacher education institutions in Kerala

14. To study the expansion pattern of elementary teacher education institutions in Kerala since independence

15. To classify the elementary teacher education institutions in Kerala based on their physical facilities and quality aspects.

Hypotheses

1. There exists no significant difference in the perception of elementary teacher educators on quality aspects of elementary teacher education program with respect to relevant sub samples based on

    Gender

    Locale

    Type of management

    District

2. There exists no significant difference in the perception of student teachers on quality aspects of elementary teacher education program with respect to relevant sub samples based on

    Gender

    Locale

    Type of management

    District

3. There exists no significant difference in teaching aptitude of student teachers with respect to relevant sub samples based on

    Gender

    Locale

    District

Policy Perspectives of Elementary Teacher Education Program Since Independence

In ancient India teacher had given equal importance as parents and god. The students who seek knowledge has to stay in teachers house and treat him with utmost respect. The teacher who mostly an enlightened one, treat the students as his own children and lead them through the path of ultimate freedom through knowledge.

During Vedic period, Rigveda mentions that, a teacher was chosen and then educated or trained effectively. The Upanishadic period was known for the close relation with teacher and disciple. The freedom to accept a student rested with the teacher, and student had the freedom to opt his teacher. Oral explanation was the primary method of teaching during this time. The teaching methods used by teachers were adopted by the disciples and handed over from one generation of teachers to another with very minimal changes. During

Buddhist period the monastic system became the back bone of education system. The monastic tradition requires that every beginner on his admission, should place himself under the supervision and guidance of a preceptor or teacher. The monitorial system was present during the medieval times too and was the method of training the future teachers. The teachers were respected by their students and the society.

No formal system of teacher education was present till the modern period. Modern period of education is India was moulded by the British in India. Various committees were established to analyse teacher education system. of them Wood's Dispatch (1854), Government of India's Resolution on Education Policy (1904) and Saddler (1917) and Hartog Committees (1929) were made some recommendations which are still valid at present times.

The education system and teacher education has undergone reconstruction since independence. For this government of India constituted many committees, commissions and organisations for this purpose. Formation of Each of this bodies are to seek solutions for the challenges aroused time to time in the field of education due to the modernisation in late 20th century and 21st century. The following are the notable reports of the committees or commissions whose recommendations made its impact in the teacher education scenario.

University Education Commission and Secondary Education Commission

University education commission (1948-49) and secondary education commission (1952-53) instituted since independence provided substantial recommendation on overall education system in India. But these commissions just mentioned teacher education in general, but not given much importance to elementary teacher education.

Kothari Commission Report (1964-66)

Kothari commission (1964-66) is a first, in its kind constituted by government of India for the complete restructuring and reconstruction of whole education system in India to meet the challenges of a science based world. Along with all other kinds of education, Kothari commission given due weightage on the importance of restructuring of teacher education also.

The main findings and recommendations of Kothari commission related to teacher education are: "The professional preparation of teachers, being crucial for the qualitative improvement of education, should be treated as a key area in educational development and adequate financial provision should be made for it, both at the State and national levels. Extension work should be regarded as an essential function of a teacher education institution and an Extension Service Department should be established in each institution- pre-primary, primary and secondary-as an integral part of it; Effective alumni associations should be established to bring old students and faculty together to discuss and plan programmes and curriculum. Practice-teaching for teachers under training should be organized in active collaboration with selected schools which should receive recognition from the Education Department as cooperating schools and special grants for equipment and supervision. Periodic exchange of the staff of the cooperating schools and of the teacher education institutions should be arranged.

An intensive effort should be made to remove the existing separation among the institutions preparing teachers for different stages of education or for special fields such as craft or art or physical education by Implementing a phased programme of upgrading all training institutions to the collegiate standard with the ultimate objective of bringing all teacher education under the universities; Establishing comprehensive institutions of education in each State on a planned basis; Establishing a State Board of Teacher Education in each

State to be responsible for all functions related to teacher education at all levels and in all fields. The duration of the professional courses should be two years for primary teachers who have completed the secondary school course. It should be one year for the graduate students; but the number of working days in a year should be increased to 230. The State Boards of Teacher Education should conduct a survey of teacher education programmes and curricula and initiate the necessary revision.

Early steps should be taken to improve primary teacher education institutions for teachers on the following lines: The staff in institutions for training primary teachers should hold a Master's degree either in Education or in an academic subject as well as B.Ed. and should have undergone special induction courses in teacher education at the primary level. New appointments of primary teachers should be restricted to those who have completed at least ten years of general education; exceptions may be made for women teachers and teachers in tribal areas. Correspondence courses and liberal concessions for study leave should be made available to unqualified teachers in primary schools to improve their qualifications. Special courses should be organized for graduates entering primary teaching.

The duration of the training course for primary teachers should be uniformly two years for those who have completed the secondary school course. Teachers with different educational qualifications should not be put into the same course. Tuition fees in training institutions should be abolished and liberal provision made for stipends and loans. Every training institution should have an experimental or a demonstration school attached to it. Adequate hostel facilities for student teachers and residential accommodation for staff should be provided. Libraries, laboratories, workshops, etc., are very inadequate at present in most institutions, especially at the primary level."

Even after five decades since the Kothari commission made the above remarks, following suggestions were still remains unfulfilled, "The ultimate objective of bringing all teacher education under the universities. Teachers with different educational qualifications should not be put into the same course. Tuition fees in training institutions should be abolished and liberal provision made for stipends and loans. Every training institution should have an experimental or a demonstration school attached to it. Adequate hostel facilities for student teachers and residential accommodation for staff should be provided. Libraries, laboratories, workshops, etc., are very inadequate at present in most institutions, especially at the primary level. Special courses should be organized for graduates entering primary teaching."

National Policy on Education (1968)

The recommendations of Kothari commission was widely discussed and commented. Based on these comments a national policy on education was adopted by government of India.

National Policy on Education (1968) discuss about, making education compulsory and improving teachers status and emoluments was adopted as policies. Also, as per this policy academic freedom of teachers to publish research studies and speak and write about the national and international issues was protected. Teacher education particularly in-service education should receive due emphasise according to NEP 1968. The NPE, 1968 envisaged "a radical transformation of the education system to relate it more closely to the lives of the people, provide expanded educational opportunities, initiate a sustained intensive effort to raise the quality of education at all stages, emphasise the development of science and technology and cultivate moral and social values."

National Commission on Teachers (1983-85)

In recognition of the importance of teachers and their role in developing the nation's human and material resources, the Government of India appointed National Commission on Teachers in February 1983.

The national commission on teachers (1983-1985) report submitted, have following findings or recommendations for teacher education “For elementary teachers, it is desirable to have a two-year training course after class XII. Efforts may be made to have this pattern established as the normal pattern of training for elementary teachers as early as possible. The possibility of developing a four-year integrated programme after class X with a built-in provision for upward mobility should also be explored. Selection of student teachers should be made through a combination of objective tests, rating scales, group-discussion and personal interviews.

The training curriculum for elementary teachers will also consist of general education and professional preparation. Sufficient emphasis needs to be given to the mastering of language and communication skills and to the student teacher's value orientation. As for professional preparation, pedagogy, practice teaching, development of skills such as storytelling, recitation. writing on the blackboard, use of new technology etc. are important. A greater emphasis on art, music, craft and dance is essential.

Not less than six to eight weeks in the 1st year and twelve weeks in the 2nd year should be allotted to practice teaching. The student teachers may start with one or two lessons a day but should gradually be accepted to stay for the whole day and take on full responsibilities of a regular teacher. This alone will develop in them needed professional competence and personal confidence.

The teacher educators for the elementary training institute should be drawn primarily from the cadre of practicing primary schools. The minimum

qualification of the other staff should be a postgraduate degree with B.Ed. training. Their continued in service education is equally important. The Commission noted that sometimes the least effective district Inspectors of Schools are transferred to the Teacher education Institutes. This practice must stop forthwith. If necessary, a separate cadre for those in teacher education, in service education and research should be formed to ensure qualitative improvement in elementary teacher preparation.

Norms developed by the NCTE for the physical and staff resources of elementary and secondary teacher education institutes will have to be reviewed particularly in view of our recommendations in favour of a four-year integrated course and greater Stress on acquisition of practical skills."

The possibility of developing a four-year integrated programme after class X and The teacher educators for the elementary training institute should be drawn primarily from the cadre of practicing primary schools are yet to be implemented, comments of National Commission on Teachers.

National Policy on Education (1986)

Since the adoption of the NPE (1968), there has been considerable expansion in educational facilities all over the country at all levels. Along with these expansions lot of issues and challenges also aroused. To address these challenges and to achieve the economic and technological developments of the nation through education in 1986 government of India has announced a new educational policy. It is because of this policy pay scales of all categories of teachers revised to enhance the economic status of teacher.

National policy of education (1986) has following remarks On teacher education: "Teacher Education is a continuous process, and its pre-service and in-service components are inseparable. As the first step, the system of teacher education will be overhauled. The new programmes of teacher-education will

emphasize continuing education and the need for teachers to meet the thrusts envisaged in this Policy. District Institutes of Education and Training (DIET) will be established with the capability to organize pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education. As DIETs get established, sub-standard institutions will be phased out. Selected Secondary Teacher Education Institutions will be upgraded to complement the work of State Councils of Educational Research and Training. The National Council of Teacher Education will be provided the necessary resources and capability to accredit institutions of teacher-education and provide guidance regarding curricula and methods. Networking arrangements will be created between institutions of teacher education and university departments of education."

National Curriculum Framework (1988)

NCERT will device National curriculum frame work for school education time to time, NCF 1975 was primarily focused on the school education from classes one to ten incorporating recommendations of Kothari commission reports. A Framework brought out by the NCERT in 1988 in response to the major thrusts and recommendations highlighted in the National Policy on Education (1986) by incorporating the socio-cultural, political and economic considerations as well as some important pedagogical concerns.

NCF (1988) identifies lack of real integration of the method of teaching with the content of teaching subject still remained a major weakness in the pre-service training. It also talk about re orientation of in-service teachers. It also discuss the need for establishing/strengthening/upgrading of teacher education institutions, through DIET's. Also, it pointed out the need for a monitoring and evaluation system for teacher training programmes.

Acharya Ramamurthy Committee For Review of National Policy on Education (1990)

The National Policy on Education (NPE) was adopted by Parliament in May 1986. A committee was set up under the chairmanship of Acharya Ramamurti in May 1990 to review NPE and to make recommendations for its modifications. That Committee submitted its report in December 1990.

The Ramamurthy committee (1990) has following verdicts and proposals regarding to teacher education "The committee suggest internship model of practice teaching. The internship model is firmly based on the primacy and value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time, on supervised teaching under the guidance of more experienced and skilled persons, on role modelling as a time-tested pedagogical principle.

Give the teacher educator a leadership role in all aspects of the educational system, including policy making, strategy formulation, implementation and monitoring. For that, organize a specially designed training programme such that all the desired attributes of a teacher educator would be inculcated in the student teacher. The practice of using teacher education institutions as a dumping ground for unwanted or troublesome persons should be stopped forthwith. Instead, competent persons may be brought into these institutions from schools and other Government institutions on a rotational basis.

Reportedly DIETs are often being still viewed in the old mould of Government controlled teacher education institutions, rather than as autonomous agencies in a decentralized management system. The State Governments must ensure full autonomy to DIETs for embarking upon its own programme of research and training so that these are able to play their expected

role in bringing about quality improvement and reform. As the faculty of the DIETs is the most crucial element in the teacher education programme, emergent attention may be given to the filling up of all the posts. Recruitment rules for manning these posts should also be got issued by the State Governments urgently."

Even after 25 years, the recommendation made by Ramamurthy committee on filling the vacant posts in the DIET's is not fulfilled. Still many posts are vacant in most of the DIET's in Kerala.

Programme of Action (1992)

The National Policy on Education, 1986, modified in 1992, stressed the need for evolving a national system of education based on a common educational structure, a national curriculum framework and the minimum levels of learning for each stage of education. For the first time, a detailed strategy of implementation accompanied by assignment of specific responsibilities and financial and organisational support was brought out in the form of Programme of Action, 1992.

The program of action(1992) have following comments of teacher education: "Professional training of teachers to be employed in elementary and secondary schools is a pre-requisite in all parts of the country. The requirement is waived only in areas or among groups where there is a severe shortage of teachers. There are at present about 1200 institutions for training of elementary school teachers. A large number of these institutions suffer from inadequate facilities human, physical and academic to provide good professional education. Curricula remain unrevised for years, reading lists out of date and practices adopted by teacher educators in direct contradiction to ones being prescribed to prospective teachers.

Keeping in view the central place of teacher education NPE calls for its overhaul as the first step towards educational reorganization. Giving particular importance to the training of elementary school teachers, it is envisaged that selected institutions would be developed as District Institutes of Education and Training (DIET), both for pre-service and in-service courses of elementary school teachers. The National Council of Teacher Education will be given the Statutory status and necessary resources to play its role.

An important change in the educational system will be brought about by the radical transformation of the present system of Elementary Teacher Education. The functions of an Elementary Teacher Education institution would include: Pre-Service and in-service education of teachers for the formal school system.

Each State Government will set up immediately a Task Force for making an assessment of the number of institutions of this nature required in the State keeping in view the various relevant Programmes of Action. The Task Force will also identify the existing institutions which can be developed as District Institutes of Education and Training. As DIETs get established, substandard Institutions would be phased out.

The Head of a DIET would be of the status of a Principal of a Degree Institution/B.Ed. Institution and most of the faculty members would be persons with background in elementary education. Special selection procedures will be established to ensure that ablest persons are selected, given higher scales of pay and are reoriented in cooperation with NCERT, NUEPA, SCERTs, University Departments of Education, some outstanding Teachers' etc. Facilities of latest technology such as computer-based learning, VCR, TV, etc. will be provided at DIETs. The teachers receiving training at DIETs would be encouraged to develop their own programmes using the facilities available at DIETs and to use these materials as instructional resources. Capability for making copies of

video cassettes, audio cassettes, etc. would also be provided in these Institutes. Besides, imaginative use of traditional teaching aids would be emphasized and teachers encourage to Improvise their own instructional materials."

National Council For Teacher Education Act (1993)

NCTE act 1993, for the establishment of a National Council for Teacher Education with a view to achieving planned and co-ordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith enacted by Parliament of India. NCTE have various functions from co-ordinate and monitor teacher education and its development in the country to take all necessary steps to prevent commercialisation of teacher education.

For achieving planned and coordinated developments of teacher education, Government of India passed an Act in the year 1993 which remarks that, "It shall be the duty of the Council to take all such steps as it may think fit for ensuring planned and coordinated development of teacher education and for the determination and maintenance of standards for teacher education and for the purposes of performing its functions under this Act, the Council may – undertake surveys and studies relating to various aspects of teacher education and publish the result thereof; make recommendations to the Central and State Government, Universities, University Grants Commission and recognised institutions in the matter of preparation of suitable plans and programmes in the field of teacher education; co-ordinate and monitor teacher education and its development in the country; lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools or in recognised institutions; lay down norms for any specified category of courses or trainings in teacher education, including the minimum eligibility criteria for admission thereof, and the method of selection of candidates, duration of the

course, course contents and mode of curriculum; lay down guidelines for compliance by recognised institutions, for starting new courses or training, and for providing physical and instructional facilities, staffing pattern and staff qualification; lay down standards in respect of examinations leading to teacher education qualifications, criteria for admission to such examinations and schemes of courses or training; ay down guidelines regarding tuition fees and other fees chargeable by recognised institutions; promote and conduct innovation and research in various areas of teacher education and disseminate the results thereof; examine and review periodically the implementation of the norms, guidelines and standards laid down by the Council, and to suitably advise the recognised institution; evolve suitable performance appraisal system, norms and mechanism for enforcing accountability on recognised institutions; formulate schemes for various levels of teacher education and identify recognised institutions and set up new institutions for teacher development programmes; take all necessary steps to prevent commercialisation of teacher education; and perform such other functions as may be entrusted to it by the Central Government".

At present NCTE is able to performs its essential regulatory functions, to ensure maintenance of standards in teacher education and preventing proliferation of substandard teacher education institutions. In the year 2014 it NCTE completed and notified the revised Regulations, along with Norms and Standards for 15 programmes. NCTE was not successful in controlling of mushrooming growth of substandard private institutions and also it was able to assess and monitor only very few institutions. Even though NCTE is still not accomplished its objective to achieve planned and coordinated development of the teacher education system throughout the country, the present steps such as introducing a new framework for quality assessment of teacher education institutions are promising.

District Primary Education Programme (1993)

A major initiative, called District Primary Education Programme (DPEP), was began in 1993 in the area of elementary education to replicate what the Total Literacy Campaigns (TLCs) have been accomplishing in the field of adult literacy. The DPEP seeks to operationalise the strategy of decentralised planning identified by the POA, 1992 to be the main strategy for achieving universalisation of elementary education. The major strategies for universalisation of elementary education have emphasized mainly access in terms of construction of class rooms and appointment of more elementary teachers and toning up teacher competence.

The centrally sponsored scheme of Restructuring and Reorganization of teacher Education has been revamped as part of DPEP. More resources will be available for infrastructure as well as training and research components of DIETs, Colleges of Teacher Education and Institutes of Advanced Studies in Edu-cation. It is also proposed to enter into MOUs with the State Governments to ensure fulfilment of such commitments as formulation of recruitment policy and tilling up of vacant posts and other measures to help in the functioning of SCERTs and DIETs.

DPEP had hardly any impact on pre-service teacher education, even though in-service training of primary teachers had given much importance.

Sarva Shiksha Abhiyan (2000)

SSA has been started in 2000-2001 to provide for a variety of interventions for universal access and retention, bridging of gender and social category gaps in elementary education and improving the quality of learning. SSA interventions include inter alia, opening of new schools and alternate schooling facilities, appointment of primary teachers, construction of schools and construction of additional classrooms, drinking water and toilets, regular

teacher in service training and academic resource support, free textbooks and uniforms and support for improving learning achievement levels.

SSA also mostly focused on the universalisation of primary education and in-service training of primary teachers. The neglecting of pre-service teacher education seems to be the lack of longer vision of SSA.

National Curriculum Framework (2000)

In accordance with the recommendations of five year plan (1997-2002), to review the curriculum framework of 1988, NCF 2000 was developed after a long, participatory and democratic process of wide ranging deliberations and discussions held at multilevel seminars and workshops throughout the country.

NCF (2000) states that: "The pre-service teacher preparation curriculum will have to be relooked at and despite its having been revised recently, new concerns and issues will have to be incorporated therein. In the pre-service teacher preparation programmes adequate emphasis on the content knowledge of different subject areas and proper integration of methods of teaching with the content of school subjects and a strong component of 'Evaluation' will have to be ensured. Proper monitoring mechanism would need to be developed at all levels and be institutionalised to ensure more accountability and effectiveness among all these administrators, managers and functionaries in their respective roles.

During the past decade a good number of teacher preparation institutions at the elementary and the secondary levels have been established or strengthened. While some of these have specific curriculum and materials development departments, the others by way of their functions are required to provide training to secondary teachers and elementary teacher educators. These institutions will have to be involved in all the areas of curriculum development,

its transaction and all forms of teacher education, especially the in- service training of teachers in the new concerns, issues and strategies.

Besides routine activity of monitoring and evaluation, one of the activities to be undertaken now could be to accredit and grade the institutions. Such an activity is not to be seen as an externally imposed one but as an important prelude to the requisite corrective or remedial measures. Accreditation essentially involves: appraising institutions on the basis of their infrastructural facilities and regular activities; grading of institutions in various modes – A, B, C, D and E – according to their physical and personnel resources and the quality of output obtained; and corrective or support measures for enhancing the capacity of institutions wherever required."

National Curriculum Framework (2005)

Yashpal committee report (1993), to advise on improving the quality of the learning while reducing the burden on school children, put forward many recommendation in that aspect. Government of India decided to revise the curriculum based on this report. In this context NCERT set-up a committee to review NCF 2000 and developed NCF 2005.

National curriculum framework (2005) suggest following changes "Pre-service training programmes need to be more comprehensive and lengthy, incorporating sufficient opportunities for observation of children and integration of pedagogic theory with practice through school internship. Teacher education programmes today train teachers to adjust to a system in which education is seen as the transmission of information. Existing teacher education programmes neither accommodate the emerging ideas in context and pedagogy nor address the issue of linkages between school and society.

The NCF 2005 proposes the teacher training with following shifts. Understanding that the learner needs to be given priority. Learning should be

appreciated as a participatory process that takes place in the shared social context of the learner's immediate peers as well as the wider social community or the nation as a whole. Now Teacher educator role needs to be shifted from being a source of knowledge to being a facilitator, of transforming information into knowledge/ wisdom, as a supporter in enhancing learning through multiple exposures, encouraging the learner to continuously achieve his/her educational goals. Such a teacher education programme would provide adequate scope for viewing a theoretical understanding and its practical aspects in a more integrated manner rather than as two separate components. Teacher education programmes need to provide the space for engagement with issues and concerns of contemporary Indian society, its pluralistic nature, and issues of identity, gender, equity, livelihood and poverty. The shift in performance appraisal in the teacher education programme from an annual affair to a continuous feature needs to be recognised ."

Kerala Curriculum Framework (2007)

The curriculum revision programme in Kerala was conceptualised on the basis of the recommendations of the National Curriculum Framework (N.C.F-2005) by SCERT. The Kerala curriculum framework had made following remarks "There should be a restructuring of the faculty and the responsibilities of SCERT considering its crucial role as the headquarters of all academic activities of the state. This organization, which functions with limited autonomy should be entrusted with the task of re-examining teacher training programmes up to B.Ed. level on the basis of the changes that take place in curriculum. DIETs should function as the central academic institution at the district level and necessary structural changes are to be brought in for this.

In the context of a comprehensible curriculum revision the chief factor in improving the quality of education is having a total reform in teacher

education. Pre-service teacher education and the in-service teacher training programmes need to be redesigned.

Experimental pedagogy should be implemented at first in teacher education. The present situation is that the reforms in teacher education lag behind school curriculum reform efforts. Teacher education should be the field that incorporates the latest trends in education with a critical approach. The methodology in teacher education programme should lay stress on experimental activities that construct new insights in pedagogy. The student teacher should be able to critically analyse the educational process that he/she goes through. They should be given the chance to evaluate their trainers.

The student teacher should be able to react democratically to the internal assessment programme and should possess the rights to get sufficient explanation regarding it, if necessary. The use of computers should be of complementary nature. In order to develop such processes, all teacher educators should get in-depth training in the use of ICT."

National Knowledge Commission Report (2006-2009)

The National Knowledge Commission (NKC) was set-up by the government of India under the chairmanship of Mr. Sam Pitroda, to prepare a blueprint to tap into the enormous reservoir of our knowledge base and build excellence in educational system so that our people can confidently face the challenges of the 21st century.

National knowledge commission (2009) submitted a final report with following conclusions and recommendations related to teacher education, "Teacher training programmes are not based on a real assessment of needs of teachers. Thus, the entire teacher training system catering to pre-service and in-service training that exists today, including training for language teaching, needs to be thoroughly reviewed, recognizing the centrality of language in the

curriculum. Pre-service training needs to be improved and differently regulated in both public and private institutions, while systems for in-service training require expansion and major reform that allows for greater flexibility.

The budgetary allocation for teacher training needs to be enhanced and made explicit, and central government provisions are required for this. State-level teacher training needs to be revamped in most states.

In any case, many DIETs are currently understaffed, demoralized, and incapable of giving good quality training to teachers. The system of DIETs needs to be restructured. Most SCERTs themselves hire contract teachers since there are very few qualified and regular teachers and lecturers.

The teacher training course should not be seen in terms of a finite period of time, but as a process by which the quality of teaching and learning in the classroom can be regularly improved, in a context that fosters an attitude of lifelong learning. There is need for curricular reform in both preservice and in-service teacher training. ICT must be incorporated more fully into teacher training programs, which in turn leads to ICT being used more freely in the classroom."

The recommendations provided by NKC, such as restructuring of DIET and ICT incorporation in full for teacher education institutions is still remains unaccomplished.

Right To Education Act 2009

In 2002 government of India made a constitutional amendment to make education as fundamental right. In accordance with this amendment a separate education bill was enacted to empower the children between age six to fourteen shall have right to free and compulsory education.

The Right of Children to Free and Compulsory Education Act, 2009 has implications on the present teacher education system and the Centrally Sponsored Scheme on Teacher Education. The Act inter alia provides that :

1. The Central Government shall develop and enforce standards for training of teachers.
2. Persons possessing minimum qualifications, as prescribed by an academic authority authorise by the Central Government, shall be eligible to be employed as teachers.
3. Existing teachers not possessing such prescribed qualifications would be required to acquire that qualification within a period of 5 years.
4. The Government must ensure that the Pupil-Teacher Ratio specified in the Schedule is maintained in each school
5. Vacancy of a teacher in a school, established, owned, controlled or substantially financed by the Government, shall not exceed 10% of the sanctioned strength.

Yashpal Committee Report (2009)

Government of India through a Notification on 28th of February 2008 a committee to Advise on Renovation and Rejuvenation of Higher Education was set-up to review UGC/AICTE and various other Councils connected with higher education under the chairmanship of Yashpal.

Yashpal committee (2009) has made some few notable recommendations towards the improvement of teacher education such us, “The preparation of teachers for all levels of school education should be the responsibility of institutions of higher education. For historical reasons, the involvement of universities in school-level teacher education has been confined to secondary and senior secondary-level school - teachers' pre-service training

under the B.Ed. degree programme. The State governments manage the preparation of teachers for the primary and pre-primary levels.

Although these levels have been recognised as being fundamental to the development of children and the nation, the absence of university-level interest has resulted in poor academic quality. All levels of teacher education to be brought under the purview of higher education.

One exception to this general picture is the Bachelor of Elementary Education (B.El.Ed.) course of the University of Delhi. The success of this course in establishing a benchmark of quality indicates how necessary it is to recognize teacher education – for all stages of school education – as a sector of higher education. The rationale for such a move is self-evident. Irrespective of the level at which a teacher serves, he or she deals with knowledge. Higher education is where knowledge is produced and therefore it makes sense to regard teacher education as a whole as a sector of higher education."

Yashpal committee strongly suggest, for a degree course for elementary education and bringing all teacher education under universities, but this is ignored by most of the universities in India.

National Curriculum Framework For Teacher Education (2009)

Two significant developments particularly, the National Curriculum Framework 2005 and the Right of Children to Free and Compulsory Education Act 2009 as well as the fundamental tenets enshrined in the Constitution of India have guided the development of this Framework by NCTE.

NCFTE(2009) have following findings and recommendations "The main problem facing DIETs is non-availability of qualified faculty. Presently, the faculty appointed does not possess qualifications or experience in elementary teacher education. A good number of CTEs face faculty shortage,

poor library facilities, spend more time on initial teacher education while research, development and innovative activities are yet to take concrete shape.

Considering the complexity and significance of teaching as a professional practice, it is imperative that the entire enterprise of teacher education should be raised to university level and that the duration and rigor of programmes should be appropriately enhanced.

Initial training of elementary teachers continues to suffer from isolation, low profile and poor visibility in view of it being a non-degree programme. In professional discussions teacher education is viewed as a unitary undifferentiated category with B. Ed. and D.Ed. providing the frame of reference. The special significance of initial primary teacher education (elementary education being a fundamental human right and its crucial significance to individual and national development) is overlooked and its concerns are subsumed under more general problems. The Curriculum Frameworks thus far developed provide guidelines that are too general and do not address the stage-specific training needs of elementary teachers. The Curriculum Framework for Quality Teacher Education (1998) was perhaps the first to have provided stage-specific guidelines. The post-NPE 1986 establishment of DIETs has been the most important development in bringing the issue of elementary teacher education to the national stage.

There is a grave need to upgrade initial teacher education by enhancing the entry qualification and duration of training, making it equivalent to a degree programme and locating the management and control of elementary teacher education within Universities. This is necessary as the plus two entry level does not equip prospective teachers with basic knowledge of the subjects to teach at the elementary level, particularly classes 3 to 8. Neither does the short duration of the course equip them with the necessary pedagogic knowledge and professional repertoire for understanding children's psycho-social needs and

facilitating their learning. There are available a number of degree programmes for the preparation of elementary teachers, both within and outside the country, that can provide a way forward. The Bachelor of Elementary Education (B. El. Ed.) Programme of the University of Delhi is a case in point.

Upgrading elementary teacher education calls for participatory curriculum planning involving all stakeholders, modular organization of curriculum in terms of critically engaging with theory and bringing practice within its perspective and a professional approach to teacher education processes. For accomplishing all this, there is a need for a longer duration programme, either a four-year integrated model at the Bachelor's degree level or a two-year second Bachelor's degree model. A transition to the new models will need to be done within a definite time frame – say, five years – keeping in mind the time required for preparation of teacher educators as well. However, the current two-year D.Ed. model after twelve years of schooling may continue in the interim, attempting to modify and intensify the programme.

Another instance of neglect of elementary teacher education is the non-recognition of the need for specially qualified teacher educators in elementary education. It has been taken for granted that the existing arrangements for teacher preparation at different stages would do as well for teacher educators: B.Ed. for elementary teacher educators and M.Ed. for secondary teacher educators. The logic that seems to operate here is that one's higher position in the educational hierarchy would entitle one to train others working at the lower levels, irrespective of whether one is equipped with relevant repertoires. Other than the activity of teaching children in elementary school, all other functions related to this sector of education are attended to by people who have been trained for and taught only at the secondary level due to lack of appropriately trained personnel in elementary education. The difficulty is exacerbated by the

absence of degree and post-degree programmes in primary/elementary teacher education.

At present, elementary teacher educators in their bid to upgrade their professional qualifications pursue M.Ed. The IASE brief includes the training of elementary teacher educators which they do by running M.Ed. programmes. However, it is evident that the M.Ed. programme in its current form cannot meet the requirements of elementary teacher education as it is designed primarily on the requirements of secondary education. The preparation of teacher educators for the elementary stage needs the inclusion of a variety of scholarship from the sciences, social sciences, mathematics and the languages.

Since traditionally, it was secondary teacher education institutions that developed into university departments of education, elementary education and early childhood education have been neglected as distinct areas of knowledge with their own distinct concerns, concepts and methodological perspectives. It is important to strengthen all areas within education as distinct but integrated discourses through research as well as through documenting praxis in school settings as well as field-level educational initiatives. This scattered corpus of experience and knowledge needs to be brought together to evolve a coherent vocabulary, researched and documented knowledgebase and informed perspectives for all areas of education as well as education in its entirety.

The layout of a curriculum for teacher education can be conceived as comprising three broad curricular areas: Foundations of Education which include courses under three broad rubrics, namely, Learner Studies, Contemporary Studies and Educational Studies; Curriculum and Pedagogy which include courses under two broad rubrics, namely, Curriculum Studies and Pedagogic Studies; and School Internship leading to the development of a broad repertoire of perspective, professional capacities, teacher sensibilities and skills.

Together, these areas constitute the common core curriculum for teacher education programmes across stages – pre-school, elementary, secondary and senior secondary. The nature and form which these core components may take and the quantum, intensity, their relative importance, quality of learning experiences to be provided under them and their relative importance may, however, vary with reference to the stage of teacher preparation, the school and learner context and other factors. It is important that they should not be looked upon as independent and separate curricular areas but as interconnected, feeding each other towards total development of the teacher.

The redesigned in-service programmes offered by DIETs could be linked to the redesigned pre-service programmes of DIETs."

The visions of NCFTE 2009 for Making the elementary teacher education as a degree level program under university and upgrading minimum qualification for joining elementary teacher education course above plus-two level are still not implemented.

Justice Verma Commission on Teacher Education (2012)

According to NCTE act 1993, NCTE appointed four regional committees for giving grant or recognition. During 2008 western region committee gave recognition for 291 Elementary teacher education institutions in spite the state of Maharashtra did not require any more Elementary teacher education institutions due to the limited employment opportunities. During the hearing of this dispute Hon'ble supreme court appointed a high powered to examine the entire gamut of issues which have bearing the improvement of quality of teacher education as well as the improving regulatory functions of NCTE.

Justice Verma commission (2012) on teacher education have following verdicts or recommendations "Elementary teacher education institutes,

including DIET's, offering programs that leading to diploma in education (D.Ed.) are not linked to universities. Most teacher education programmes do not adequately engage with the subject Knowledge.

The teacher education system in India has traditionally been organized on the assumption that lower academic qualification is acceptable for teaching at the elementary stages of school education. It is because of the assumption that higher secondary is prescribed as the eligibility qualification for under taking a pre-primary or primary teacher training program. The view that, for teaching children at the elementary stage of school education, more qualified and mature teachers are required is only gradually emerging.

The teacher eligibility test instituted in 2011 as an essential criterion for teacher recruitment over and above a professional degree in teacher education has clearly demonstrated that the bulk of candidates who take TET do not qualify to be recruited, despite having a professional degree in teaching. This reflect two things: one, the poor quality of pre-service teacher education program and two, the poor subject knowledge of candidates reflecting the poor quality of general education. It would be argued that the need for conducting TET may not have arisen if a fairly rigorous system of making admission to teacher education courses had been followed. The commission recommends that government may explore the possibilities of instituting pre-entry test, giving regard to the verity of local condition.

Teacher education curriculum in the D.Ed. program does not effectively engage student teachers with subject knowledge. It focuses only on generic methods of teaching school subjects.

States will need to prepare for transition of elementary teacher education to university based institutions, via introduction of integrated models of teacher education after 10+2 or two year programmes after graduation in existing

undergraduate institutions and restructuring its existing teacher education institutions.

Initial training of teachers continues to suffer from isolation, low profile and poor visibility in view of, it being a non-degree program. In professional discussion teacher education is viewed as a unitary undifferentiated category with D.Ed. and B.Ed. providing the frame of reference. Teacher education should be a part of the higher education system. The duration of program of teacher education should be enhanced, in keeping with the recommendations of education commission 1966, implementation of which is long overdue.

Current teacher education programmes may be re-designed keeping in view of the recommendations of NCFTE 2009.

In keeping with the recommendations of education commission 1966, every pre-service teacher education institution may have a dedicated school attached to it as a laboratory where student teachers get the opportunities to experiment with new ideas."

JVC report also pointed out the need for moving elementary teacher education under higher education, need for a laboratory school for all teacher education institutions and the need for raising the minimum qualification for primary teacher to have bachelor degree. These recommendations have still seems to be ignored by the universities and educational authorities.

TTC To D.Ed. Upgradation(2013)

According to RTE act classes one to eight included in elementary stage instead of classes one to seven. To meet the challenges of the new requirements in elementary education, elementary teacher education course was upgraded from a certification course to a diploma level

From the year 2013 onwards teacher training certificate course was upgraded to diploma in education by directorate of public instruction of Kerala. Since RTE act make education from classes 1-8 as right of children, elementary education and hence elementary teacher education also have to be modified. The changes made to the course according to this are:

"Each year of the course will be converted into two semesters. There will be an exam at the end of each semester. Mathematics, science and social science are made as three optional subjects. English and mother tongue will be part of each year. The curriculum will be modified according to the NCTE curriculum framework. The evaluation of each semester will happen at end of it and scores are published after converting to percentage and grades. There will be a total of 22 papers along with internship, excursion and community leaving camps. Each of these will require a minimum grade C+ or higher to qualify. The name of institutions conducting D.Ed. course will become Institute of Techer Education from Teacher Training institute".

NCTE Regulations 2014

In accordance with NCTE act 1993 NCTE made certain Regulations laying down the procedure for grant of recognition together with norms and standards for the teacher education institutions at various stages time to time. The recent revision was in 2014. Regulation mandates following important norms or standards for elementary teacher education:

"Course duration is two academic years with at least 200 working days in each. Candidate eligibility is a minimum 50% marks in higher secondary. The curriculum should be aligned with national curriculum framework. A minimum of eight faculty members needed for a basic unit of 50 students. Post graduate degree in education is mandatory for all teachers except arts and physical education."

Report of The Joint Review Mission on Teacher Education in Kerala (2014)

The Joint Review Mission of the Centrally Sponsored Scheme for Teacher Education was conducted in the state of Kerala during April 21-27, 2014. The team had its first meeting with the senior officials of the state on April 22 and its final meeting with them on 27 April, 2014 at Thiruvananthapuram.

The joint review mission on the teacher education in Kerala has following findings and recommendations "The teacher education system of Kerala is multi-layered and situated at multiple levels in the administrative system. Yet, when viewed as a whole, the system appears to be fractured and fragments located in different departments – higher education, Department of Public Instruction, SSA, RMSA etc. In case of facilities a lot more needs to be done in terms of clean toilets, safe drinking water and disabled friendly access and libraries and research facilities. The team noted that in Kerala there seems to be increasing feminization of teaching as a profession.

The new D. Ed. Curriculum is not in tune with NCF, NCFTE and RTE and hence may be withdrawn and a fresh curriculum be developed professionally based on the above documents. Four year B. El. Ed program as envisaged in NCFTE may be introduced in DIETs and can be spread to other TTEs. The qualification of all Teacher Educators of Teacher Education Institutions (Government, Aided & Private) may be made uniform.

DIETs having nobody to coordinate those functions and they look for academic, administrative and functional autonomy. No DIET recruitment has perhaps taken place in the past 5 years creating an acute shortage of faculty. Most DIETs work with 50 % faculty and have four times the work they can effectively do. DIETs have only half the students in their D Ed programme than

they could have had suggesting that they are not able to carry out their primary task. It appeared that the some of the DIET faculty themselves did not have much awareness about the philosophical standpoints and the pedagogical suggestions detailed in documents like NCF (2005), KCF (2007) and NCFTE (2007).

Mission strongly feel that the teacher education programme in Kerala needs comprehensive restructuring in terms of the roles and functions of different institutions. SCERT should become a part of the higher education system in the state hiring some of the best academics in different areas of expertise.

The D Ed and B Ed curriculum for pre-service and in-service teacher training must include components that make teachers aware of what we call 'disability' from a socio-historical perspective rather than just a medical perspective."

JRM (2014) Remarks on DIET and TTIs

1. DIETs and TTIs follow different staff patterns.
2. There are no permanent teachers in several of the TTI's (i.e., corporate and Govt. TTIs). Classes are taken by teachers who join the staff through transfers taking place every year.
3. The number of teaching hands is also less in TTI's. In DIETs there will be at least 10 members as the teaching staff.
4. There are TTIs where the Mathematics teacher has to teach Malayalam.
5. With regard to the salary there is no parity between the TTI teachers and DIET faculty.
6. The qualification of the TTI Principal has not been specified.

7. In several DIETs there are a number of vacant posts.

8. There were not sufficient toilet facilities.

9. Hostel facilities are not adequate.

10. No maintenance has been done in the last two years.

11. The declining trend in the enrolment of student teachers has been evident in the last 10 years.

JRM (2014) have following remarks on the curriculum: "It is doubtful whether any serious discussions had taken place in DIETs on the recently revised D.Ed. curriculum. Teacher educators in SCERT and DIETS did not appear to have closely studied the NCF 2005 position papers or the NCFTE 2009. The dichotomy between 'processes'/'issues' based KCF and 'content'/'theme' based 2014 curriculum need more careful critical reflection. The D. Ed curriculum in particular appeared to be a randomly selected assortment of phrases, all titled ostensibly in accordance ostensibly with the NCFTE 2009, but closer inspection shows that only some titles of the courses set out in NCFTE 2009 have been used. Clear guidelines or stated principles for the design and creation of instruction and study material is desired; there was no stated criteria for selection of any material in the curriculum. Curriculum underwent major revision in 2013 without a comprehensive review of SWOT analysis of the earlier and the new curricula. For the revision of Pre-Service Teacher Education curriculum random data were claimed to be collected before the task of redesign was undertaken.

Introduction of the mentoring system is indeed a welcome step where an experienced teacher mentors a new recruit. But principles and guidelines followed in mentoring was unavailable.

But rationale for the new test patterns envisaged in this curriculum was not available. It has been proposed that methodology for teaching Malayalam will have 40 marks, teaching of Mathematics will have 40 marks, but methodology of teaching English will have only 30 marks, and teaching of Art will have only 10 marks. It was unclear why weightage differed, even if it is assumed that this is the consequence of variation in the numbers of hours allotted for different subjects in the curriculum. Community Living and study tour have 10 marks each, performance and product testing, without a clear definition of the terms, has 20 marks, as has Continuous and Comprehensive Testing (CCE). But the descriptors of the test, i.e. what will be found in the performance that will lead to full marks and what may not be there that will lead to less, have not been designed objectively in a manner where they will mean the same to all.

Textbook and material preparation must not be done at breakneck, breathless speed. Professionals must be involved in all aspects of this process. The same is true for teacher resource materials. Pre-service curriculum of 2014 needs critical review and major re-structuring with the help of professional curriculum developers. Although the curriculum has been revised, still there is general perception among teacher educators that there is not much inter-linkages between the theory and practice. TTI faculty are usually high-school assistants, with only a graduation and B. Ed. Interaction with D.Ed. students reveals that they are not adequately equipped to handle classroom transaction. DIET faculty feels dissatisfied with the D.Ed. curriculum, not compatible with NCF and NCFTE. The new D. Ed. Curriculum is not in tune with NCF, NCFTE and RTE and hence may be withdrawn and a fresh curriculum be developed professionally based on the above documents."

JRM (2014)in the conclusion of review of D.Ed. curriculum includes following findings or remarks:

1. "It is not process-based. The insights available from NCF are grossly neglected; institutions focus on the percentage of pass in the examination (KTET).

2. Objective type questions are used for KTET. D.Ed. course is also content-based.

3. The approach envisaged in KCF is side-lined and there is a tendency to go back to the behaviourist approach; this is very conspicuous in the approach to languages as is evident in the Psychology material developed by SCERT.

4. There are two levels of courses for D. Ed: One level of D. Ed is meant for the students who hold Plus 2 who are entitled to teach at the LP level (i.e., classes 1 to 4). The other level of D. Ed is meant for graduate students who are entitled to teach at the UP level (classes 5 to 7). This complicates the conduct of the courses.

5. Those who have only plus 2 are forced to learn the whole contents meant for UP classes; Graduate D. Ed holders are eligible for teaching up to class 8. B.Ed. holders can also teach in class 8. This issue is to be resolved.

6. CCE is conducted mechanically and also undemocratically. There is no portfolio assessment, feedback, etc.

7. Practice teaching is done just for the sake of doing it. There is no one to monitor how students do this. There is no zeal to produce the best teachers as the output of the institution.

8. There are several teacher-centred D.Ed. classes.

9. Recently semester system has been introduced. Consequently there is no time to do justice to anything. Examinations are conducted systematically but time is not sufficient for the students to learn anything. If classes commence from June, this issue can be resolved.

10. We have to insist on Continuous Assessment (as envisioned in RTE Act), learning achievement for all students, and the sharing of this with the parents.

11. The TET examination is to be revamped.

12. IT is to be integrated with D. Ed course.

13. There should be proper monitoring for improving the quality of the teaching-learning process in the institutions that achieve very low percentage of pass.

14. There is no scope for the professional development of the teachers.

15. Teacher-students do not get experience in inclusive education.

16. None of the activities such as preparing question papers, analyzing evaluation, planning for follow up activities and developing locally-specific curriculum are effective.

17. There is conceptual understanding about the performance standards of the teachers.

18. Considering the special situation prevailing in Kerala, separate D.Ed. course in English can be conducted. Subject-specific D.Ed. courses can be considered as they can bring about qualitative changes. However, the feasibility of conducting such courses is to be taken care of."

Most of the JRM remarks on DIET's and TTI's were still remains unfulfilled or no action was taken to fulfil it.

National Policy on Education (2016)

The Committee for Evolution of the New Education Policy was constituted by MHRD, three decades after NEP 1986,and entrusted with the task of formulating a National Education Policy. A draft document for NPE 2016 is published by the committee.

National policy on education draft (2016) have subsequent observations and recommendations in this regard "Technology alone cannot be the solution to the problem of poor quality of education; the human factor is equally, if not more, important. The Committee recognizes that the teacher is the pivot around which the education system revolves; sadly, we have not succeeded in attracting good students to the teaching profession; added to that, most teacher education courses have little substance. The Committee has made several recommendations to improve the quality of teacher training and education because without good teachers, there can be no quality education

The process of selection, promotion and transfer of teachers and Principals need to be made transparent, on established principles. The teacher education system needs to be drastically revamped. The criteria for approval of new institutions and their regular evaluation need to be strengthened, with new open processes established, along with extensive use of IT. These can help reduce political interference and corruption and restore credibility in the system.

The poor quality of school education is a direct result of poor quality of teacher education and teacher training. Teaching which was at one time considered a noble profession is no longer the career choice of our youth, particularly in urban India. Students with better scores at higher secondary and graduate level prefer engineering, medical, management, and commerce

courses and generally those who do not get admission in any of these courses join D.Ed. as a last resort.

The condition of elementary Teachers Training Institutions has been no better. For many years, eligibility for admission to such course was 10th pass and after one year diploma these teachers could teach students of 7th and even 8th. Even today the entry level eligibility for a primary school teacher is only 12th pass, graduation is required for teaching in upper primary level. The rapid expansion of primary education and demand for teachers led to mushroom growth of substandard diploma institutions, and many teachers certified by these institutions became teachers in Government primary schools.

Our education system has paid a heavy price for neglect of teacher education. The Committee feels that some drastic, even unpopular measures will need to be taken to improve the quality of teacher education and teachers.

The Committee also recommends that the possibility of introducing 5-year integrated course after Standard X for elementary school teachers, and 5-year course after 12th for higher secondary teachers should be explored. An advanced one-year diploma course for secondary teachers may be prescribed to enable them to teach in higher secondary classes.

SCERTs have to play a critical role in teacher training. Most SCERTs and DIETs do not have the required capability for this. The Committee strongly feels that SCERTs, DIETS, BRCs and CRCs should be strengthened by induction of education experts and capacity-building. The Committee was informed that there are large number of vacancies in SCERTs and its formations which have not been filled for many years.

It is critical to recognize the teacher as the key driver of change in the education system. The teacher will have to play a major role in the transformation of the education system. There is an urgent need to focus on

improving the quality of teacher education and training, and attract better talent to the teaching profession. In an increasingly digital world, the teacher will have to play the role of a guide and a facilitator."

Improving DIET capability and starting a five year integrated elementary teacher training course were the main recommendations of NEP 2016 to be implemented urgently.

TeachR - A ranking and accreditation framework for TEIs (2017)

Faced with a crisis of quality in the pre-service training of teachers and the slow rate of NAAC accreditation process NCTE decided to rank the top 100 TEIs in the country once every 2 years using a new frame work which NCTE developed by working with, Quality Council of India (QCI), an autonomous agency under the Department of Industrial Policy and Promotion, Government of India.

"The proposed TeachR framework for accreditation and ranking of TEIs has been created with a view to provide a regulatory environment that enables and encourages TEIs to strive for academic excellence. As TEIs improve, they will produce better teachers who will in turn drive improved learning outcomes for students across the country.

This replaces the old arrangement where only the critical minimum inputs to set up and run a TEI were insisted upon. The new framework recognizes these critical minimum inputs, but emphasizes the quality with which these and other inputs are used in teaching, as well as how effective they are in helping student teachers learn better. Specifically, it comprises four pillars: (i) physical assets, (ii) academic assets, (iii) teaching and learning quality, and (iv) learning outcomes. The latter two pillars now account for 70% of a TEI's score.

The data for TeachR will be collected through a self-evaluation form to be submitted by the TEI, the form for which will be released on the TeachR website. Items which simply require verification of facts will be checked through on-ground assessments. Items which require qualitative analysis will be reviewed remotely by a peer review panel.

Institutions will be categorized as A, B, C or D. Category A and B institutions comprise those fit to continue delivering teacher education. Category A institutions will be granted more independence over their functioning through a reduction in regulatory oversight. Category C and D institutions are those whose quality of education is found to be insufficient. While Category C organizations will be granted one year to meet the necessary standards, Category D organizations will need to stop admitting new students immediately and shut down in an orderly manner.

Through periodically conducting ranking and accreditation, NCTE will ensure that the incentives for TEIs to improve will continue to exist. This will help ensure that the impact of systemic change of teacher education is cemented."

Even though this new framework attracted lot of controversies across the country, it is a measure took in accordance with the recommendations of NPE 2016, "There is an urgent need to focus on improving the quality of teacher education and training, and attract better talent to the teaching profession".

Discussion

The commissions, committees, curriculum framework and national policies set-up for the improvement of education in the country, agree upon one fact that current elementary teacher education system lacks quality and substance. There are number of reasons from giving more importance to

secondary teacher education and neglecting elementary teacher education, not linking elementary teacher education to university education to the mushroom growth of Unaided institutions in the country.

Even though Kothari commission identified the need of bringing elementary teacher education under university education in 1966, Justice Verma commission (2012) identified the same item as, long overdue. Still in 2017 elementary teacher education is not became part of higher education. The poor quality of teacher education and elementary education in Kerala can be directly attributed to the negligence in implementing these recommendations. In spite of this Kerala even allowed to start more than 100 elementary teacher education institutions in unaided sector, which worsened the condition further.

Similarly, the above policies or commissions identifies other issues like, implementing 4-year integrated elementary teacher training course (as B.El.Ed. by Delhi University) which lead to degree in teacher education is also not implemented so far.

Still in Kerala, most of the teacher education institutions doesn't have a lab school attached with it. Also, teacher education curriculum lags behind the school curriculum due to more importance given to the latter.

Starting of the DIET was another major advance in the elementary teacher education sector, but poor management of DIET and lack of staff in DIET is obstructing the education sector from harvesting the fruits of this well thought project.

Full and complete ICT integration in teacher education still remains as an unfulfilled dream because of several reasons. At least the lack of ICT facilities in the elementary teacher education institutions should be addressed first.

The number of candidates qualifying teacher eligibility test each year is only a handful. This again reminds the need for introducing an entrance test for the admission and a new frame work for assessing the quality of elementary teacher education programme.

Opinion of Teacher Educators on Quality Aspects and Challenges of Elementary Teacher Education Program

Teacher educators are the most important component of teacher education program. The responses of the teacher educators will reflect on the quality aspects and challenges of elementary teacher education program. In this section investigator tries to analyse the responses from teacher educators using a questionnaire prepared based on the criteria fixed by investigator according to NCTE and NAAC framework.

The questionnaire for teacher educators contains item related to quality and corresponding challenges for each quality items. Since challenges included in the questionnaire are not intended to quantify, they were listed out separately for each dimension, if any.

Curricular aspects, teaching, learning and evaluation, research activities, infrastructural and instructional facilities, Governance leadership and Management and support and progression are the dimensions used in the preparation of questionnaire for teacher educators for assessing the quality aspects and challenges in the teacher education program.

Descriptive analysis, profile of teacher educators, percentage analysis of opinion of teacher educators and comparison of opinion of teacher educators are discussed in the following sections.

Descriptive analysis

Measures of central tendency and dispersion of the scores of quality of elementary teacher training institutes according to Teacher educator's perception are shown in table 30.

Table 30

Measures of Central Tendencies and Dispersion of Scores of The Quality aspects of Elementary Teacher education, Teacher Educator's Perception

Statistical Constants	Teacher educator's perception
Mean	30.84
Median	32.00
Mode	35.00
Standard Deviation	6.931
Skewness	-0.630
Kurtosis	-0.191

As per the table 30, it is observed that the mean value of quality of elementary teacher training institutes by teacher educator's perception is 30.84. The median value is 32.00 which mean 50% of teacher educators given score above 32.00 and 50% of teacher educators given score below 32.00. The mode of scores was found to be 35 which is the most frequently occurring score in the distribution. The standard deviation is 6.931 which indicate the deviation from mean of each institution. As the scores, have shown a Skewness of -0.630, it can be interpreted that clustering of scores is on the high end of the distribution.

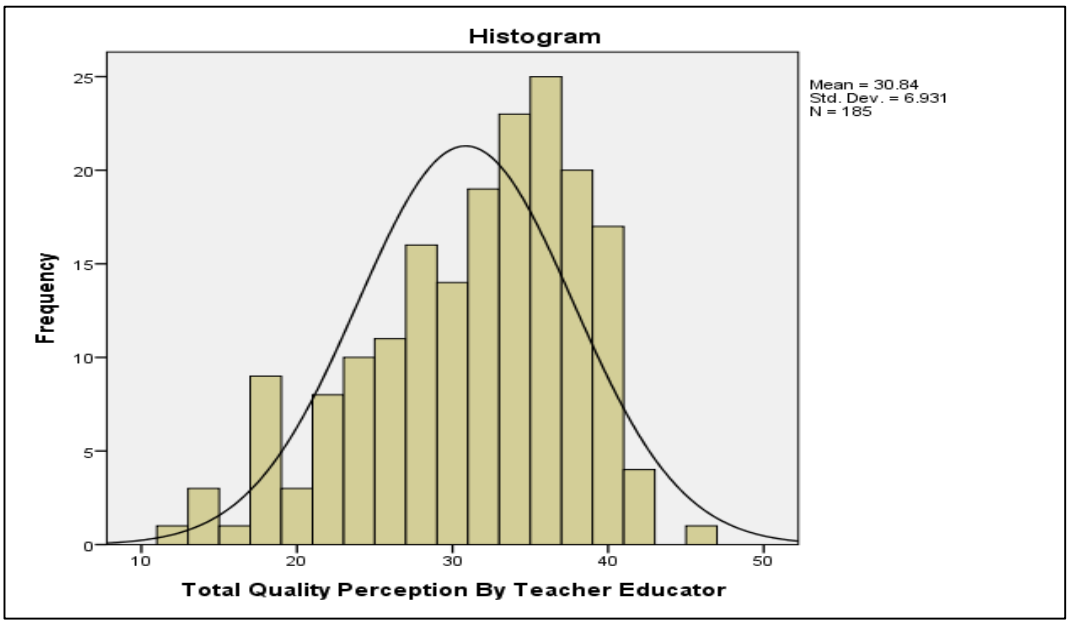


Figure 1. Quality perception by teacher educator

Profile of Teacher Educators

Qualification of Elementary teacher educators. Qualification of teacher educators is an important factor that impact the quality of whole elementary teacher education program. When elementary teacher training is transformed into a diploma course NCTE increased the minimum qualification required by a teacher educators as M.Ed. after a post-graduation course. The effective transaction of revised curriculum of D.Ed. course also ask for highly qualified teacher educators.

Table 31

Details of Qualification of Elementary Teacher Educators

	Ph.D./M.Phil.		M.Ed.		PG		SET/NET	
	N	%	N	%	N	%	N	%
Government	3	5.88	19	37.25	40	78.43	10	19.61
Aided	8	10.96	30	41.10	65	89.04	5	6.85
Unaided	0	0.00	14	22.95	55	90.16	5	8.20
Total	11	5.95	63	34.05	160	86.49	20	10.81

Table 31 shows the qualification of elementary teacher educators in Kerala. It is alarming that 65.95% of teacher educators don't have M.Ed. qualification, as per the NCTE Regulations (2014). Many of them even don't have B.Ed. qualification. Only 10.81% of teacher educators have SET/NET qualification. Only 5.95% of teacher educators have Ph.D./M.Phil. qualification.

It can also be inferred as per the table 31, that none of teacher educators belong to unaided institutions have Ph.D./M.Phil. qualification. With regards to M.Ed. qualification also the unaided (22.95%) institutions lag far behind government and aided institutions. Considering SET/NET qualifications, aided (6.85) institutions have less number of teacher educators with SET/NET qualifications.

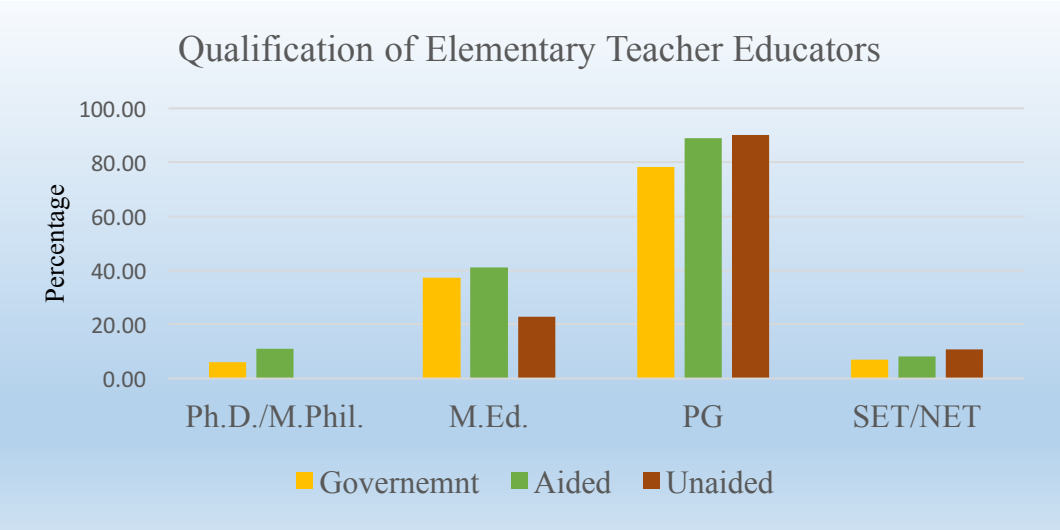


Figure 2. Qualification of Elementary teacher educators

Thus, it can be concluded from the results above, that the qualifications of teacher educators of elementary teacher education program are not satisfactory and teacher educators from government teacher education institutions have higher qualifications in compared to their aided and unaided counterparts.

From the data, it is clear that more than 60% of the teacher educators doesn't have NCTE prescribed qualification. This is a critical challenge faced by elementary teacher education program.

Experience of Elementary teacher educators

Experience of teacher educators, especially school experience matters a lot, while training student teachers. The training obtained from experienced teachers will be more realistic and their suggestions will be more practical.

Table 32

Details of Experience of Elementary Teacher Educators

Experience Range	D.Ed. Experience		School Experience	
	N	%	N	%
0 --1	40	21.62	52	28.11
2 -- 5	57	30.81	39	21.08
6--10	44	23.78	37	20.00
11--15	23	12.43	23	12.43
16--20	18	9.73	20	10.81
21--25	3	1.62	9	4.86
26--30	0	0.00	1	0.54
31--35	0	0.00	3	1.62

On an average teacher educators have 6.58, 7.56 years of teacher training experience and school experience respectively. Nearly 28.11% of teacher educators have school experience less than one year and 49.19% of them have less than 5 years.

Table 32 reveals that teacher training experience of teacher educators are not satisfactory. School experience of teacher educators of elementary teacher education institutions are also not satisfactory.

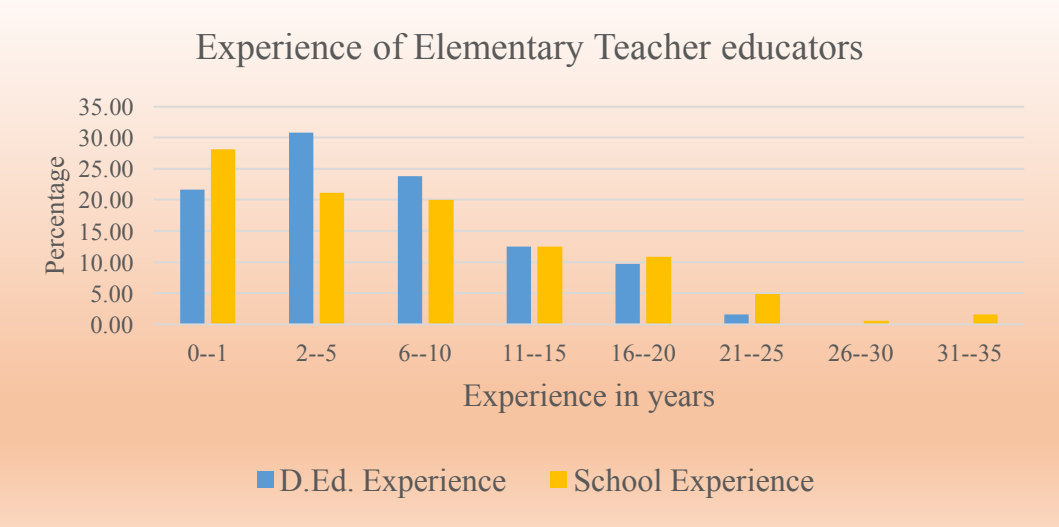


Figure 3. Experience of Elementary teacher educators

Experience of Elementary teacher educators belong to Government Institutions. Experience of teacher educators belong to the government teacher education institutions are discussed below.

Table 33

Details of Experience of Elementary Teacher Educators of Government Institutions

Experience Range	D.Ed. Experience		School Experience	
	N	%	N	%
0 --1	4	7.84	1	1.96
2 -- 5	17	33.33	7	13.73
6--10	22	43.14	14	27.45
11--15	4	7.84	9	17.65
16--20	3	5.88	14	27.45
21--25	1	1.96	5	9.80
26--30	0	0.00	0	0.00
31--35	0	0.00	1	1.96

The average of teacher training experience and school experience of the teacher educators belonging to government institutions are 6.98 and 12.75 years respectively. Only 1.96% of teacher educators have school experience less than one year and 15.69% of them have less than 5 years. Nearly 41.18% of teacher educators are new to (less than 5 years' experience) teacher training.

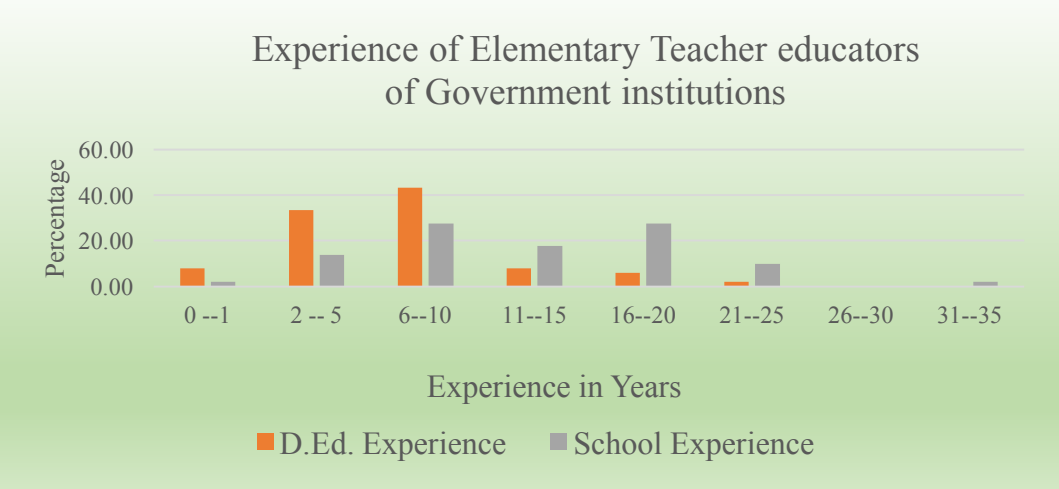


Figure 4. Experience of Elementary teacher educators of government institutions

It can be inferred from the above results that, most of the teacher educators belong to government teacher education institutions have more experience, whether it is school experience or it is teacher training experience.

Experience of Elementary teacher educators belong to aided Institutions. Experience of teacher educators belong to the aided teacher education institutions are discussed below.

Table 34

Details of Experience of Elementary Teacher Educators of Aided Institutions

Experience Range	D.Ed. Experience		School Experience	
	N	%	N	%
0 --1	16	21.92	23	31.51
2 -- 5	19	26.03	13	17.81
6--10	13	17.81	15	20.55
11--15	9	12.33	12	16.44
16--20	14	19.18	5	6.85
21--25	2	2.74	3	4.11
26--30	0	0.00	1	1.37

The average of teacher training experience and school experience of the teacher educators belonging to aided institutions are 7.81 and 6.60 years respectively. Nearly 31.51% of teacher educators have school experience less than one year and 49.32% of them have less than 5 years. Nearly 47.95% of teacher educators are new to (less than 5 years' experience) teacher training.

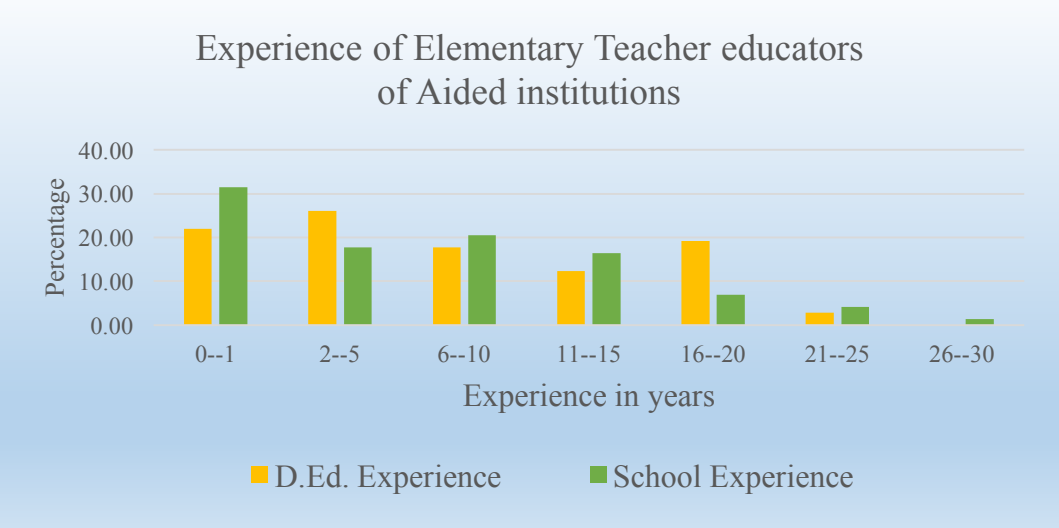


Figure 5. Experience of Elementary teacher educators of Aided institutions

The perusal of the above data and results makes it clear that many of the teacher educator belong to Aided institution doesn't have any school teaching experience.

Experience of elementary teacher educators belong to unaided institutions. Experience of teacher educators belong to the unaided teacher education institutions are discussed below.

Table 35

Details of Experience of Elementary Teacher Educators of Unaided Institutions

Experience Range	D.Ed. Experience		School Experience	
	N	%	N	%
0 --1	20	32.79	28	45.90
2 -- 5	21	34.43	19	31.15
6--10	9	14.75	8	13.11
11--15	10	16.39	2	3.28
16--20	1	1.64	1	1.64
21--25	0	0.00	1	1.64
26--30	0	0.00	0	0.00
31--35	0	0.00	2	3.28

The average of teacher training experience and school experience of the teacher educators belonging to unaided institutions are 4.79 and 4.38 years respectively. Nearly 45.9% of teacher educators have school experience less than one year and 77.05% of them have less than 5 years. Nearly 67.21% of teacher educators are new to (less than 5 years' experience) teacher training. Only 1.64% of teacher educators have more than 15 years of teacher training experience.

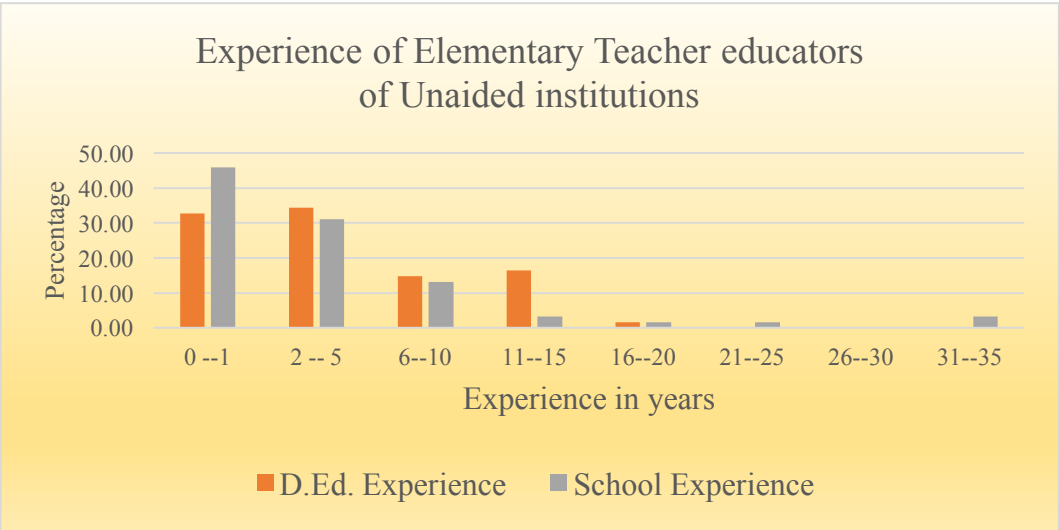


Figure 6. Experience of Elementary teacher educators of Unaided institutions

From the above results, it can be inferred that the experience of most of teacher educators belongs to unaided teacher education institutions are less than that of government and aided institutions.

The overall teaching experience of elementary teacher educators moreover satisfactory. Teacher educators belong to government teacher education institutions have comparatively more experience compared to teacher educators belongs to aided and unaided institutions. The teaching experience of teacher educators belongs to unaided institutions are not satisfactory.

Percentage analysis of teacher educators opinion on quality aspects of elementary teacher education programme

The below section discusses the percentage of responses from teacher educators of elementary teacher education institutions on quality aspects of elementary teacher education program. Total 185 Teacher Educators (51 Government,73 Aided, 61 Unaided) are provided there opinion.

Curricular Aspects. The opinion of teacher educators with regard to the syllabus and difficulties faced during curriculum transaction are included in this aspect.

Table 36

Data and Result of Percentage Analysis of Teacher Educators Perception on Curricular Aspects

Statement	Total		Government		Aided		Unaided	
	N	%	N	%	N	%	N	%
Satisfied with current D. Ed. Syllabus	67	38.29	12	23.53	32	43.84	23	37.70
Syllabus is not adequate to fulfil the goals	36	20.57	9	17.65	18	24.66	9	14.75
Syllabus Not giving equal importance to theory and practice	47	26.86	13	25.49	21	28.77	13	21.31
Learning activities in syllabus are not adequate	16	9.14	3	5.88	9	12.33	4	6.56
Workload increased	68	38.86	12	23.53	33	45.21	23	37.70
Difficulty in curriculum transaction	98	56.00	30	58.82	48	67.61	20	32.79
Resource material not available	100	57.14	23	45.10	45	61.64	32	52.46
Participated in any curriculum development program	43	24.57	10	19.61	17	23.3	16	26.33

Note. N = Number of 'Yes' responses

As per the table 36, it is clear that 51.71% Teacher educators wants the syllabus to be modified due to various reasons. But 79.43% of teacher educators think that the syllabus is able to fulfil its goals. 38.86% of Teacher educators complaints on the workload, and 56% of teacher educators faces difficulties in curriculum transaction. and Majority (57.14%) of teacher educators points out the inadequacy of resource materials provided to them.

This infers that teacher educator's overall perception about the current Elementary teacher education Syllabus is less satisfactory.

Challenges of curricular aspects as perceived by teacher educators. The current syllabus modification is implemented in teacher education

institutions without necessary preparation, as a result institutions are struggling to adapt to semester system. Due to the current syllabus revision, and excessive content in the syllabus teacher educators are faced with heavy work load and time limitation in completing the portions. Non availability of enough resource material or text books is another important challenge. Participation of teacher educators from elementary teacher education institutions are negligible.

There is only a few coordinated effort from SCERT or DIET to get feedback on the curriculum from the stake holders of elementary teacher education institutions.

Teaching, Learning and Evaluation. The next aspect under consideration is related to teaching learning and evaluation. The difficulties faced during classroom teaching, practice teaching and effectiveness of evaluation methods used are the focused areas under this section.

Table 37

Data and Result of Percentage Analysis of Teacher Educators Perception About The Difficulties Faced During Classroom Teaching

Statement	Total sample		Government		Aided		Unaided	
	N	%	N	%	N	%	N	%
Insufficiency of subject wise time allocation	76	43.43	12	23.53	31	42.47	33	54.1
Difficulty in getting enough free time	28	16	10	19.61	11	15.07	7	11.48
Students are not co-operative	84	48	21	41.18	32	43.84	31	50.82
Understand student learning difficulties	28	16	6	11.76	13	17.81	9	14.75
To keep friendly atmosphere in class	11	6.29	4	7.84	4	5.48	3	4.92
Motivating students	22	12.57	4	7.84	11	15.07	7	11.48
To grab attention of the students	26	14.86	8	15.69	10	13.7	8	13.11
To evaluate assignments and projects	52	29.71	13	25.49	22	30.14	17	27.87

Note. N = Number of 'Yes' responses

The above result gives a clear idea about the hindrances faced by elementary teacher educators in the effective transaction of curriculum. From the above results it is evident that, 43.43% teacher educators agrees that time allotted for each subject is inadequate, while teacher educators from government, aided and unaided institution shows 23.53%, 42.47%, and 54.10% of agreement respectively. Considering getting free time, 16.00% teacher educators opined that, they are not getting enough free time. 48.00% teacher educators agrees that Students are not co-operative in classroom discussions, and 16.00% teacher educators agrees that they faced difficulty in finding the

reason for student learning difficulties. In keeping friendly atmosphere in the class room a total sample of 6.29% teacher educators found difficulties and 12.57% teacher educators agrees that they found difficulty in motivating the students according to their aptitude. 14.86% teacher educators agrees that they faced difficulty in grabbing the attention of the students throughout the class room session, and 29.71% teacher educators faced difficulty for evaluating assignments and projects given to students regularly.

The data and results discussed above shows that teacher educators are mostly able to manage classroom activities well.

Table 38

Data and Result of Percentage Analysis of Teacher Educators Perception About The Difficulties in Conducting Practice Teaching

Statement	Total sample		Government		Aided		Unaided	
	N	%	N	%	N	%	N	%
Lack of co-operation from mentors	84	48	25	49.02	36	49.32	23	37.7
Conducting practice teaching in different sessions	86	49.14	20	39.22	40	54.79	26	42.62
Difficulty in Getting practice teaching school	92	52.57	28	54.9	38	52.05	26	42.62
Getting observation from mentors	158	90.29	40	78.43	63	86.3	55	90.16

Note. N = Number of 'Yes' responses

Practice teaching is one of the important component of elementary teacher education program. Table 38 reveals the difficulties faced by teacher educators while conducting practice teaching. The result shows that, 48.00% teacher educators suffered from lack of co-operation from the mentors of

practice teaching school, while teacher educators from government, aided and unaided institution shows 49.02%, 49.32%, and 37.70% of agreement respectively. 49.14% teacher educators agrees that it is difficult to conduct practice teaching in multiple sessions, while teacher educators from government, aided and unaided institution shows 39.22%, 54.79%, and 42.62% of agreement respectively. 52.57% teacher educators expressed their concern about difficulties in getting practice teaching school, while teacher educators from government, aided and unaided institution shows 54.90%, 52.05%, and 42.62% of agreement respectively. In case of sharing observation report from mentors, 90.29% teacher educators agrees that mentors of practice teaching school share their observation about the student teachers, while teacher educators from government, aided and unaided institution shows 78.43%, 86.30%, and 90.16% of agreement respectively.

Table 38 reveals that conducting of practice teaching was one of the problem area for teacher educators.

Table 39

Data and Result of Percentage Analysis of Teacher Educators Perception About Evaluation Methods Used

Statement	Total sample		Government		Aided		Unaided	
	N	%	N	%	N	%	N	%
Written test	117	66.86	26	50.98	52	71.23	39	63.93
Quizzes	85	48.57	26	50.98	37	50.68	22	36.07
Observation	94	53.71	24	47.06	45	61.64	25	40.98
Portfolio	103	58.86	33	64.71	42	57.53	28	45.9
Performance test	85	48.57	24	47.06	38	52.05	23	37.7

Note. N = Number of 'Yes' responses

Considering the evaluation methods, 66.86% teacher educators uses Written test, 48.57% teacher educators uses Quizzes and 53.71% teacher

educators uses Observation as evaluation method. 58.86% teacher educators agrees that they use Portfolio and 48.57% teacher educators used performance test as the evaluation method.

The results in the table 39 demonstrate that written test is still the most common method of evaluation used, while the teacher educators are keen to use other methods too. It shows that lack of process oriented evaluation method in a skill training program.

Table 40

Data and Result of Percentage Analysis of Teacher Educators Perception About Effectiveness of Evaluation Methods

Statement	Total sample		Government		Aided		Unaided	
	N	%	N	%	N	%	N	%
Existing evaluation system is Effective	78	44.57	20	39.22	30	42.25	28	45.9
Unable to perform assessment of student teachers	45	25.71	9	17.65	21	28.77	15	24.59
High teacher student ratio	20	11.43	7	13.73	7	9.59	6	9.84
Heavy work load	31	17.71	7	13.73	14	19.18	10	16.39
There is no system to find and solve problem of individual students	64	36.57	16	31.37	25	34.25	23	37.7
Monitoring system	56	32	15	29.41	23	31.51	18	29.51

Note. N = Number of 'Yes' responses

Selection of appropriate evaluation method is essential for the proper assessment of progress of student teachers. Considering the effectiveness of existing evaluation system 55.43% teacher educators thinks that, the existing evaluation system is not helping the complete development of student teacher

capabilities. 25.71% teacher educators agrees that they can't get correct assessment of student teachers and only 11.43% teacher educators opined that high teacher student ratio is the problem. Considering the Heavy work load for teacher educators, 17.71% teacher educators agrees with it. 36.57% teacher educators opined that there is no systematic method in place to find and solve problems of individual students. 32.00% teacher educators pointed out that there is absence of strong monitoring system.

The above results infers that teacher educators are not contented with the existing evaluation methods followed in elementary teacher education program.

Challenges of Teaching learning and Evaluation as perceived by teacher educators. Practice teaching is the main area in this aspect where teacher educators faced with some challenges. The revised syllabus divides practice teaching in to multiple sessions, this creates difficulties in achieving the goals of practice teaching. Lack of co-operation from mentors of practice teaching schools is also one of the major challenges faced by teacher educators during the conducting of practice teaching.

Availability of students in government schools is another issue affecting the quality of practice teaching. The student teachers are not able to find easily accessible practice teaching school. Because of shortage of students, student teachers are unable to conduct many of the learning activities. Lack of cooperation from aided elementary school authorities is another issue pointed out by many of the teacher educators. The government institutions trying to improve upon their quality thinks that practice teaching will impact their efforts.

Lack of teachers for each subject is another most important challenge faced by the elementary teacher education. NCTE suggest a minimum of eight

lecturers including teachers for a batch 50 student teachers. But none of the institutions in Kerala have this prescribed number of teachers. This results in teachers without enough qualification in a subject is teaching multiple subjects.

Teacher educators of elementary teacher education institutions opined that student teachers lack aptitude and capability for teaching, due to the liberal evaluation methods followed by secondary and higher secondary stages in Kerala. Also, nearly half of teacher educators thinks that lack of interest shown by student teachers in teacher education due to various reasons is another impediment for elementary teacher education system.

Lack of interest shown by some of the teacher educators in observing and suggesting improvements for practice teaching is another challenge in fulfilling the goal of practice teaching.

Another challenge for practice teaching is the difficulty in matching the school exams with practice teaching sessions. Many times, teacher educators opined that before completing the related portions, student teachers have to go for practice teaching. Lack of usage of ICT and audio visual aids during practice teaching is another issue, which deserve serious concern. Lack of co-operation from mentors of practice teaching schools are another important challenge. Mentors are not aware about how to conduct mentoring due to inadequate training and some time they are not willing to spare their time.

Another challenge faced by teacher educators are related to the less effectiveness of existing evaluation system. There is an absence of process oriented evaluation method in a skill training program. Due to the practical exam board visit in every semester, student teachers are not getting enough time to prepare for this. Many teacher educators are concerned about the lack of seriousness among students due to frequent practical exam board visits and also

about the inability of existing evaluation method for Elementary teacher education course.

Research Activities. In research activities, the research projects done by teacher educators and the motivation for doing more research are included.

Table 41

Data and Result of Percentage Analysis of Teacher Educators Perception About Research Activities

Statement	Total sample		Government		Aided		Unaided	
	N	%	N	%	N	%	N	%
Research projects participation	34	19.43	14	27.45	12	16.44	8	13.11
Motivation from institution for higher studies and research	84	48	16	31.37	38	52.05	30	49.18

Note. N = Number of 'Yes' responses

Research is essential for the professional development of teachers and also it is beneficial for the overall development of education system. Considering the research activities, 80.57% teacher educators agrees that they never participated in any kind of research project. 52% of teacher educators dissatisfied with the motivation from their institution for pursuing higher studies and research.

It is clear that majority of the respondents have got no research experience.

Challenges of Research activities as perceived by teacher educators. The participation of teacher educators in the research projects are very less and there is lack of motivation from the institutions for higher studies and research.

Infrastructural and Instructional Facilities. In this aspect teacher educators are enquired about building facilities, class room facilities, lab,

library, teaching aids and other developmental activities. Better infrastructural facilities is an essential indicator of quality of education imparted by an Institution.

Table 42

Data and Result of Percentage Analysis of Teacher Educators Perception About Class Room Facilities

Statement	Total sample		Government		Aided		Unaided	
	N	%	N	%	N	%	N	%
Satisfied with the classroom facilities	127	72.57	22	43.14	59	83.1	46	75.41
Lack of furniture	13	7.43	5	9.8	3	4.11	5	8.2
Lack of teaching aids	32	18.29	7	13.73	12	16.44	13	21.31
Lack of ventilation	8	4.57	2	3.92	3	4.11	3	4.92

Note. N = Number of 'Yes' responses

The above result reveals that 72.57% teacher educators satisfied with the classroom facilities of their institution, while teacher educators from government, aided and unaided institutions shows 43.14%, 83.10%, and 75.41% of agreement respectively in this matter. Only 7.43% teacher educators complained about lack of enough furniture in the class room. Taking into account of the availability of teaching aids, 18.29% teacher educators faced some kind of trouble with the availability of teaching aids. Only 4.57% teacher educators opined that there is lack of ventilation in the classroom.

The above results illustrate that teacher educators are satisfied with the classroom facilities. But government institutions are comparatively lagging behind in arranging better classroom facilities.

Table 43

Data and Result of Percentage Analysis of Teacher Educators Perception About Staff Room Facilities

Statement	Total sample		Government		Aided		Unaided	
	N	%	N	%	N	%	N	%
Satisfied with the facilities of staff room	125	71.43	24	47.06	56	78.87	73.77	73.77
Lack of enough furniture	13	7.43	5	9.8	4	5.48	6.56	6.56
Lack of ventilation	8	4.57	2	3.92	3	4.11	4.92	4.92
No space for keeping teaching aids	31	17.71	7	13.73	13	17.81	18.03	18.03
Attached toilet	44	25.14	9	17.65	22	30.14	21.31	21.31
Wi-Fi facility	79	45.14	20	39.22	36	49.32	37.70	37.7

Note. N = Number of 'Yes' responses

Well-furnished staff room with adequate facilities is one of the most important factors that affects the job satisfaction of teacher educators. Regarding the facilities of staff room, 71.43% teacher educators satisfied with the facilities of staff room while 28.57% teacher educators are dissatisfied with it and 52.94%, 21.13%, and 26.23% teacher educators from government, aided and unaided institutions respectively displeased with staff room facilities. Merely 7.43% teacher educators opined that there is lack of furniture in the staff room. No more than 7.43% teacher educators opined that there is lack of ventilation in staff room. Regarding the spaciousness of staff room, 17.71% teacher educators doesn't got enough space or have locker facility in their staff room for keeping teaching aids and other instructional facilities, 25.14% teacher educators complained that there is no attached toilet. 45.14% teacher educators would like to have Wi-Fi facility in the staffroom.

The table 43 indicate that the teacher educators are satisfied with the staff room facilities. But toilet, Wi-Fi, and spaciousness of staff room is still a problem for many.

Table 44

Data and Result of Percentage Analysis of Teacher Educators Perception About Lab Usage

Statement	Total sample		Government		Aided		Unaided	
	N	%	N	%	N	%	N	%
Lack of enough lab equipment	35	20	7	13.73	17	23.29	11	18.03
No facility to conduct experiments	31	17.71	6	11.76	14	19.18	11	18.03
Need lab instructor	77	44	20	39.22	33	45.21	24	39.34

Note. N = Number of 'Yes' responses

Standard lab facilities plays crucial role in providing proper practical lessons for student teachers. Around 20% of teacher educators expressed their concern about insufficient lab equipment of their institution. Viewing the facility to conduct experiments in lab, 17.71% teacher educators agrees that facility to conduct experiments in their labs are inadequate, while teacher educators from government, aided and unaided institution shows 11.76%, 19.18%, and 18.03% of disappointment in this regard in that order. 44% teacher educators opined that there is a need for separate lab instructor, while teacher educators from government, aided and unaided institutions express 39.22%, 45.21%, and 39.34% of demand for lab instructor, respectively.

The results above shows that most of the teacher educators are satisfied with lab facilities, but they strongly demand for lab instructor for the institution.

Table 45

Data and Result of Percentage Analysis of Teacher Educators Perception About Library Usage

Statement	Total sample		Government		Aided		Unaided	
	N	%	N	%	N	%	N	%
Lack of time	89	50.86	20	39.22	38	52.05	31	50.82
Improper distribution of Library books	13	7.43	6	11.76	4	5.48	3	4.92
Not enough reference books	69	39.43	18	35.29	35	47.95	16	26.23

Note. N = Number of 'Yes' responses

Bad libraries build collections, good libraries build services, great libraries build communities. A teacher training institution without library could never create a good teacher. Table 45 reflects that 50.86% teacher educators doesn't get enough time for library usage. Teacher educators from government, aided and unaided institution shows 39.22%, 52.05%, and 50.82% respectively also faced with time limitations for using the library. Only 7.43% teacher educators says that, library books are not distributed among student teachers. 39.43% teacher educators complained that, not enough reference books related to their subjects are available in the library, while teacher educators from government, aided and unaided institution shows 35.29%, 47.95%, and 26.23% of agreement respectively regarding inadequacy of reference books.

As per the table 45 it is clear that libraries of most of the institutions are still not equipped with the reference books for the revised curriculum.

Table 46

Data and Result of Percentage Analysis of Teacher Educators Perception About Toilet Facilities, Audio Visual Facilities, and Developmental Works

Statement	Total sample		Government		Aided		Unaided	
	N	%	N	%	N	%	N	%
Facility to keep health and hygiene	149	85.14	38	74.51	60	82.19	51	83.61
The toilet facilities in	140	80	40	78.43	49	67.12	51	83.61
Facility to use LCD and OHP projectors	116	66.29	32	62.75	48	65.75	36	59.02
Infrastructural development in accordance with the growth of institution	142	81.14	34	66.67	59	80.82	49	80.33

Note. N = Number of 'Yes' responses

A clean and hygienic environment in an educational institution is a basic necessity. Table 46 indicates that 85.14% teacher educators agrees that their institute have enough facility to keep health and hygiene for teacher educators and student teachers. Regarding toilet facilities, 80.00% teacher educators satisfied with the toilet facilities in their institution, whereas 20.00% teacher educators and, 21.57%, 32.88%, and 16.39% teacher educators from government, aided and unaided institution respectively discontented with toilet facility. While, looking at the facilities of the institute in case of LCD and OHP projectors, 66.29% teacher educators agrees on their presence, while 33.71% teacher educators doesn't have this facility in their institutions. 81.14% teacher educators agrees that their institute give enough attention for infrastructural development in accordance with the growth of institution, while teacher educators from government, aided and unaided institution reveals 66.67%, 80.82%, and 80.33% of agreement respectively. Regarding disagreement, total sample of 18.86% teacher educators and, 33.33%, 19.18%, and 19.67% teacher educators from government, aided and unaided institution respectively dissatisfied with the developmental activities of their institutions.

It can be inferred from the above data, that teacher educators are satisfied with the toilet and hygienic facilities but projector was lacking in many of the institutions.

Challenges of Infrastructural and Instructional facilities as perceived by teacher educators. Toilet, Wi-Fi, and spaciousness of staff room are a concern for many teacher educators. Time limitation for library reference and availability of enough reference books are the challenges faced by teacher educators in terms library facilities.

Despite of NCTE norms on a lab assistant with BCA/B.Tech qualification in all the elementary teacher education institution, the need for appointing lab instructor is highlighted in teacher educator perception.

Governance leadership and Management. In this aspect, responses about institution leadership and management by teacher educators are provided. Facilities for Professional growth, support from principal and management and other related items are included.

Table 47

Data and Result of Percentage Analysis of Teacher Educators Perception About Institutional climate for Professional Growth

Statement	Total sample		Government		Aided		Unaided	
	N	%	N	%	N	%	N	%
Satisfied with professional development	146	83.43	35	68.63	64	90.14	47	77.05
Lack of physical facilities	37	21.14	8	15.69	14	19.18	15	24.59
Lack of interest shown by student teachers	29	16.57	5	9.8	11	15.07	13	21.31
Lack of co-operation from colleagues	6	3.43	2	3.92	3	4.11	1	1.64
Lack of co-operation from head of institute	13	7.43	5	9.8	5	6.85	3	4.92

Note. N = Number of 'Yes' responses

Better institutional climate is helpful for the professional growth of teacher educators. According to the table 47, 83.43% teacher educators agrees that institution environment is sufficient for professional development. Regarding disagreement, a total sample of 16.57% teacher educators and, 31.37%, 9.86%, and 22.95% teacher educators from government, aided and unaided institution respectively disagree with this. Regarding the physical facilities, 21.14% teacher educators viewed that, there is lack of physical facilities in their institution. Only 16.57% teacher educators concerned about the lack of interest of the student teachers, 3.43% teacher educators agrees that there is a lack of co-operation from colleagues, and a total sample of 7.43% teacher educators opined that there is a lack of co-operation from head of institute.

The perusal of the above results indicates that institutional climate is supportive for the professional growth of teacher educators.

Table 48

Data and Result of Percentage Analysis of Teacher Educators Perception About the Matters They Get Support From Principal

Statement	Total sample		Government		Aided		Unaided	
	N	%	N	%	N	%	N	%
For getting enough reference books	130	74.29	32	62.75	54	73.97	44	72.13
Availability of handbook and teaching aids	139	79.43	35	68.63	57	78.08	47	77.05
Getting Infrastructural facilities	137	78.29	36	70.59	53	72.6	48	78.69
Conducting field trip	143	81.71	35	68.63	59	80.82	49	80.33
Resolve student issues	141	80.57	34	66.67	58	79.45	49	80.33
Conduct leadership training for students	135	77.14	37	72.55	52	71.23	46	75.41

Note. N = Number of 'Yes' responses

Better governance and management practices indicates, adequate support from principal and management. Table 48 shows the result of matters teacher educators get support from principals. 74.29% teacher educators agrees that they get support for getting enough reference books, 79.43% teacher educators agree that they get support for ensuring the availability of handbook, textbook and teaching and learning aids, and 78.29% teacher educators agrees that principal gives support to ensure infrastructural facilities in classroom. Considering the help for conducting field trip, 81.71% teacher educators get it. 80.57% teacher educators agrees that they get help from principal for resolving the student issues, and 77.14% teacher educators agrees that principals give help to conduct leadership training for students.

The above results infers that the perception of teacher educators about the supportive elements from principal is satisfactory.

Support and progression. In Support and progression, measures taken to prevent dropout, reason for drop out, feedback system, trainings from DIET and SCERT are the included aspects.

Table 49

Data and Result of Percentage Analysis of Teacher Educators Perception About Reason for Student Dropout

Statement	Total sample		Government		Aided		Unaided	
	N	%	N	%	N	%	N	%
Financial problems	37	21.14	8	15.69	22	30.14	7	11.48
Getting job	66	37.71	20	39.22	27	36.99	19	31.15
Marriage	109	62.29	25	49.02	49	67.12	35	57.38

Note. N = Number of 'Yes' responses

Retention of student teachers by providing necessary support facilities are essential for the harmonious institutional environment. Table 49 reveals the teacher educators view for the reasons for student drop out. 21.14% teacher

educators agrees that reason for student drop out are because of financial problems, 37.71% teacher educators opined that the reason for dropout is getting another job and 62.29% teacher educators agrees that marriage is the main reason for dropout.

From the examination of the above data it is evident that Marriage is the main reason for drop out.

Table 50

Data and Result of Percentage Analysis of Teacher Educators Perception About Support Given to Students From Institution

Statement	Total Sample		Government		Aided		Unaided	
	N	%	N	%	N	%	N	%
Support to student to complete the course	153	87.43	41	80.39	65	91.55	47	77.05
Changing teaching methods	104	59.43	29	56.86	43	58.9	32	52.46
Helping in participating extracurricular activates	111	63.43	28	54.9	48	65.75	35	57.38
Providing teaching and learning aids at low rate	90	51.43	28	54.9	37	50.68	25	40.98
Support for differentially abled student teachers	132	75.43	33	64.71	52	71.23	47	77.05

Note. N = Number of 'Yes' responses

Table 50 reveals about the support given to the students by the institution. 87.43% teacher educators agrees that their institute gives enough help for student to complete the course, while teacher educators from government, aided and unaided institution shows 80.39%, 91.55%, and 77.05% of agreement respectively. With regard to the change of teaching method for low performing students, 59.43% teacher educators agrees with that. 63.43% teacher educators opined that they motivate students in participating extracurricular activates. 51.43% teacher educators agreed that, their institute provides students, teaching and learning aids at discounted rate, and 75.43%

teacher educators agrees that they are satisfied with the support for differentially abled student teachers from the institute.

The above results imply that teacher educators are contented with the support given for students from the institution.

Table 51

Data and Result of Percentage Analysis of Teacher Educators Perception About the Matters Principal Accept Suggestion From Teacher Educators

Statement	Total sample		Government		Aided		Unaided	
	N	%	N	%	N	%	N	%
For preparing annual academic plan	140	80	37	72.55	52	71.23	51	83.61
Conducting youth festival and study tours	151	86.29	41	80.39	59	80.82	51	83.61
For conducting social welfare activities	130	74.29	35	68.63	50	68.49	45	73.77
To plan according to the monthly progress review	133	76	37	72.55	47	64.38	49	80.33
To select books for library	124	70.86	32	62.75	47	64.38	45	73.77

Note. N = Number of 'Yes' responses

Since teacher educators are the pivotal entities of a teacher education institution, it is important to incorporate their suggestions in day to day operations. Table 51 discusses the matters which principal seeks suggestions from teacher educators. 80.00% teacher educators agrees that they gave suggestions for preparing annual academic plan, regarding conducting youth festival and study tours. 86.29% teacher educators agrees that they gave suggestions, and total sample of 74.29% teacher educators agrees that principal take their advice for conducting social welfare activities, and total sample of 70.86% teacher educators agrees that, they gave suggestions for selecting books for library.

Thus it is clear from the above data that principals facilitates teacher educators well.

Table 52
Data and Result of Percentage Analysis of Teacher Educators Perception About The Support From Management

Statement	Total sample		Government		Aided		Unaided	
	N	%	N	%	N	%	N	%
Support from management	146	83.43	37	72.55	58	79.45	51	83.61
Feedback system	117	66.86	32	62.75	42	57.53	43	70.49
Give feedback about students and colleagues	126	72	36	70.59	51	69.86	39	63.93
Participation of PTA	115	65.71	30	58.82	44	60.27	41	67.21
Want to resign from this institute	20	11.43	13	25.49	5	6.85	2	3.28
Fare Recruitment process	125	71.43	30	58.82	47	64.38	48	78.69

Note. N = Number of 'Yes' responses

The noble vision and mission of management reflects in their support, they provided to the teacher educators. As per the table 52 it is clear that, 83.43% teacher educators agrees that they are satisfied with the support from management, while teacher educators from government, aided and unaided institution shows 72.55%, 79.45%, and 83.61% of agreement in this regard respectively. With regard to the management communicate and collect feedback from teacher educators, 66.86% teacher educators agrees with this and, 37.25%, 42.47%, and 29.51% teacher educators from government, aided and unaided institution respectively disagree with this.72.00% teacher educators agrees that management seek feedback about students and colleagues. 65.71% teacher educators opined that PTA actively participate in development activities of institution. 11.43% teacher educators agrees that they want to resign from the institute, while teacher educators from government, aided and unaided institution shows 25.49%, 6.85%, and 3.28% of agreement respectively. 28.57% teacher educators agrees that they are not satisfied with the recruitment process for teacher educators. Regarding disagreement, a total sample of 28.57% teacher educators and, 41.18%, 35.62%, and 21.31% teacher educators from government, aided and unaided institutions respectively dissatisfied with recruitment process.

It can be inferred as per the table 52 that feedback system in the elementary teacher education institutions are satisfactory in teacher educator's opinion.

Table 53

Data and Result of Percentage Analysis of Teacher Educators Perception About Expected Trainings

Statement	Total sample		Government		Aided		Unaided	
	N	%	N	%	N	%	N	%
Not satisfied with In-service teacher training	133	76	32	62.75	52	71.23	49	80.33
Cluster training participation	108	61.71	31	60.78	41	56.16	36	59.02
Participation in training programs in SCERT	73	41.71	24	47.06	26	35.62	23	37.7
Participation in state level training program	52	29.71	17	33.33	18	24.66	17	27.87
Participate in text book preparing	36	20.57	10	19.61	13	17.81	13	21.31

Note. N = Number of 'Yes' responses

The in-service trainings conducted from time to time is not only helps teacher educators to horn their skills but also a helps them to remind them on the goals of the program. Considering the In-service teacher training, 76.00% teacher educators agrees that they don't get enough in-service teacher training. 61.71% teacher educators need participation in cluster training while teacher educators from government, aided and unaided institution shows 60.78%, 56.16%, and 59.02% of agreement respectively in this regard. With regard to the participation in training programs conducted by SCERT, 41.71% teacher educators never attended training programs or expect more training from SCERT/DIET and a total sample of 29.71% teacher educators pleaded for participation in state level training programs. With regard to the Participation in text book preparation, 20.57% teacher educators needed participation in text.

The results in the table 53 affirms about the inadequate support given from the SCERT and DIET to the teacher educators.

Challenges of Support and Progression as perceived by teacher educators. The main challenge in this aspect is the student teacher dropout, and according to teacher educators, marriage is the main reason for student teacher dropout. Most of the teacher educators facing the issue of lack of in-service trainings. Teacher educators are excluded from Cluster participation and SCERT level training participation.

Due to recent policy changes the minimum qualification required for teacher educators were increases but salary structure of teacher educators is still same as that of high school teachers. Even though these teacher educators teaching students, those are qualified higher secondary, these teacher educators have less salary as compared to higher secondary teachers. Most of the qualified teacher educators share their dissatisfaction in this regard.

PTA and alumni functioning in the elementary teacher education institution are very nominal. The teacher educators from elementary teacher training are getting very minimal participation in training programs. Many teacher educators with good qualifications expressed their interest for giving training to elementary school teacher, but there is no platform available for them.

There are too many vacant teacher educator positions in all the DIET, this is critically affecting quality of pre-service training and also the in-service training efforts. Most of unaided institutions are often not paying salaries which are at par with their government or aided counter parts. No mechanism are used in any institution in order to check the efficiency of teacher educators.

Comparison of The Perception of Elementary Teacher Educators Regarding The Quality Aspects of Elementary Teacher education programme With Respect To The Relevant Subsamples Based on Gender, Locale, Type of Management of Institution and District

In this area investigator analysed, the objective of the study to analyse the perception of elementary teacher educators on quality aspects of elementary teacher education program with respect to total sample and relevant sub samples based on gender, locale, type of management and district.

The opinion was collected using the questionnaire. The sample collected by giving due importance to all classificatory variables. The questionnaire for teacher educators contains item related to quality and corresponding challenges for each quality items. Since challenges included in the questionnaire are not intended to quantify, they were omitted from comparison. For the items related to quality, since they fall under same construct, quality, hence, a comparison is done to know the difference in perception of teacher educators.

For this investigator formed a corresponding hypothesis "There exists no significant difference in the perception of elementary teacher educators on quality aspects of elementary teacher education program with respect to total sample and relevant sub samples based on gender, locale, type of management and district"

Quality aspects of elementary teacher education by teacher educators – Gender wise comparison. The following section deals with the analysis of data on perception of quality aspects of elementary teacher education by teacher educators with respect to their gender.

Table 54

Data and Result of Test of Significant Difference in Perception of Quality Aspects of Elementary Teacher Education By Teacher Educators With Respect to Gender

	Gender	N	Mean	Std. Deviation	t	Level of significance
Curricular aspects	Male	47	0.89	0.634	1.07	Not Significant
	Female	138	1.01	0.774		
Teaching Learning and Evaluation	Male	47	8.57	2.282	0.18	Not Significant
	Female	138	8.64	2.525		
Research activities	Male	47	0.74	0.706	0.23	Not significant
	Female	138	0.72	0.725		
Infrastructural and instructional facilities	Male	47	3.17	0.940	0.77	Not Significant
	Female	138	3.04	1.073		
Governance leadership and Management	Male	47	7.72	2.375	1.21	Not Significant
	Female	138	7.22	2.642		
Support and progression	Male	47	10.32	3.363	0.12	Not Significant
	Female	138	10.38	3.243		
Total perception	Male	47	31.11	6.291	0.33	Not significant
	Female	138	30.75	7.155		

Table 54 shows that the obtained ‘t’ values for the in perception of quality aspects of elementary teacher education by teacher educators based on the Gender. It is clear that the ‘t’ value for Curricular Aspects and teaching, learning and evaluation, Research activities, Infrastructural and Instructional facility, Governance leadership and Management, Support and progression and total Teacher Perception are 1.07, 0.18, 0.23, 0.77, 1.21, 0.12 and 0.33 respectively. These ‘t’ value are less than the table value 1.96 at 0.05 level of significance that means there exists no significant difference between male and female teacher educator’s perception regarding the quality aspects for curricular aspects and teaching, learning and evaluation, Research activities,

Infrastructural and Instructional facility, Governance leadership and Management, Support and progression and total Teacher Perception. That means there exists no significant difference male and female teacher educator's perception regarding these quality aspects. So, the hypothesis is accepted based on gender of the teacher educators.

Quality aspects of elementary teacher education by teacher educators – Locale based comparison. The following section deals with the analysis of data on perception of quality aspects of elementary teacher education by teacher educators with respect to their locale.

Table 55

Data and Result of Test of Significant Difference in Perception of Quality Aspects of Elementary Teacher Education By Teacher Educators With Respect To Locale

		N	Mean	Std. Deviation	t	Level of Significance
Curricular aspects	Urban	91	.95	.705	0.70	Not Significant
	Rural	94	1.02	.776		
Teaching Learning and Evaluation	Urban	91	8.66	2.377	0.18	Not Significant
	Rural	94	8.60	2.550		
Research Activities	Urban	91	.74	.758	0.22	Not Significant
	Rural	94	.71	.682		
Infrastructural and Instructional facility	Urban	91	2.95	1.047	1.69	Not Significant
	Rural	94	3.20	1.022		
Governance leadership and Management	Urban	91	7.15	2.603	1.03	Not Significant
	Rural	94	7.54	2.555		
Support and progression	Urban	91	10.20	3.390	0.69	Not Significant
	Rural	94	10.53	3.148		
Total Perception	Urban	91	30.47	7.076	0.70	Not Significant
	Rural	94	31.19	6.807		

Table 55 shows that the obtained 't' values for the in perception on quality aspects of elementary teacher education by teacher educators based on the locale it is clear that the 't' value for Curricular Aspects and teaching, learning and evaluation, Research activities, Infrastructural and Instructional facility, Governance leadership and Management, Support and progression and total perception are 0.70, 0.18, 0.22, 1.69, 1.03, 0.69 and 0.70 respectively. These 't' value are less than the table value 1.96 at 0.05 level of significance that means there exists no significant difference between perception of teacher educators belong to urban and rural institutions regarding the aspects like Curricular Aspects and teaching, learning and evaluation, Research activities, Infrastructural and Instructional facility, Governance leadership and Management, Support and progression and total perception. That means there exists no significant difference in the perception of teacher educators belong to rural and urban institutions with respect to these quality aspects. So, the hypothesis is accepted based on locale of institutions.

Quality aspects of elementary teacher education by teacher educators – management type based comparison. The following section deals with the analysis of data on perception of quality aspects of elementary teacher education by teacher educators with respect to the type of management of institution.

Table 56

Data and Result of Test of Significant Difference in Perception of Quality aspects of Elementary Teacher Education By Teacher Educators With Respect To Type of Management

		Sum of Squares	df	Mean Square	F	Sig.
Curricular aspects	Between Groups	0.507	2	0.254	0.46	.632
	Within Groups	100.444	182	0.552		
	Total	100.951	184			
Teaching Learning and Evaluation	Between Groups	4.507	2	2.254	0.37	.691
	Within Groups	1108.757	182	6.092		
	Total	1113.265	184			
Research activities	Between Groups	0.118	2	0.059	0.11	.893
	Within Groups	94.823	182	0.521		
	Total	94.941	184			
Infrastructural and instructional Facilities	Between Groups	0.999	2	0.499	0.46	.633
	Within Groups	197.942	182	1.088		
	Total	198.941	184			
Support and progression	Between Groups	4.362	2	2.181	0.20	.817
	Within Groups	1956.643	182	10.751		
	Total	1961.005	184			
Governance leadership and Management	Between Groups	25.443	2	12.722	1.93	.148
	Within Groups	1198.719	182	6.586		
	Total	1224.162	184			
Total perception	Between Groups	21.552	2	10.776	0.22	.801
	Within Groups	8817.583	182	48.448		
	Total	8839.135	184			

Table 56 shows that the obtained F values for the in perception of quality aspects of elementary teacher education by teacher educators based on the Type of Management. It is clear that the F value for Curricular aspects, Teaching Learning and Evaluation, Research activities, Infrastructural and instructional Facilities, Support and progression, Governance leadership and Management, and Total perception, the obtained F values 0.46, 0.37, 0.11, 0.46, 0.20, 1.93 and 0.22 are less than the table value 3.09 at 0.05 level of significance. That means there exists no significant difference in the perception of teacher educators belonging to Government, Aided and Unaided institutions regarding these quality aspects. So, the hypothesis is accepted based on type of management of institutions.

Quality aspects of elementary teacher education by teacher educators – district wise comparison. The following section deals with the analysis of data on perception of quality aspects of elementary teacher education by teacher educators with respect to district.

Table 57

Data and Result of Test of Significant Difference in Perception of Quality of Elementary Teacher Education By Teacher Educators With Respect To District

		Sum of Squares	df	Mean Square	F	Sig.
Curricular aspects	Between Groups	13.72	13.72	13	2.07	.018
	Within Groups	87.23	87.23	171		
	Total	100.95	100.95	184		
Teaching Learning and Evaluation	Between Groups	127.50	127.50	13	1.70	.064
	Within Groups	985.76	985.76	171		
	Total	1113.26	1113.26	184		
Research activities	Between Groups	9.50	9.504	13	1.46	.136
	Within Groups	85.43	85.43	171		
	Total	94.94	94.94	184		
Infrastructural and instructional Facilities	Between Groups	14.98	14.98	13	1.07	.387
	Within Groups	183.95	183.95	171		
	Total	198.94	198.94	184		
Support and progression	Between Groups	195.851	13	15.065	1.46	.137
	Within Groups	1765.155	171	10.323		
	Total	1961.005	184			
Governance leadership and Management	Between Groups	137.01	13	10.540	1.66	.074
	Within Groups	1087.145	171	6.358		
	Total	1224.162	184			
Total perception	Between Groups	1014.598	13	78.046	1.71	.063
	Within Groups	7824.537	171	45.758		
	Total	8839.135	184			

Table 57 shows that the obtained F values for the in perception of quality aspects of elementary teacher education by teacher educators based on District. It is clear that the F value for Curricular aspects, Teaching Learning and

Evaluation, Research activities, Infrastructural and instructional Facilities, Support and progression, Governance leadership and Management, and Total perception, the obtained F values 2.07, 1.70, 1.46, 1.07, 1.66, 1.46 and 1.71 are less than the table value 3.09 at 0.05 level of significance. That means there exists no significant difference in the perception of teacher educators belonging to different districts regarding the quality aspects. So, the hypothesis is accepted based on District.

Opinion of Student Teachers on Quality Aspects and Challenges of Elementary Teacher Education Program

Student teachers are the beneficiaries of quality education system. They are the teachers who are going to nurture the future of the nation. The responses from student teachers will reveal many challenges of elementary teacher education program which, teacher educators may overlook. In this section investigator tries to analyse the responses from student teachers using a questionnaire prepared based on the criteria fixed by investigator according to NCTE and NAAC framework.

The questionnaire for student teachers contains item related to quality and corresponding challenges for each quality items. Since challenges included in the questionnaire are not intended to quantify, they were listed out separately for each dimension, if any.

Curricular aspects, teaching, learning and evaluation, infrastructural and instructional facilities, support and progression and innovative practices are the aspects used in the preparation of questionnaire for student teachers for accessing the quality aspects and challenges in teacher education program.

This section of data analysis divided into three sub sections such as descriptive analysis of results, percentage analysis of responses from the student teachers and the comparison of perception of student teachers on total

sample and relevant subsamples based on gender, locale, type of management and district were included.

Descriptive Analysis

Measures of central tendency and dispersion of the scores of quality of elementary teacher training institutes according to Student Teacher's perception are shown in table 58.

Table 58

Measures of Central Tendencies and Dispersion of Scores of The Quality aspects of Elementary Teacher education, Student Teachers Perception

Statistical Constants	Student Teachers perception
Mean	33.94
Median	34.00
Mode	35
Standard Deviation	5.65
Skewness	-0.58
Kurtosis	0.752

As per the table 58, it is observed that the mean value of quality aspects as perceived by student teacher is 33.94. The median value is 34 which mean 50 % of student teachers given score above 34 and 50% of student teachers given score below 34. The mode of scores was found to be 35 which give the most frequently occurring score in the distribution. The standard deviation is 5.65 which indicate the deviation from mean of each institution. As the scores have shown a Skewness of -0.58, it can be interpreted that clustering of scores is on the high end of the distribution.

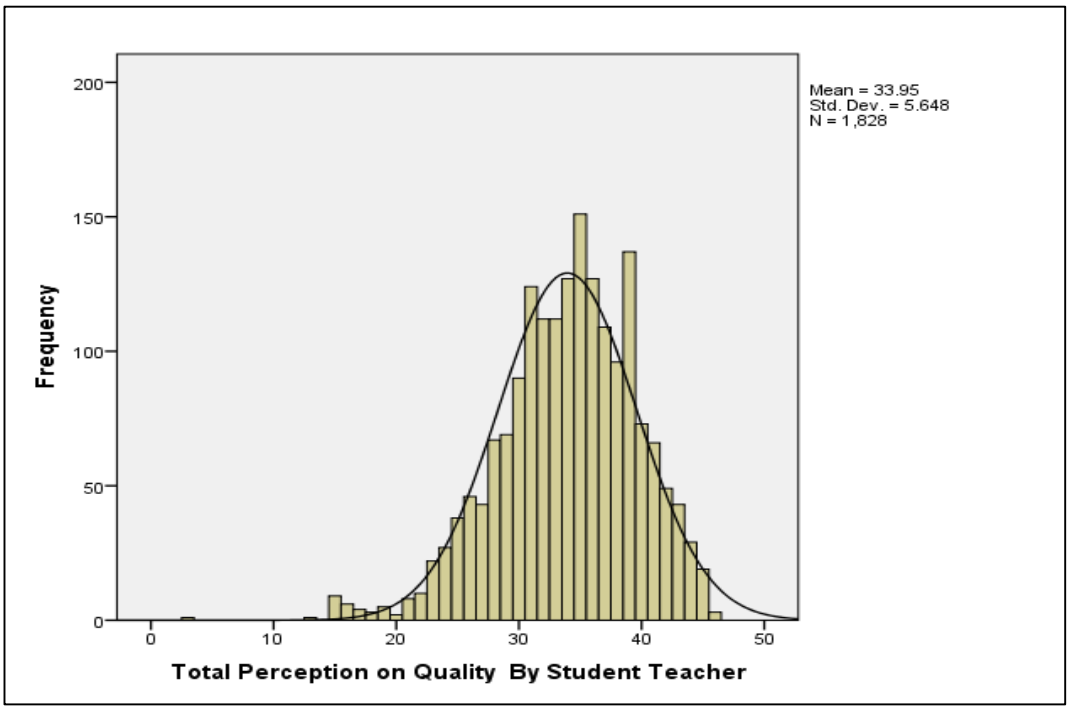


Figure 7. Quality perception by student teacher

Percentage analysis of student teachers perception on quality aspects of elementary teacher education programme

The below section discusses the percentage of responses from student teachers of elementary teacher education institutions on quality aspects of elementary teacher education program.

From the analysis of the marks scored by student teachers in higher secondary it is clear that 29.7% have above 75% marks, 68.98% have marks between 50% to 75% and 1.3% of the student teachers have less than 50% marks. In the following sections the opinion of student teachers are discussed based on the dimensions such as, curricular aspects, teaching, learning and evaluation, Infrastructural and instructional Facilities, support and progression, and innovative practices.

Curricular aspects. The rightness of course duration, importance given to practical, teacher educators attitude towards the teaching activities,

appropriateness of admission process and reasons for choosing the course are included in this aspect for obtaining the student teacher perception.

Table 59

Data and Result of Percentage Analysis of Student Teachers' Perception on Admission, syllabus and duration of course

Statement	Total		Unaided		Government		Aided	
	N	%	N	%	N	%	N	%
Duration of Elementary teacher education Course is enough	1248	68.23	460	73.72	446	66.67	342	63.81
Equal Importance given for theory and practical	1642	89.78	555	88.94	604	90.28	483	90.11
Get Participation in Teaching and learning activities	1748	95.57	586	93.91	643	96.11	519	96.83
Satisfied with Admission process	1567	85.68	488	78.21	597	89.24	482	89.93

Note. N = Number of 'Yes' responses

Considering the duration of Elementary teacher education course, 68.23% student teachers agrees that duration of current Elementary teacher education course is enough to complete the syllabus. Regarding disagreement, a total sample of 31.77% student teachers opined that, the duration of course is not enough to achieve the goals of the course. By examining the importance to theory and practical, 89.78% student teachers agrees that syllabus give equal importance to theory and practical. In case of teaching and learning activities, 95.57% student teachers agrees that their teacher give students due importance in teaching and learning activities. Considering the admission process, 85.68% student teachers agrees that they are satisfied with the admission process in their institution.

It is clear from the above data that student teacher hold a positive perception towards curricular aspects.

Table 60

Result of Percentage Analysis of Student Teachers Perception on Reason For Choosing Elementary teacher education Course

Statement	Total		Unaided		Government		Aided	
	N	%	N	%	N	%	N	%
Compulsion from parents	146	7.98	63	10.1	49	7.32	34	6.34
Didn't got admission to any other course	59	3.23	22	3.53	25	3.74	12	2.24
Job prospects	201	10.99	70	11.22	84	12.56	47	8.77
Interest in teaching	1552	84.86	515	82.53	575	85.95	462	86.19

Note. N = Number of 'Yes' responses

The course selection motive of student teachers will reveal their interest towards teaching and it is very important factor that affect the overall quality of elementary teacher education program. Table 60 shows the analysis of the reason for choosing the Elementary teacher education course by student teachers. A total sample of 84.86% of student teachers chose Elementary teacher education Course due to their interest in teaching. and only 10.99% of student teachers have the opinion that Elementary teacher education course have better job prospects.

The above result reveals that, most of the student teachers expressed their interest in teaching profession.

Challenges of curricular aspects as perceived by student teachers. Duration of the current Elementary teacher education course is not enough to complete the syllabus. Only very few student teachers are aware about the job prospects, after Elementary teacher education course.

The current syllabus has implemented the specialization in optional subjects. But there is no guideline for student teachers in choosing the optional subject. Which results in the situation that, those student teachers who are not

studied mathematics or science as subject in higher secondary can choose mathematics or science in Elementary teacher education, as a result, student teachers fail to deliver justice to that subject. Also, the elementary teacher's selection process is still not based on any optional subject specialization. That will result in the deterioration of quality in teachers of elementary schools.

Due to delayed admission process, most of the talented students are joining other courses and it is resulting in overall quality degradation of elementary teacher education. Also, first semester of the Elementary teacher education course will be difficult to complete due to the loss of many working days.

Even though NCTE suggests an entrance test, it is not conducted in Kerala, for the admission process of elementary teacher education program. Many of the teacher educators and Principals opined that, this is seriously affecting the overall quality of future teachers.

Another major observation in this regard is the lack of interest shown by the male student in choosing the teacher education courses. Compared to other states in India, Kerala have very less number of male student teachers.

Teaching Learning and evaluation. In teaching learning and evaluation student teachers are asked about teachers ability to complete the syllabus on time, righteous in conducting internal exam, evaluation difficulties faced during practice teaching are integrated.

Table 61

Data and Result of Percentage Analysis of Student Teachers Perception About Teaching Learning Activities

Statement	Total		Unaided		Government		Aided	
	N	%	N	%	N	%	N	%
Teacher's ability	1584	86.6	556	89.1	539	80.57	489	91.23
Seminars and debates conducted in your institution	1818	99.4	623	99.84	664	99.25	531	99.07
Internal exam	1725	94.31	581	93.11	628	93.87	516	96.27
Discrimination in internal marks	589	32.2	230	36.86	209	31.24	150	27.99
Projects and assignments	1729	94.53	567	90.87	645	96.41	517	96.46
Difficulty in completing the activities assigned	1114	60.91	376	60.26	422	63.08	316	58.96
class timetable	1316	71.95	459	73.56	486	72.65	371	69.22
Initiatives to improve the effectiveness of learning activities	1584	91.53	556	86.54	539	95.07	489	92.91

Note. N = Number of 'Yes' responses

Student teacher can easily identify the pitfalls in the teaching learning process which deteriorate the quality. Considering the teacher's ability, 86.60% student teachers agrees that their teachers are able to complete the portions on time. In case of seminars and debates conducted in the institution, 99.40% student teachers agrees that as a part of the syllabus there is enough seminars and debates conducted in their institution. Considering the internal exam, 94.31% student teachers agrees that teacher conduct internal exam on time and publish results. Considering the discrimination in giving internal marks, 67.8% student teachers opined that there is no discrimination in giving internal marks. Considering the projects and assignments, 94.53% student teachers agrees that teachers regularly gave and evaluate projects and assignments. Examining difficulties in completing the activities assigned, 39.09% student teachers agrees that they face some kind of difficulty in completing the teaching and learning activities assigned. Considering satisfaction with the class timetable,

71.95% student teachers agrees that they were satisfied with the time allotted for each subject according to class timetable.

It can be inferred from the above results that teaching learning activities are satisfactory in student teachers perception.

Table 62

Data and Result of Percentage Analysis of Student Teachers Perception on Practice Teaching

Statement	Total		Unaided		Government		Aided	
	N	%	N	%	N	%	N	%
Time limitation	1188	64.95	384	61.54	442	66.07	362	67.54
Getting schools	1495	81.74	465	74.52	587	87.74	443	82.65
Participation in preparation for practice teaching	1654	90.43	547	87.66	621	92.83	486	90.67
Evaluation by teacher educators	1767	96.61	596	95.51	646	96.56	525	97.95
Difficulty in activities related to practice teaching	572	31.27	201	32.21	217	32.44	154	28.73
Observing classes of experts	1756	96.01	590	94.55	639	95.52	527	98.32
Observing the classes of peers	1810	98.96	617	98.88	661	98.8	532	99.25
Peer classes observation	1788	97.76	611	97.92	654	97.76	523	97.57

Note. N = Number of 'Yes' responses

School Internship is a very important area in the Elementary teacher education curriculum that provides school experiences and classroom experiences to student teachers. Table 62 present the analysis of student teachers perception on practice teaching. Considering time to complete the portion assigned in each practice teaching session, 64.95% student teachers agrees that they did not get enough time to complete the portion assigned in each practice teaching session. Regarding getting schools for practice teaching, 81.74% student teachers agrees that they get schools for practice teaching near

to their institution or home. Considering participation in preparation for practice teaching, 90.43% student teachers agrees that teachers take their opinion during preparation for practice teaching. By examining evaluation of practice teaching classes, 96.61% student teachers agrees that teacher educators seriously evaluate their practice teaching classes and give enough suggestions for improvement. Considering the activities related to practice teaching, 31.27% student teachers agrees that activities related to practice teaching are difficult to complete on time. Regarding observing the classes of experts, 96.01% student teachers agrees that they attended and observed the classes of experts before practice teaching. Considering observation, the classes of peers, 98.96% student teachers agrees that, they attended and observed the classes of their peers before practice teaching. Considering peers observed the classes, 97.76% student teachers agrees that their peers observed the classes taken by them and given enough feedback before practice teaching.

The data and results given above shows that the overall quality of practice teaching organised by the elementary teacher education institutions are satisfactory according to student teachers.

Challenges of Teaching learning and Evaluation as perceived by student teachers. Majority of students in the elementary teacher education institutions face difficulties in completing the teaching and learning activities assigned to them within the stipulated time. Timetable is not able to include, enough time for extracurricular activities. Student teachers are not getting enough time to complete practice teaching sessions also they are not able to complete the activities related to practice teaching.

Infrastructural and instructional Facilities. The facilities required for effective teaching learning process such as basic infrastructural facilities, classroom, library, laboratories, sports facilities and hygienic toilet facilities are added in this aspect for knowing the perception of student teachers.

Table 63

Data and Result of Percentage Analysis of Student Teachers Perception About Basic Infrastructural Facilities

Statement	Total		Unaided		Government		Aided	
	N	%	N	%	N	%	N	%
Library usage	1631	89.17	541	86.7	645	96.41	445	83.02
Internet usage	1625	88.85	553	88.62	609	91.03	463	86.38
Auditorium	1510	82.56	538	86.22	560	83.71	412	76.87
Store room	975	53.31	316	50.64	356	53.21	303	56.53
Art and craft room	440	24.06	149	23.88	152	22.72	139	25.93
Music room	283	15.47	92	14.74	100	14.95	91	16.98
The building facilities	1390	76	534	85.58	443	66.22	413	77.05
Work experience room	569	31.11	213	34.13	179	26.76	177	33.02

Note. N = Number of 'Yes' responses

The good infrastructural facilities of an institution is a clear indicator of the quality of education imparted by it. From the table 63 it is clear that most of student teachers opined that they uses library and internet frequently. Regarding the auditorium, 82.56% student teachers agrees that the auditorium in their institution have enough seating capacity. Considering the store room, 53.31% student teachers agrees that the store room of the institution have enough items required for learning, while, total sample of 46.69% student teachers disagree with this. By examining the facilities of art and craft room, 75.94% student teachers are dissatisfied with the facilities of art and craft room in their institution. Regarding the facilities of music room 84.53 % of student teachers are dissatisfied.

In case of the building facilities of their institution, 76% student teachers agrees that, they are satisfied with the building facilities of institution. Considering the facilities of work experience room, 68.89% student teachers dissatisfied with the facilities of work experience room.

Table 63 demonstrate that many essential facilities like store room, music room, art and craft room, and work experience room are not available in most of the institutions.

Table 64

Data and Result of Percentage Analysis of Student Teachers Perception About Play Ground

Statement	Total		Unaided		Government		Aided	
	N	%	N	%	N	%	N	%
playground	935	51.23	333	53.37	306	45.74	296	55.22
playground not available	525	28.7	149	23.88	236	35.28	140	26.12
playground Not prepared	644	35.21	200	32.05	275	41.11	169	31.53
Time limitation to use playground	874	47.79	304	48.72	317	47.38	253	47.2
sports equipment's availability	896	48.99	269	43.11	369	55.16	258	48.13
Getting opportunity to use sports equipment's	632	34.55	187	29.97	242	36.17	203	37.87

Note. N = Number of 'Yes' responses

A playground is a must have facility for an educational institution to facilitate better physical, mental and social development of its students. Regarding the availability of the sports equipment's, 51.01% student teachers opined that enough sports equipment's are not available in their institute. Regarding Getting opportunity for using sports equipment's available in the institute, 65.45% student teachers opined that they don't get opportunity for using sports equipment's available in their institute.

Regarding the playground in the institution, 51.23% student teachers satisfied with the playground, while 48.77% student teachers disagree with this. A total sample of 28.70% student teachers opined that playground not available in their institution and 35.21% student teachers opined that the playground is not prepared according to the requirements. 47.79% student teachers says that there is a time limitation to use playground.

The attention provided for arranging sports facilities by the elementary teacher education institutions are not adequate as per the opinion of student teachers.

Table 65

Data and Result of Percentage Analysis of Student Teachers Perception About Classroom Facilities

Statement	Total		Unaided		Government		Aided	
	N	%	N	%	N	%	N	%
Class room	1573	86.11	592	94.87	519	77.58	462	86.19
Spacious class room	245	13.4	66	10.58	119	17.79	60	11.19
Seating capacity	158	8.64	37	5.93	85	12.71	36	6.72
Ventilation	151	8.26	48	7.69	59	8.82	44	8.21
Cleanliness	188	10.28	45	7.21	71	10.61	72	13.43

Note. N = Number of 'Yes' responses

A class room is where the student teachers spend most of their academic time, hence it is the most essential component in any institution. Considering class room, 86.11% student teachers are satisfied with the facilities in class room. By examining the class room spaciousness, 86.60% student teachers agrees that class room is spacious enough. In case of seating capacity, 93.28% student teachers agrees that enough seating capacity is available. Regarding ventilation, 91.74% student teachers agrees that there is proper ventilation is available in their classroom. By examining cleanliness, 89.72% student teachers think that their class room is clean.

The above results shows that class room facilities in most of the institutions are satisfactory.

Table 66

Data and Result of Percentage Analysis of Student Teachers Perception About Toilet Facilities

Statement	Total		Unaided		Government		Aided	
	N	%	N	%	N	%	N	%
Facilities of toilet	1558	85.18	588	94.23	515	76.98	454	84.7
Water scarcity	291	15.91	70	11.22	153	22.87	68	12.69
Cleanliness	255	13.94	68	10.9	117	17.49	70	13.06
Drinking water	1340	73.26	453	72.6	465	69.51	422	78.73
Common room	975	53.31	367	58.81	337	50.37	271	50.56
Facilities of common room	816	44.61	292	46.79	287	42.9	237	44.22
Institution cleanliness	1694	92.62	587	94.07	608	90.88	499	93.1

Note. N = Number of 'Yes' responses

Sub-standard toilet facilities can affect student teachers health. Examining the facilities of toilet, 85.18% student teachers are satisfied with the facilities of toilet in their institution. Regarding water availability, 84.09% student teachers opined that enough water is available in toilet all the time. Considering the cleanliness of toilet, 86.06% student teachers opined that toilet in their institution is kept clean.

Regarding drinking water, 73.26% student teachers agrees that enough drinking water is available in their institution. Considering the common room, 53.31% student teachers agrees that the institution have common room. By examining the facilities of common room, 55.39% student teachers dissatisfied with the facilities of common room. Regarding cleanliness, 92.62% student teachers agrees that institution premises kept clean regularly.

As per the table 66 it can be deduced that satisfactory toilet facilities are provided by most of the institutions.

Table 67

Data and Result of Percentage Analysis of Student Teachers Perception About Library Facilities

Statement	Total		Unaided		Government		Aided	
	N	%	N	%	N	%	N	%
Library	1659	90.92	550	88.14	659	98.51	449	83.77
No reference material	241	13.18	104	16.67	61	9.12	76	14.18
Inadequate seating capacity	403	22.03	101	16.19	157	23.47	145	27.05
Time availability for library use	785	42.92	279	44.71	264	39.46	242	45.15
librarian is not co-operative	183	10.01	62	9.94	51	7.62	70	13.06

Note. N = Number of 'Yes' responses

According to latest NCTE regulations library is one of the mandatory requirement for an elementary teacher education institution. Considering the library, 90.92% student teachers agrees that library can facilitate their education needs. Examining the reference materials in library, 86.82% student teachers opined that enough reference material is available in library. Regarding seating capacity, 77.97% student teachers agrees that enough seating capacity is available in library. Considering the time available for library reference, 42.92% student teachers opined that there is no period available for library reference. Considering the librarian, 89.99% student teachers agrees that librarian is co-operative.

From the perusal of data and results provided in the table 67, it is apparent that library facilities are satisfactory according to the opinion of student teachers.

Table 68

Data and Result of Percentage Analysis of Student Teachers Perception About Lab Facilities

Statement	Total		Unaided		Government		Aided	
	N	%	N	%	N	%	N	%
Psychology lab	233	12.74	83	13.3	52	7.77	98	18.28
Language lab	575	31.44	177	28.37	222	33.18	176	32.84
Education technology lab	477	26.19	142	22.76	201	30.04	134	25

Note. N = Number of 'Yes' responses

Considering the psychology lab, 87.26% student teachers opined that psychology lab is not available or they have not done any experiments in psychology lab. Examining the facilities of language lab, 68.56% student teachers are not satisfied with the facilities of language lab. Considering the facilities of education technology lab, 77.24%student teachers dissatisfied with the facilities of education technology lab.

The above mentioned lab facilities are not provided to student teachers in most of the elementary teacher education institutions.

Table 69

Data and Result of Percentage Analysis of Student Teachers Perception About Computer Lab

Statement	Total		Unaided		Government		Aided	
	N	%	N	%	N	%	N	%
Satisfied with the facilities of computer lab	786	43.08	225	36.06	367	54.86	194	36.19
Adequate Computers in the lab	563	30.78	150	24.04	202	30.19	211	39.37
Not allowed to use internet	454	24.82	192	30.77	109	16.29	153	28.54
No lab instructor	493	26.95	175	28.04	154	23.02	164	30.6
Not enough seating capacity	485	26.52	168	26.92	154	23.02	163	30.41

Note. N = Number of 'Yes' responses

In the era of smart classrooms, student teachers should equip with necessary ICT skills, a better computer lab can help in grooming them for this challenge. Considering the facilities of computer lab, 56.92% student teachers were dissatisfied with the facilities of computer lab. 69.22% student teachers think that computers are not latest. Regarding the availability of internet, 75.18% student teachers agrees that they are allowed to use internet. In case of lab instructor, 73.05% student teachers agrees that lab instructor or assistant is not present in the computer lab. By Looking at the seating capacity, 73.48% student teachers opined that adequate seating capacity is available in their institution.

The data provided in the table 69 indicates that computer lab facilities are not satisfactory according to student teachers opinion.

Table 70

Data and Result of Percentage Analysis of Student Teachers Perception About Science Lab

Statement	Total		Unaided		Government		Aided	
	N	%	N	%	N	%	N	%
Science lab	919	50.25	228	50.25	381	56.95	310	57.84
Time limitation	455	24.88	152	24.88	173	25.86	130	24.25
Not enough equipment's	578	31.6	203	31.6	200	29.9	175	32.65

Note. N = Number of 'Yes' responses

NCTE regulations mandates laboratory facilities for the smooth transaction of elementary teacher education curriculum. Considering the facilities of science lab, 49.75% student teachers are not satisfied with the facilities of science lab. Considering the time limitation, 75.12% student teachers said that there is no time limitation. By examining the equipment's, 68.40% student teachers opined that enough equipment's available in their science lab.

Science lab facilities are very poor, as shown by the table 70 in majority of elementary teacher education institutions.

Challenges of Infrastructural and instructional facilities as perceived by student teachers. Art and craft room, work experience room and music room were not available in most of the institutions.

Even though Kerala has made much progress in implementing ICT in elementary education, the state failed to fully infuse ICT in elementary teacher education institutions. Majority of student teachers were not satisfied with the computer lab in their institutions.

Another major challenge faced by elementary teacher education system is the lack of facilities available or the facilities available are not in proper condition for use, in the institutions as per NCTE norms. Many student teachers opined about the need of renovation of the institutions. Lack of availability of funds for infrastructural development due to reduced number of student teachers is a major concern for many of the institutions.

Most of institutions doesn't have common rooms as per the NCTE norms. Many student teachers ask for better Toilet facility and majority of student teachers are not satisfied with the common rooms. Many student teachers pointed out the need for girl friendly toilets. Safe drinking water facility is another concern, investigator observed many uninstalled or unusable water purifiers in many institutions.

Many student teachers asked for better library facilities. Principals and teacher educators of many institutions opined about the lack of interest student teachers, shows in utilising the library facilities. Another major concern in this regard is availability of time for reference is reduced after the syllabus revision. The quality of laboratory facilities is also a problem, a good number of student teachers suggest for better laboratory facilities.

Most of student teachers opined that either play ground is not available in their institution or it is not prepared according to the requirements. Majority of student teachers opined that, more sports equipment's are needed.

Support and progression. Hostel, student union, office and parent-teacher communication are the items considered in this aspect for getting the view of student teachers.

Table 71

Data and Result of Percentage Analysis of Student Teachers Perception About Hostel Facility

Statement	Total		Unaided		Government		Aided	
	N	%	N	%	N	%	N	%
Using hostel facility	408	22.42	158	25.32	161	24.07	89	16.6
Hostel facilities are not good	282	15.42	72	11.54	129	19.28	81	15.11
Not near	276	15.09	63	10.1	119	17.79	94	17.54
Food in not good	114	6.23	33	5.29	46	6.88	35	6.53
Too many students are accommodated	108	5.9	53	8.49	23	3.44	32	5.97

Note. N = Number of 'Yes' responses

Better support and progression facilities will put a light on the positive and progressive attitude of institution management. Considering the using hostel facilities, 77.58% student teachers are not using hostel facilities in their institution.

Table 72

Data and Result of Percentage Analysis of Student Teachers Perception About office Facility

Statement	Total		Unaided		Government		Aided	
	N	%	N	%	N	%	N	%
office facilities	1678	91.74	572	91.67	633	94.62	507	94.59
Not Enough staffs	194	10.61	442	70.83	557	83.26	420	78.36
office staffs are not co-operative	225	12.3	544	87.18	605	90.43	479	89.37

Note. N = Number of 'Yes' responses

The office facilities and efficient office staff are important for the smooth governance and management of the institutions. Considering the office facilities of institution, 91.74% student teachers are satisfied with office facilities of their institution. Considering the staff's availability, 89.39% student teachers agrees that enough staffs are available. Examining the office staffs, 87.70% student teachers opined that office staffs are co-operative.

The results given above reveals student teachers positive perception on office facilities.

Table 73

Data and Result of Percentage Analysis of Student Teachers Perception About Student Support measures

Statement	Total		Unaided		Government		Aided	
	N	%	N	%	N	%	N	%
Parent-teacher communication	1419	77.5	305	48.88	327	48.88	296	55.22
Resolving the issues faced in the institution	1797	98.2	605	96.96	668	99.85	524	97.76
Student's union	792	43.3	66	10.58	62	9.27	66	12.31
Scholarship/fee concession/stipend from institution	928	50.7	86	13.78	88	13.15	51	9.51

Note. N = Number of 'Yes' responses

With regard to parent-teacher communication, 77.58% student teachers opined that teacher educator communicate their progress with their parents. Regarding the support for resolving the issues faced in the institution, 98.25% student teachers agrees that they get enough support from teacher educators and principal to resolving the issues faced in the institution. In the case of student's union, 56.70% student teachers opined that they never vote for student's union election. Considering getting any scholarship, fee concession or stipend from the institution, 49.26% student teachers agrees that they never got any scholarship, fee concession or stipend from their institution.

It can be inferred from the above data that student union was not functioning and scholarships were not provided in many of the institutions.

Challenges of Support and progression as perceived by student teachers. Only a few institutions have working hostel facility and majority of student teachers not using any of the hostel facility. A good number of student teachers never voted for the student union and most of them raised concern about the unavailability of any type of grants and scholarships from their institution. Also, many student teachers are worried about the unavailability of transport facility.

Innovative practices. Innovative practices followed in an institution is measure of quality of education provided by it. Seminars/workshop/ exhibition, personality development programs feedback system, etc. are incorporated in innovative practices.

Table 74

Data and Result of Percentage Analysis of Student Teachers Perception About Innovative Practices

Statement	Total		Unaided		Government		Aided	
	N	%	N	%	N	%	N	%
Seminar/workshop /exhibition	1499	81.96	476	76.28	586	87.59	437	81.53
Personality development programs	1389	75.94	422	67.63	529	79.07	438	81.72
Developmental activities	1323	72.33	433	69.39	487	72.8	403	75.19
Feedback system	1168	63.86	424	67.95	400	59.79	344	64.18
Support for differentially abled students	676	36.96	195	31.25	279	41.7	202	37.69
Classes from experts related to social sensitive issues	1576	86.17	486	77.88	616	92.08	474	88.43
Field trip / study tour	1499	96.61	596	95.51	660	98.65	511	95.34
Yoga education	1389	90.92	572	91.67	625	93.42	466	86.94

Note. N = Number of 'Yes' responses

Better innovative practices followed in the institution is a measure of its quality. Considering organization of seminar, workshop or exhibition by the institution, 81.96% student teachers agrees that institution organize some kind of seminar, workshop or exhibition. 75.94% student teachers agrees that their institution organizes personality development programs. In case of developmental activities in the institution, 72.33% student teachers satisfied with the developmental activities in their institution. Considering feedback system, 63.86% student teachers agrees that principal seek feedback on teacher

educators. Regarding the support for differentially abled students, 63.04% student teachers are dissatisfied with the support for differentially abled students in their institution.

in the case of attending classes of expert personality, 86.17% student teachers agrees that they attend classes of expert personality related to social sensitive issues. Regarding field trip or study tour, 96.61% student teachers agrees that, they attend field trip or study tour organized by their institution. In case of yoga education, 90.92% student teachers agrees that they get yoga education and yoga training from your institution.

By examining the table 74, it is evident that, most of the respondents have positive perception regarding the innovative practices followed in their institution.

Comparison of The Perception of Elementary Student Teachers Regarding The Quality Aspects of Elementary Teacher education programme Based on Gender, Locale, Type of Management of Institution and District

In this area investigator analysed, the objective of the study to analyse the perception of elementary student teachers on quality aspects of elementary teacher education program with respect to total sample and relevant sub samples based on gender, locale, type of management and district.

The opinion was collected using the questionnaire. The sample collected by giving due importance to all classificatory variables. The questionnaire for student teachers contains item related to quality and corresponding challenges for each quality items. Since challenges included in the questionnaire are not intended to quantify, they were omitted from comparison. For the items related to quality, since they fall under same construct, quality, hence, a comparison is done to know the difference in perception of teacher educators.

For this investigator formed a corresponding hypothesis “There exists no significant difference in the perception of elementary student teachers on

quality aspects of elementary teacher education program with respect to total sample and relevant sub samples based on gender, locale, type of management and district"

Quality of elementary teacher education as perceived by student teachers– Gender wise comparison. The following section deals with the analysis of data on perception of quality aspects of elementary teacher education by elementary student teachers with respect to Gender.

Table 75

Data and Result of Test of Significant Difference in Perception of Quality Aspects of Elementary Teacher Education By Student Teachers With Respect To Gender

	Gender	N	Mean	Std. Deviation	t	Level of significance
Curricular aspects	Male	63	3.06	.931	2.01	Significant at 0.05 level
	Female	1765	3.41	.807		
Teaching learning and evaluation	Male	63	12.11	2.156	2.49	Significant at 0.05 level
	Female	1765	12.59	1.460		
Infrastructural and instructional facility	Male	63	8.06	3.574	0.83	Not Significant
	Female	1765	8.41	3.206		
Support and progression	Male	63	3.38	1.156	1.20	Not Significant
	Female	1765	3.55	1.072		
Innovative practices	Male	63	5.92	1.954	0.68	Not Significant
	Female	1765	6.05	1.526		
Total Perception	Male	63	32.54	7.567	2.02	Significant at 0.05 level
	Female	1765	34.00	5.561		

Table 75 shows that the obtained 't' values for the perception of quality aspects of elementary teacher education by Student Teachers based on the Gender. It is clear that the 't' value for curricular aspects, teaching, learning and evaluation and total perception are 2.01, 2.49 and 2.02 respectively. These

't' values are greater than the table value 1.96 at 0.05 level of significance, that means there exists significant difference between male and female student teacher's perception regarding the quality aspects such as curricular aspects, teaching, learning and evaluation and Total perception on quality. But the remaining aspects like infrastructural and instructional facility, support and progression and innovative practices, the obtained 't' values are 0.83, 1.21, and 0.68 are less than the table value 1.96, that means there exists no significant difference between male and female student's perception regarding these quality aspects. So, the hypothesis is partially substantiated based on gender of the student teachers.

The above results show that, for the quality aspects like curricular aspects, teaching, learning and evaluation and Total perception, female student teachers are more satisfied compared to their male counterparts.

Quality of elementary teacher education as perceived by student teachers-Locale wise comparison The following section deals with the analysis of data on perception of quality aspects of elementary teacher education by elementary student teachers with respect to locale.

Table 76

Data and Result of Test of Significant Difference in Perception of Quality Aspects of Elementary Teacher Education By Student Teacher With Respect to Locale

	Locale	N	Mean	Std. Deviation	t	Level of significance
Curricular aspects	Urban	803	3.31	.857	3.63	Significant at 0.05 level
	Rural	1025	3.45	.774		
Teaching learning and evaluation	Urban	803	12.52	1.557	1.33	Not Significant at 0.05 level
	Rural	1025	12.61	1.435		
Infrastructural and instructional facility	Urban	803	8.28	3.203	1.35	Not Significant at 0.05 level
	Rural	1025	8.48	3.229		
Support and progression	Urban	803	3.61	1.044	2.43	Significant at 0.05 level
	Rural	1025	3.49	1.096		
Innovative practices	Urban	803	6.02	1.566	0.59	Not Significant at 0.05 level
	Rural	1025	6.07	1.531		
Total Perception	Urban	803	33.75	5.769	1.34	Not Significant at 0.05 level
	Rural	1025	34.10	5.547		

Table 76 shows that the obtained 't' values for the perception of quality of elementary teacher education by Student Teachers based on the locale. It is clear that the 't' value for curricular aspects and support and progression are 3.63 and 2.43 respectively. These 't' value are greater than the table value 1.96 at 0.05 level of significance, that means there exists a significant difference between urban and rural student teacher's perception regarding the quality aspects such as, curricular aspects and support and progression. But in the case of remaining aspects like Teaching learning and evaluation, infrastructural and instructional facility, innovative Practices, and Total perception of student teachers, the obtained 't' values 1.33, 1.35, 0.59 and 1.34 are less than the table value 1.96 at 0.05 level of significance, that means there exists no significant difference between urban and rural student teacher's perception regarding these aspects. So, the hypothesis is partially substantiated based on locale of the student teachers.

Quality of elementary teacher education as perceived by student teachers – management type wise comparison The following section deals with the analysis of data on perception of quality aspects of elementary teacher education by elementary student teachers with respect to type of management of Institution.

Table 77

Data and Result of Test of Significant Difference in Perception of Quality Aspects of Elementary Teacher Education By Student Teachers With Respect To Total Sample and Subsamples Based on The Type of Management

		Sum of Squares	df	Mean Square	F	Sig.
Curricular aspects	Between Groups	1.981	2	.990	1.49	.225
	Within Groups	1210.158	1826	.663		
	Total	1212.139	1828			
Teaching learning and evaluation	Between Groups	41.523	2	20.761	9.43	.000
	Within Groups	4018.839	1826	2.201		
	Total	4060.362	1828			
Infrastructural and instructional facility	Between Groups	4.220	2	2.110	0.20	.816
	Within Groups	18932.134	1826	10.368		
	Total	18936.353	1828			
Support and progression	Between Groups	23.187	2	11.593	10.14	.000
	Within Groups	2088.780	1826	1.144		
	Total	2111.966	1828			
Innovative practices	Between Groups	75.955	2	37.977	16.15	.000
	Within Groups	4292.907	1826	2.351		
	Total	4368.862	1828			
Total Perception	Between Groups	305.191	2	152.596	4.81	.008
	Within Groups	57983.341	1826	31.754		
	Total	58288.533	1828			

Table 77 shows that the obtained F values for the perception of quality aspects of elementary teacher education by student teachers based on the Type of Management. It is clear that the F value for Teaching, Learning and Evaluation, Support and Progression, Innovative Practices and Total perception are 9.43, 10.14, 16.15 and 4.81 respectively. These F values are greater than the table value 3.09 at 0.05 level of significance, that means there exists a significant difference among the student teachers belonging to Government, Aided and Unaided institution, in their perception regarding the quality aspects like teaching, learning and evaluation, Support and Progression, Innovative Practices and Total perception. But the remaining quality aspects like curricular aspects and Infrastructural and instructional facility, the obtained F values 1.49 and 0.20 are less than the table value 3.09, that means there exists no significant difference among Government, Aided and Unaided institution student teacher's perception regarding these quality aspects. So, the hypothesis is partially substantiated based on type of management of the institution. In order to find out the difference among the institution, investigator used scheffe Post Hoc test.

Table 78

Data and Result of Post Hoc Test Regarding The Difference in Teaching Learning and Evaluation Based on The Type of Management

Management	N	Subset for alpha = 0.05	
		1	2
Unaided	623	12.36	
Aided	536		12.67
Government	669		12.90

Table 78 shows the average score obtained by each institution regarding the Teaching Learning and Evaluation, it is clear that the mean score Unaided institution 12.36 is less than the mean score of the Government (12.90) and aided (12.67) institutions. So, it can be inferred that Government and Aided

institutions have better Teaching Learning and Evaluation compared to Unaided institution. It is given in below mean plot

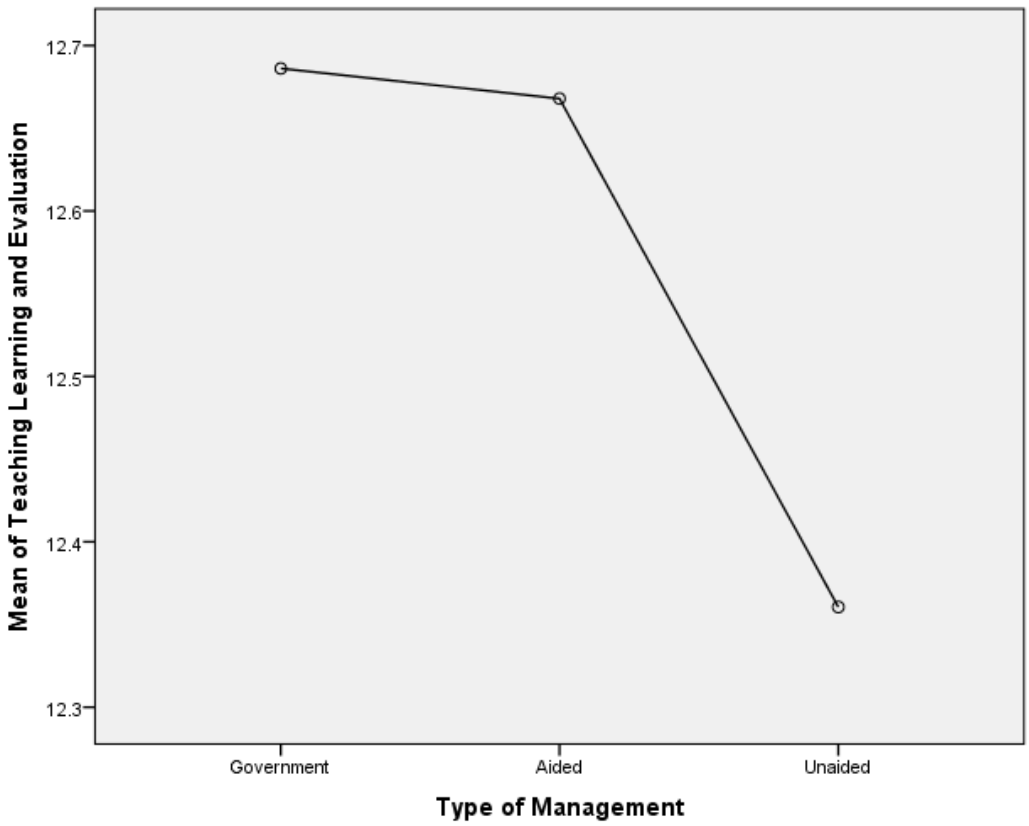


Figure 8. Perception of student teachers on teaching learning and evaluation based on type of management

Table 79

Data and Result of Post Hoc Test Regarding The Difference in Support and Progression Based on The Type of Management

Management	N	Subset for alpha = 0.05	
		1	2
Unaided	623	3.46	
Government	669	3.48	
Aided	536		3.72

Table 79 shows the average score obtained by each institution regarding the Support and Progression it is clear that, the mean score Aided institution 3.72 is greater than the mean score of the Unaided (3.46) and Government (3.48) institutions. So it can be inferred that Aided institution have better Support and Progression compared to Government and unaided institution. It is given in below mean plot

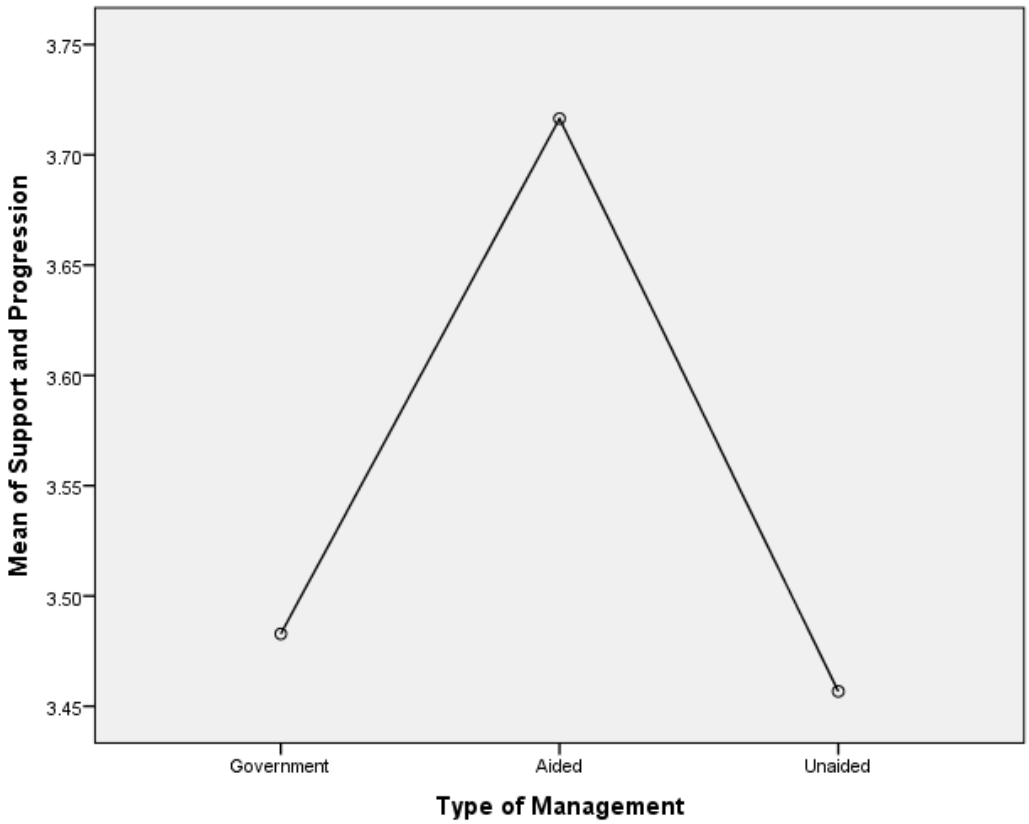


Figure 9. Perception of student teachers on support and progression based on type of management

Table 80

Data and Result of Post Hoc Test Regarding The Difference in Innovative Practices Based on The Type of Management

Management	N	Subset for alpha = 0.05	
		1	2
Unaided	623	5.78	
Aided	536		6.11
Government	669		6.25

Table 80 shows the average score obtained by each institution regarding the Innovative Practices, it is clear that the mean score Government institutions (6.25) and Aided institution (6.11) is greater than the mean score of the Unaided (5.8) institution in Kerala. So, it can be inferred that Government and Aided institution have good Innovative Practices compare to unaided institution. It is given in below mean plot

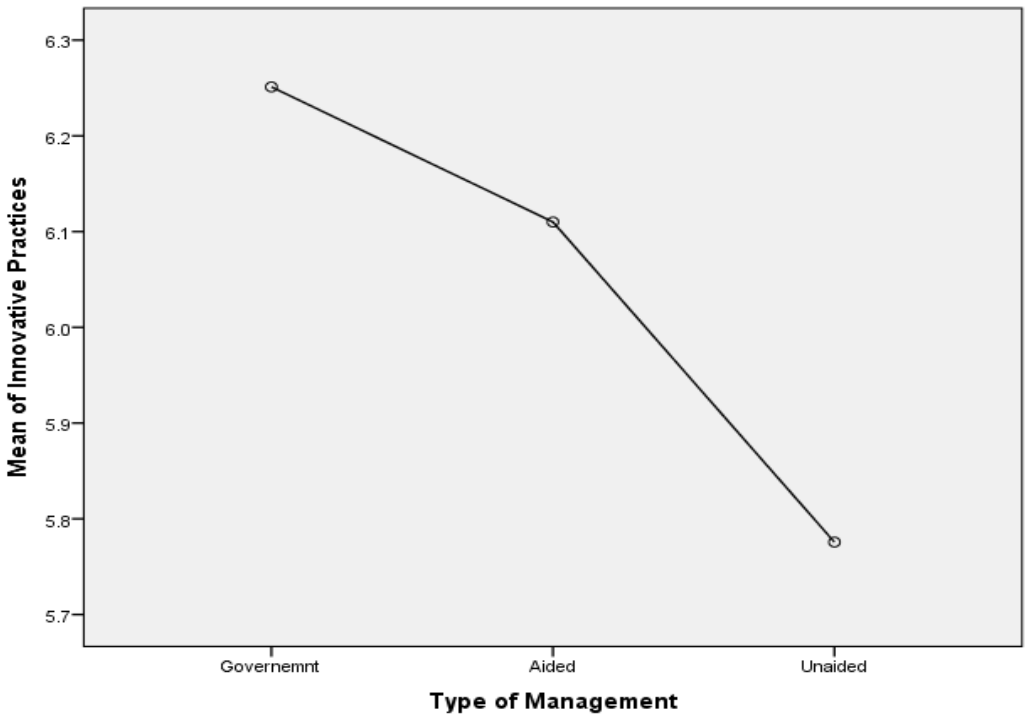


Figure 10. Perception of student teachers on innovative practices based on type of management

Table 81

Data and Result of Post Hoc Test Regarding The Difference in Total Perception Based on The Type of Management

Management	N	Subset for alpha = 0.05	
		1	2
Unaided	623	33.38	
Government	669	34.17	34.17
Aided	536		34.31

Table 81 shows the average score obtained by each institution regarding the total perception, it is clear that the mean score Government institution (34.17) and Aided institution (34.31) is greater than the mean score of the Unaided (33.38) institution in Kerala. So, it can be inferred that Government and Aided institution have good Total perception compared to Government and unaided institution. It is given in below mean plot

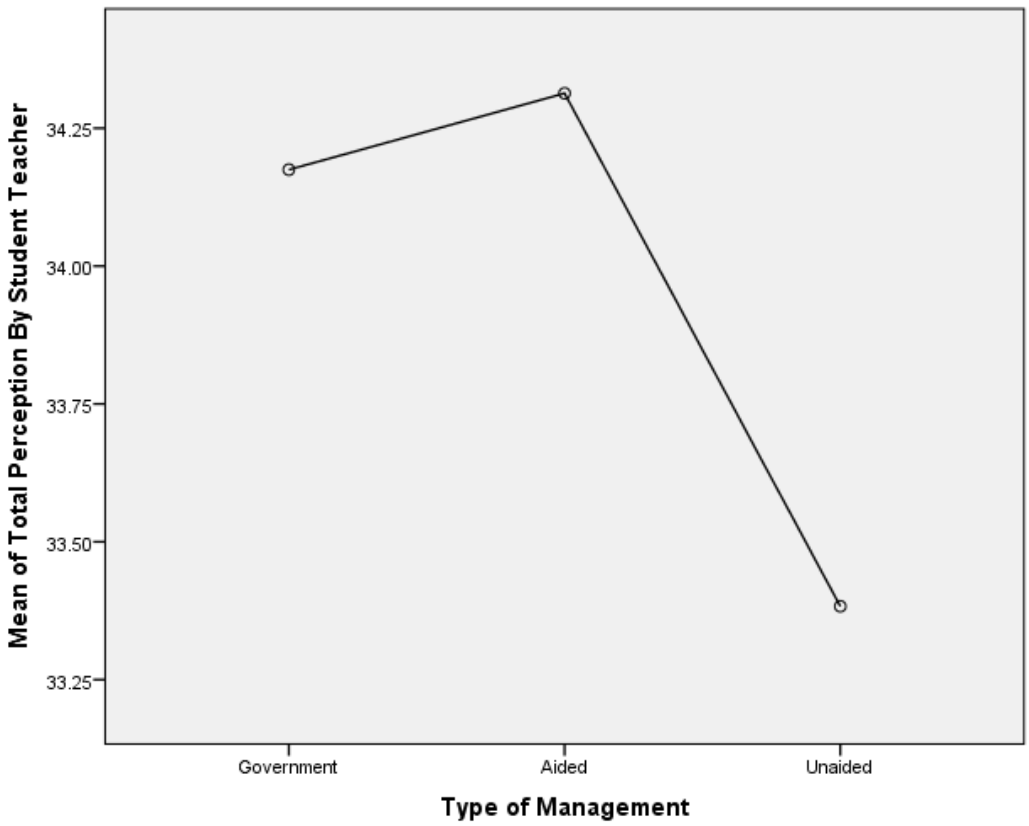


Figure 11. Perception of student teachers based on type of management

Quality of elementary teacher education as perceived by student teachers – district wise comparison. The following section deals with the analysis of data on perception of quality aspects of elementary teacher education by elementary student teachers with respect to district.

Table 82
Data and Result of Test of Significant Difference in Perception of quality aspects *of Elementary Teacher Education By Student Teachers Based on The District*

		Sum of Squares	df	Mean Square	F	Sig.
Curricular aspects	Between Groups	52.891	13	4.069	6.370	0.00
	Within Groups	1159.248	1815	.639		
	Total	1212.139	1828			
Teaching learning and evaluation	Between Groups	107.377	13	8.260	3.792	0.00
	Within Groups	3952.985	1815	2.178		
	Total	4060.362	1828			
Infrastructural and instructional facilities	Between Groups	883.741	13	67.980	6.835	0.00
	Within Groups	18052.612	1815	9.946		
	Total	18936.353	1828			
Support and progression	Between Groups	113.820	13	8.755	7.953	0.00
	Within Groups	1998.146	1815	1.101		
	Total	2111.966	1828			
Innovative practices	Between Groups	310.566	13	23.890	10.684	0.00
	Within Groups	4058.296	1815	2.236		
	Total	4368.862	1828			
Total Perception	Between Groups	2152.375	13	165.567	5.35	0.00
	Within Groups	56136.157	1815	30.929		
	Total	58288.533	1828			

Table 82 shows that the obtained F values for the perception of quality aspects of elementary teacher education by student teachers based on the District. It is clear that the F value for Curricular Aspects, Teaching Learning and Evaluation, Infrastructural and instructional facilities, Support and Progression, Innovative Practices and Overall Perception are 6.37, 3.79, 6.83, 7.95, 10.68 and 5.35 respectively. All the F values are greater than the table value 3.09 at 0.05 level of significance, that means there exists a significant difference among the district wise student teachers in their perception regarding the quality of elementary teacher education. So, the hypothesis based on district is rejected. In order to find out the difference among the institution, investigator used scheffe Post Hoc test.

Table 83

Data and Result of Post Hoc Test Regarding The Difference in Curricular Aspects Based on District

Curricular aspects			
Scheffe[a,b]			
District	N	Subset for alpha = 0.05	
		1	2
Ernakulam	140	3.16	
Kannur	77	3.21	
Kollam	157	3.23	3.23
Malappuram	282	3.30	3.30
Kottayam	121	3.31	3.31
Kasaragod	50	3.32	3.32
Trivandrum	87	3.36	3.36
Kozhikode	224	3.38	3.38
Thrissur	159	3.38	3.38
Pathanamthitta	66	3.39	3.39
Idukki	58	3.50	3.50
Wayanad	124	3.54	3.54
Alappuzha	112	3.68	3.68
Palakkad	172		3.76
Sig.		0.067	0.51

There exists a significant difference in the mean score of student teachers regarding curricular aspects. The obtained mean score of Palakkad (3.76) and Alappuzha (3.68) have higher mean score than other districts. So, it can be inferred that Palakkad and Alappuzha have better curricular aspects.

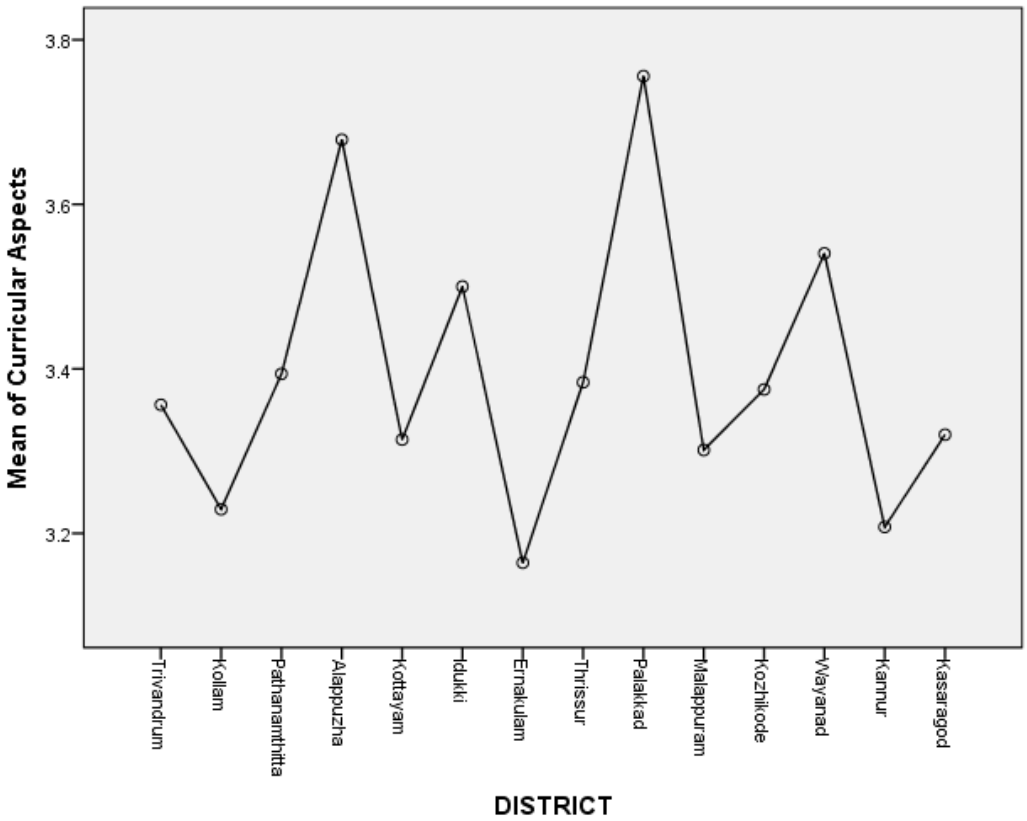


Figure 12. Perception of student teachers on curricular aspects based on district

Table 84

Data and Result of Post Hoc Test Regarding The Difference in Infrastructural and Instructional Facilities Based on District

Infrastructural and instructional facilities			
Scheffe[a,b]			
District	N	Subset for alpha = 0.05	
		1	2
Alappuzha	112	7.46	
Palakkad	172	7.48	
Kasaragod	50	7.60	
Kollam	157	7.82	
Ernakulam	140	7.86	7.86
Kottayam	121	7.99	7.99
Idukki	58	8.31	8.31
Wayanad	124	8.49	8.49
Trivandrum	87	8.52	8.52
Kozhikode	224	8.58	8.58
Pathanamthitta	66	8.64	8.64
Malappuram	282	8.93	8.93
Kannur	77	8.95	8.95
Thrissur	159		9.94
Sig.		.565	.050

There exists a significant difference in the mean score of student teachers regarding infrastructural and instructional facilities available in the institution. The obtained mean score of Thrissur (9.94) district is higher than the mean score of other districts. So, it can be inferred that Thrissur got high perception regarding aspect of infrastructural and instructional facilities.

The obtained mean score of Alappuzha (7.46),Palakkad (7.48),and Kasaragod (7.60) districts are lesser than the mean score of other districts. So, it can be inferred that Palakkad and Alappuzha have to give more importance on curricular aspects.

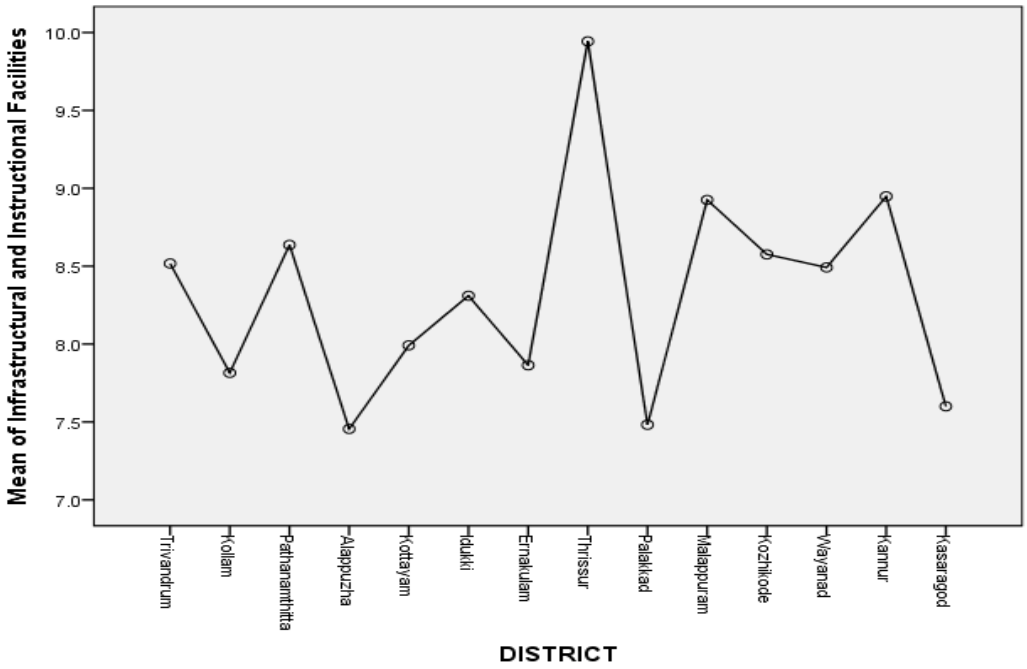


Figure 13. Perception of student teachers on infrastructural and instructional facilities based on district

Table 85

Data and Result of Post Hoc Test Regarding Support and Progression Based on District

Support and Progression					
Scheffe[a,b]					
District	N	Subset for alpha = 0.05			
		1	2	3	4
Kasaragod	50	2.94			
Kannur	77	3.19	3.19		
Trivandrum	87	3.26	3.26	3.26	
Palakkad	172	3.30	3.30	3.30	
Malappuram	282	3.44	3.44	3.44	
Kozhikode	224	3.44	3.44	3.44	
Ernakulam	140	3.52	3.52	3.52	3.52
Kollam	157	3.56	3.56	3.56	3.56
Wayanad	124		3.65	3.65	3.65
Kottayam	121		3.66	3.66	3.66
Pathanamthitta	66		3.77	3.77	3.77
Thrissur	159		3.87	3.87	3.87
Alappuzha	112			3.96	3.96
Idukki	58				4.14
Sig.		.158	.063	.051	.167

There exists a significant difference in the mean score of student teachers regarding Support and Progression in the institution. The obtained mean score of Idukki (4.14) then Alappuzha (3.96) and Trissur (3.87) have higher than the mean score compared to other districts. So, it can be inferred that Idukki, Alappuzha and Trissur districts obtained high perception regarding Support and Progression.

The obtained mean score of Kasaragod (2.94) then Kannur (3.19) and Thiruvananthapuram (3.26) have lesser than the mean score of other districts. So, it can be inferred that Kasaragod, Kannur and Thiruvananthapuram districts obtained less perception regarding Support and Progression.

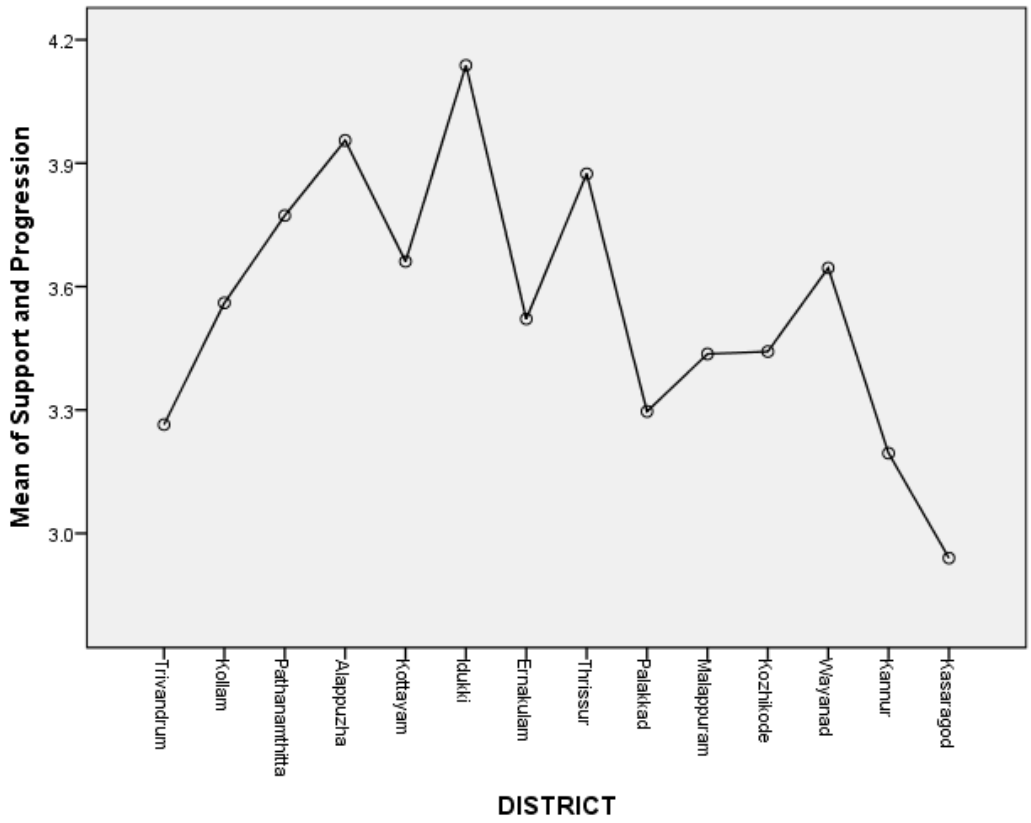


Figure 14. Perception of student teachers on support and progression based on district

Table 86

Data and Result of Post Hoc Test Regarding The Difference in Innovative Practices Based on District

Innovative practices					
Scheffe[a,b]					
District	N	Subset for alpha = 0.05			
		1	2	3	4
Kasaragod	50	5.28			
Kottayam	121	5.46	5.46		
Ernakulam	140	5.61	5.61		
Palakkad	172	5.83	5.83	5.83	
Idukki	58	5.84	5.84	5.84	
Kozhikode	224	5.88	5.88	5.88	
Malappuram	282	5.98	5.98	5.98	
Wayanad	124	6.06	6.06	6.06	
Pathanamthitta	66	6.06	6.06	6.06	
Trivandrum	87	6.10	6.10	6.10	
Kollam	157		6.36	6.36	6.36
Thrissur	159		6.38	6.38	6.38
Alappuzha	112			6.77	6.77
Kannur	77				7.21
Sig.		.270	.116	.091	.214

There exists a significant difference in the mean score of student teachers regarding Innovative Practices in the institution. The obtained mean score of Kannur (7.21) then Alappuzha (6.77), Trissur (6.38) and Kollam (6.36) have obtained high mean score compared to other districts. So, it can be inferred

that Kannur, Alappuzha, Trissur and Kollam follows better Innovative Practices.

The obtained mean score of Kasaragod (5.28) then Kottayam (5.46) and Ernakulam (5.61) have obtained less mean score compared to other districts. So, it can be inferred that Kasaragod, Kottayam and Ernakulam have to improve upon Innovative Practices.

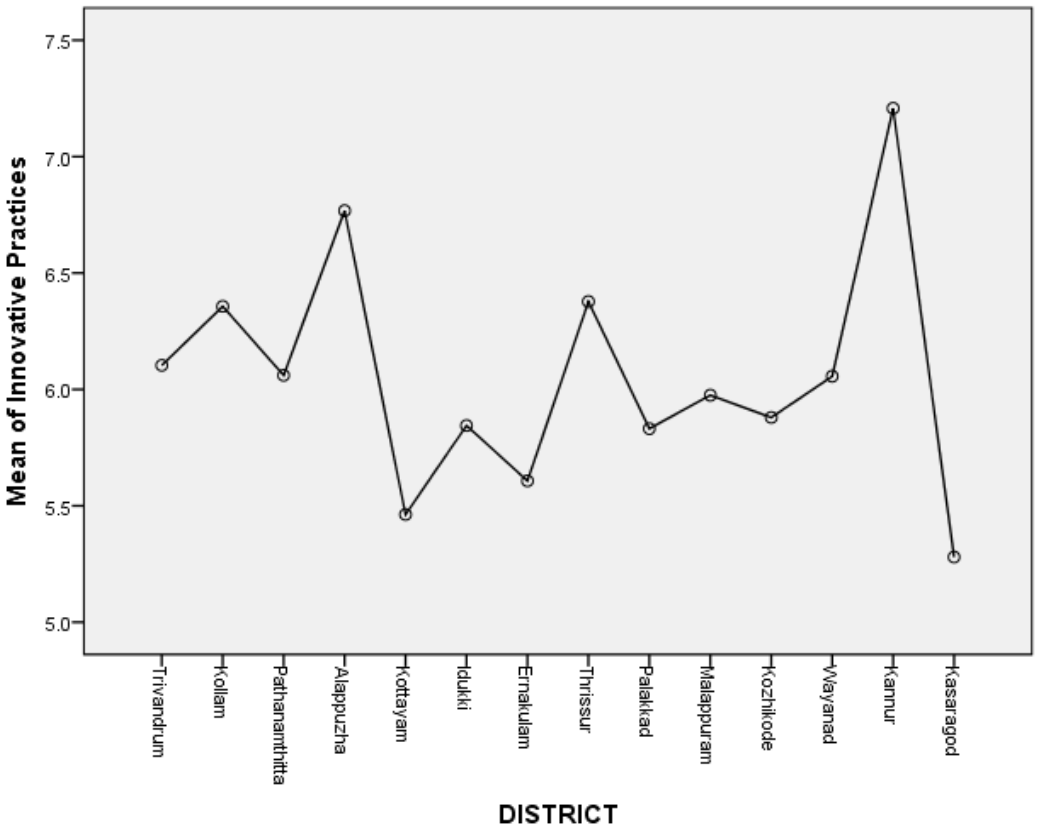


Figure 15. Perception of student teachers on innovative practices based on district

Table 87

Data and Result of Post Hoc Test Regarding The Difference in Total Perception Based on District

Curricular aspects			
Scheffe[a,b]			
District	N	Subset for alpha = 0.05	
		1	2
Kasaragod	50	31.96	
Ernakulam	140	32.44	
Kottayam	121	32.71	32.71
Palakkad	172	32.91	32.91
Trivandrum	87	33.67	33.67
Kozhikode	224	33.68	33.68
Kollam	157	33.77	33.77
Idukki	58	33.86	33.86
Malappuram	282	34.07	34.07
Pathanamthitta	66	34.55	34.55
Wayanad	124	34.59	34.59
Alappuzha	112	34.86	34.86
Kannur	77	35.51	35.51
Thrissur	159		36.30
Sig.		.075	.065

There exists a significant difference in the mean score of student teachers regarding perception on the quality in the institution. The obtained mean score of Thrissur (36.30) is higher compared to other districts. So, it can be inferred that Thrissur got high total perception.

The obtained mean score of Kasaragod (31.96) and Ernakulam (32.44) have obtained less mean score compared to other districts. So, it can be inferred that Kasaragod and Ernakulam got less perception on quality.

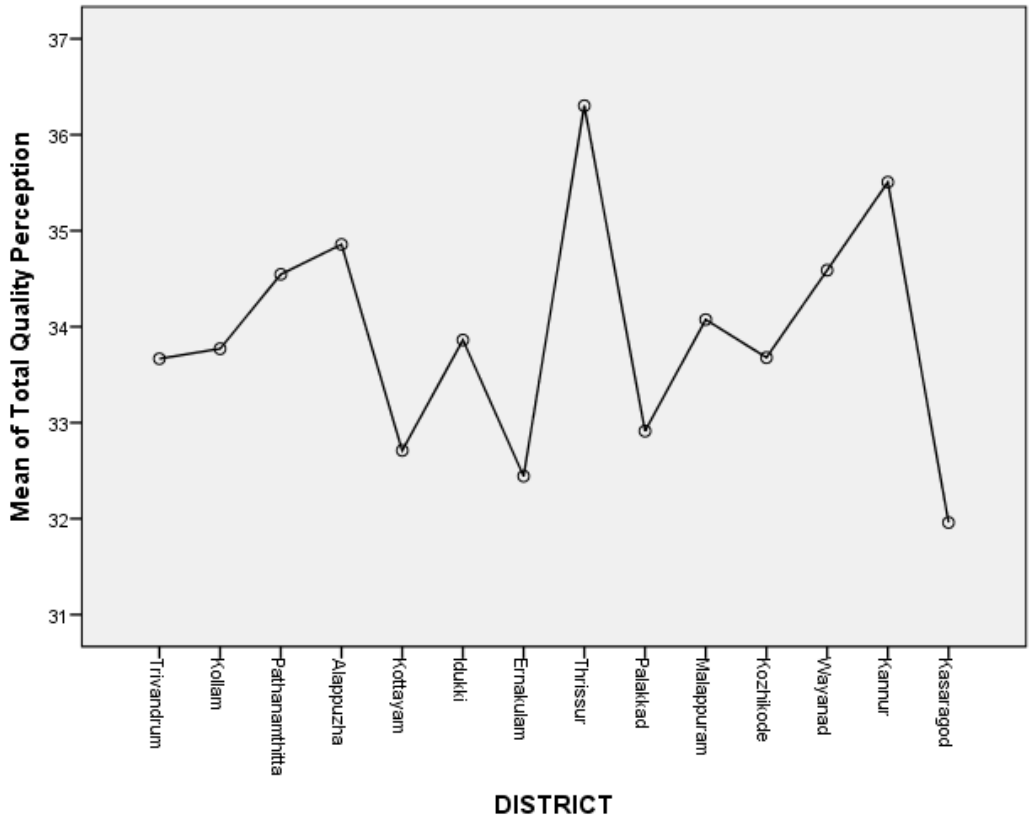


Figure 16. Perception of student teachers based on district

Opinion of Mentors of Practice Teaching Schools on Quality of Elementary Teacher Education Program

Practice teaching or internship is the most important part of teacher education program. Mentors of practice teaching schools guides student teachers, while they face real classroom challenges. They keep personal relationship with each of the mentees, so, they can give correct assessment of quality of training the student teachers undergone. In order to obtain the responses from mentors of practice teaching schools, investigator developed a questionnaire on the quality aspects and challenges of elementary teacher education program.

Effectiveness of Training, Preparation for practice teaching, Mentor mentee relationship, Class room Management, Teaching Skills and

Involvement in school Activities are the aspects included for examining the opinion of mentors of practice teaching school regarding quality aspects and challenges of elementary teacher education program.

Descriptive Analysis

Measures of central tendency and dispersion of the scores are given below.

Table 88

Measures of Central Tendencies and Dispersion of Scores of The Quality aspects of Elementary Teacher education, Mentors Perception

Statistical Constants	Mentor
Mean	87.19
Median	87.00
Mode	86.0
Standard Deviation	8.87
Skewness	-.218

From the table 88, it is observed that the mean value of mentor's perception is 87.19. The median value is 87.00 which mean 50 % of mentors rated above 87.00 and 50% of mentors rated below 87. The mode of scores was found to be 86.0 which give the most frequently occurring score in the distribution. The standard deviation is 8.87 which indicate the deviation from mean of each institution as the scores have shown a Skewness of -.218, it can be interpreted that clustering of scores is on the high end of the distribution.

Percentage Analysis of Perception of Mentors of Practice Teaching Schools on Quality of Elementary Teacher Education Program

In this section investigator analyse the percentage of responses of mentors of practice teaching school on quality of elementary teacher education program.

Effectiveness of Training. The effectiveness of training, student teachers received from elementary teacher education institutions are emphasized in this aspect. Mentors perception on teaching aptitude of student teachers, effectiveness of training obtained from training institution, and teacher educator participation in practice teaching are include here.

Table 89

Data and Result of Percentage Analysis of Mentor's Perception About The Effectiveness of Elementary Teacher Education Training

Statement		To Large Extent	To Some Extent	Not at all
All student teachers have teaching aptitude and have all required capability as a teacher	N	243	52	109
	Percentage	60.1	12.9	27
Training from the Institution not effective	N	181	97	126
	Percentage	44.8	24.0	31.2
Internship period too short	N	266	35	103
	Percentage	65.8	8.7	25.5
Student teachers teaching fail to achieve the goals of each lesson	N	209	69	126
	Percentage	51.8	17.1	31.2
Student Teachers are ready to improve their teaching.	N	266	54	84
	Percentage	65.8	13.4	20.8
The teacher educators actively participate in practice teaching	N	327	39	38
	Percentage	80.9	9.7	9.4

Note. N = Number of Mentors

Since mentors are the initial beneficiaries of a good training obtained from the teacher education institutions, they can evaluate the effectiveness of training easily. Table 89 shows that, regarding the teaching aptitude and capability of student teachers, 60.1% agree that All student teachers have teaching aptitude and have all required capability as a teacher. 31.2% of mentors opined that the quality of training, student teachers obtained from the Elementary teacher education institution is not effective. 51.8% of mentors opined that student teachers teaching, fail to achieve the goals of each lesson. 65.8% mentors agree that the internship period is too short.

It can be inferred as per the table 89 that, mentors of practice teaching school are not satisfied with the effectiveness of training, the student teachers obtained from the elementary teacher education institution.

Preparation before practice teaching. Adequate preparation before commencing practice teaching have great importance in the achievement of its goals. Planning, observing mentor classes and student teachers effective interaction with mentors are added in this aspect.

Table 90

Data and Result of Percentage Analysis of Mentors Perception About Preparation Before Practice teaching

Statement		To Large Extent	To Some Extent	Not at all
Student teachers discussion with mentors	N	308	25	71
	Percentage	76.3	6.2	17.5
Student teacher observe mentor classes	N	349	19	36
	Percentage	86.4	4.7	8.9
Student teachers are able to plan and execute teaching	N	272	55	77
	Percentage	67.4	13.6	19.1

Note. N = Number of Mentors

During practice teaching the student teachers have to face real class room challenges, only effective preparation will help them to perform better. Table 90 shows that 76.3% of mentors agree that Student teachers discuss about their activities with them. 67.4% mentors agree that Student teachers are able to plan and execute teaching learning activities efficiently while 19.1% of mentors disagree with that.

The data and results show that the mentors of practice teaching schools have a positive perception regarding the preparation before practice teaching.

Classroom Management. Class room management is one of the necessary skill the student teachers must possess. Maintaining friendly atmosphere and discipline in the classroom are the items incorporated in this aspect.

Table 91

Data and Result of Percentage Analysis of Mentors Perception About Classroom Management

Statement		To Large Extent	To Some Extent	Not at all
Student Teachers able to maintain friendly atmosphere throughout	N	238	39	127
	Percentage	58.9	9.7	31.4
Student Teachers fail to maintain discipline	N	100	53	247
	Percentage	25.8	13.1	61.1

Note. N = Number of Mentors

The classroom management is an essential skill, that student teachers have to acquire from their training. Table 91 shows that 31.4% of mentors opined that, the student teachers are not able to maintain friendly atmosphere throughout the classroom session, 25.8% of mentors are agree that, student teachers fail to maintain discipline in the class. From the above observation, most of the mentors have positive perception towards student teacher's ability in classroom management.

Most of the mentors opined that student teachers able to manage class room well.

Involvement in school activities. Active participation in all school activities are important for a student teacher for better understanding of the function of the school.

Table 92

Data and Result of Percentage Analysis of Mentors Perception About Involvement in School Activities

Statement		To Large Extent	To Some Extent	Not at all
Student Teachers participate in all the school activities other than class-room teaching	N	322	37	45
	Percentage	79.7	9.2	11.1

Note. N = Number of Mentors

Being a future teacher, it is important for student teachers to learn from the school activities through active participation. Table 92 shows that the 79.7% of mentors agree that, student teachers participate in all the school activities other than class-room teaching.

The data infers that student teachers are moreover enthusiastic in participating school activities.

Mentor mentee relationship. Effective mentor mentee relationship will only help the student teachers to confidently face the real live classroom. Preparation of teaching aid, keeping the personal relationships etc. are included in this aspect.

Table 93

Data and Result of Percentage Analysis of Mentors Perception About Mentor mentee relationship

Statement		To Large Extent	To Some Extent	Not at all
Student teacher ask for help in preparation of teaching aid	N	172	63	169
	Percentage	42.8	15.6	41.8
Keep better personal relationship with student teacher as a Mentor	N	375	12	17
	Percentage	92.9	3.0	4.2
Will give student teacher all the help, support and timely suggestions for improvement, as a mentor	N	377	13	14
	Percentage	93.3	3.2	3.5
Due to the number of student teachers, it is difficult to help each student teacher individually	N	113	72	219
	Percentage	28.0	17.8	54.2

Note. N = Number of Mentors

Table 93 shows that only 42.8% mentors agree that, while preparing teaching aids and teaching manuals student teachers take mentor advice. 92.9% of mentors agree that they keep better personal relationship with student teachers. 93.3 % mentors agree that they give student teachers all the help, support and timely suggestions for improvement as a mentor. 28% mentors opined that they faced any difficulty in helping each student teacher individually due to increase in number of student teachers.

By scrutinizing the data given in table 93 it is clear that mentor involvement in teaching aid preparation in less.

Teaching skills. The teaching skills acquired by student teacher through training period will is provided here to understand mentor perception. Use of proper teaching aids, following appropriate teaching methods and giving proper homework are included under this aspect.

Table 94

Data and Result of Percentage Analysis of Mentors Perception About Teaching Skills of Elementary Student Teachers

Statement		To Large Extent	To Some Extent	Not at all
Student teachers don't able to summarize the portions	N	249	27	128
	Percentage	61.6	6.7	32.7
Student teachers don't try to use audio visual aids	N	235	32	170
	Percentage	50.0	7.9	42.1
Student teachers usually make use of teaching aids	N	315	26	63
	Percentage	77.9	6.4	15.6
Student teachers give proper home works for the student after each period	N	249	66	89
	Percentage	61.7	16.3	22.1
Student teachers correct their teaching methods according to the evaluation of student progress	N	201	90	113
	Percentage	45.8	22.3	28
Student teachers have the proficiency in using ICT for classroom teaching	N	190	84	130
	Percentage	46	20.8	32.2
Student teacher neglect students need special attention	N	250	52	102
	Percentage	61.8	12.9	25.3

Note. N = Number of Mentors

Table 94 shows that 61.6% mentors agree that student teachers mostly don't able to summarize the portions taken in a classroom session. Around 50% mentors agree that student teachers don't try to use audio visual aids. 77.9% mentors opined that, student teachers regularly make use of teaching aids. 61.7% of the mentors agree that student teachers give proper homework to the students after each period and 28% mentors opined that student teachers fail to

adjust their teaching methods according to the evaluation of student progress. 32.2% mentors opined that student teachers does not have the proficiency in using ICT for classroom teaching. 61.8% mentors agree that student teachers usually fails to provide the support for students, who need special attention.

As per the table 94 it is evident that mentors are not satisfied with the teaching skills of student teachers.

Interview With Principals on Status, Quality and Challenges of Elementary Teacher Education Programme

In this section investigator analyse the objective of the study, to know the opinion of principals of Elementary teacher education Institutions on quality aspects and challenges of elementary teacher education program. The below section analyses the principals opinion on the quality and challenges of elementary teacher education programme.

Principals opined that, the curriculum should be restructured to give equal importance to theory and practice. Present Curriculum should be more student centred. The lack of qualified resource persons for training is a serious issue. Syllabus is overloaded for plus two holders especially in case of languages.

There is a need to change optional system to avoid the confusions among student teachers. Semester system is affecting the quality of internship, most of the student teachers not able to complete the internship successfully since they have to start internship even before they complete theory portions related to mentoring.

Principals opined that due to practical exam board in every semester student teachers are losing the seriousness. Most of them suggested that the practical exam board once in an year is more effective. Delayed admission

process is becoming an obstacle to attract talented students towards elementary teacher education course.

Principals are mostly satisfied with present admission criteria's such as the cut-off mark. Majority of principals opined that the duration of present elementary teacher education course enough to achieve the goals.

Another area, principals were raised their concern was for appointing subject wise Teacher educators, since most of the institutions have 3 or 4 teacher educators to handle all the subjects. To teach student teachers with plus two or higher qualification more qualified teacher educators needed. Most of the under qualified teacher educators are finding it difficult to transact the present curriculum.

Another most critical issue according to principals, were the Non availability of prescribed study materials. Principals are opined that the present duration of practice teaching sessions are enough. Principals commented that, at present the examination results were published on time.

According to majority of principals, after implementing the mentoring system the co-operation from practice teaching schools are improved but Mentoring system is not effective as few mentors are not taking it seriously. Salary of teacher educators are not according to the challenges of their job.

Another concern the most of the principals raised is regarding the fund availability to meet the expenses. In most of the unaided institutions, it is difficult to meet the day to day expenses due to less number of students. For aided and government institutions it is becoming difficult to collect even PTA fund due to lack of enough general category student teachers.

Principals also opined that there is a quality deterioration in elementary teacher education program due to increase in the number of institutions.

Non availability of grants is another big concern raised by most of the principals. Due to the non-availability of grants, they have to rely on fees of the students and support from local bodies, which intern put hindrance to the further developmental activities and expansion of the institution.

Majority of the principals are not satisfied with the support given by SCERT and DIET. Principal opined that orientation classes should be conducted at regular interval to the teacher educators from the part of DIET and SCERT. The resource material should also be provided to teacher educators.

Principals are mostly satisfied with the current duration of D.Ed. course. most of the principal agree with that, it is essential to conduct teaching aptitude test as a part of the admission. They opined that only minority of the students chose this course due to interest in teaching.

Except in some DIET principals are not satisfied with the infrastructural and instructional facilities in their institution. Most of institution don't have NCTE mandated facilities. They opined that because of scarcity of funds, could not plan and execute any developmental activities for their institution.

Majority of the principals pointed out that dropout ratio is high. The main reason for this is that most of the girls chose this course only for matrimonial purpose. They agreed that poor job prospectus of the course and low salary in the private sector also augmented the ratio of dropout.

With regard to the conducting of social service activity, most of the principals from government and aided institution opined that, they should conduct social service activity and provide more opportunity to student to take part in such activities. But in case of private institution, participation of students in such kinds of activities is less.

Interview With Parents on Status Quality and Challenges of Elementary Teacher Education Programme

In this section investigator analyse the objective of the study to know the opinion of parents of elementary student teachers on quality aspects and challenges of elementary teacher education program The below section analyses the parents opinion on the quality and challenges of elementary teacher education programme.

Parents opined that they were felt difficulties due to the delay in admission process of Elementary teacher education course. As the delayed admission process is the reason for increase in student work load during the initial semesters

Most of parents didn't get any orientation before admission. Parents opined that an orientation program is necessary to avoid their concerns related to the effectiveness of the elementary teacher education program

Regarding the reason for choosing the course, most of the parents opined that students interest was the main reason. Only a few of the parents are aware about the job prospects of Elementary teacher education.

Parents participation in PTA is low and the communication with teacher educators also rare. Most of the parents satisfied with the fee structure. Parents are worried about the workload of Elementary teacher education Course, and are mostly satisfied with physical fasciitis in the Institution.

Parents are mostly satisfied about the co-operation of teacher educators and principals. Most of the parents are unsatisfied with the transport facilities of Institution, while they are not concerned about the safety of their wards. Parents are mostly satisfied with the Institution.

Extent of Teaching Aptitude of Student Teachers in Kerala

Justice Verma commission (2012) pointed out many problems of admission process followed in teacher education program. One of the remedial measures suggested is the introduction of an entrance test to measure the teaching aptitude of candidates. Most of the state in India including Kerala still does not have taken any steps to introduce entrance test for the admission to the elementary teacher education course.

Since, there is a lack of aptitude test during the admission process investigator conducted a teaching aptitude test among the first year student teachers. A total of 1127 student teachers responded to the aptitude test. This section analyses the extent of teaching aptitude of elementary student teachers in Kerala based on the responses.

Measures of central tendency and dispersion of the scores of teaching aptitude test of elementary teacher education institutes are shown in table 95.

Table 95

Measures of Central Tendencies and Measures of Dispersion of Scores of The Teaching Aptitude of Elementary Student Teachers

Statistical Constants	Teaching Aptitude
Mean	24.83
Median	25.00
Mode	27.0
Standard Deviation	3.53
Skewness	-.647

As per the table 95, it is observed that the mean value of teaching aptitude is 24.83. The median value is 25.00 which mean 50% of student teachers scored above 25.00 and 50% of students scored below 25. The mode of scores was found to be 27.0 which give the most frequently occurring score in the distribution. The standard deviation is 3.53 which indicate the deviation from mean of each institution as the scores have shown a skewness of -.647, it

can be interpreted that clustering of scores is on the high end of the distribution. From the above observation indicate that the distribution approaches to normality.

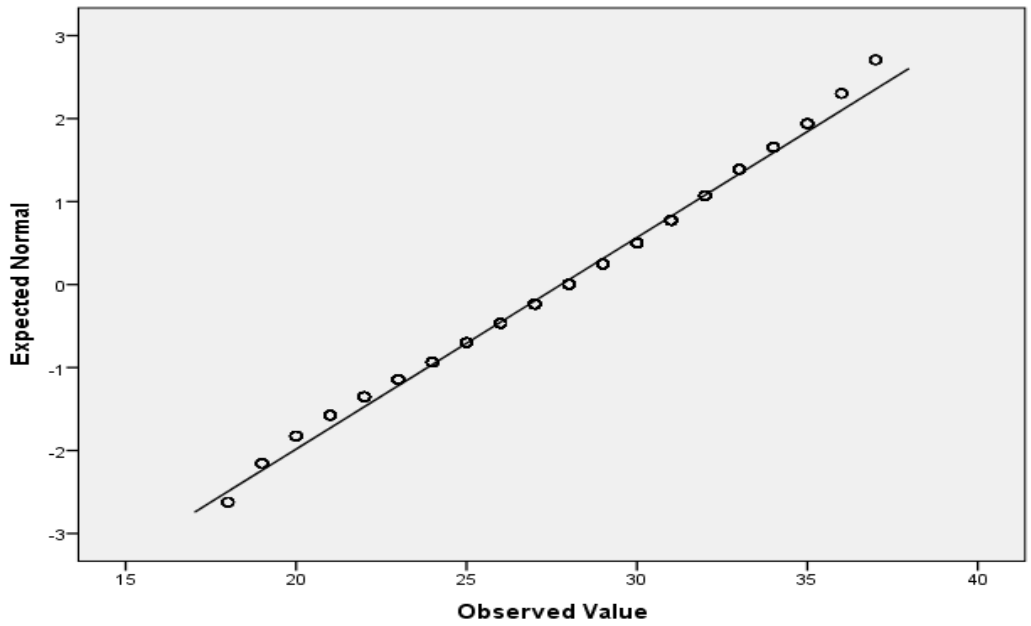


Figure 17. Q-Q plot showing normality Scores of the Teaching Aptitude of elementary student teachers

Table 96

Data and result of teaching aptitude of elementary student teachers.

Score	N	%
0-10	0	0
20-10	0	0
20-30	2	0.2
30-40	2	0.2
40-50	40	3.7
50-60	161	14.3
60-70	283	25.1
70-80	504	44.7
80-90	134	11.7
90-100	1	0.1

As per the table 96, 44.7% of student teachers scored in the range of 70 to 80. Only 11.8% of student teachers scored above 80%. While only 0.1% of students could score above 90%. 25.1% of student teachers scored scores between 50-60%. 4.1% of student teachers are scored below 50%.

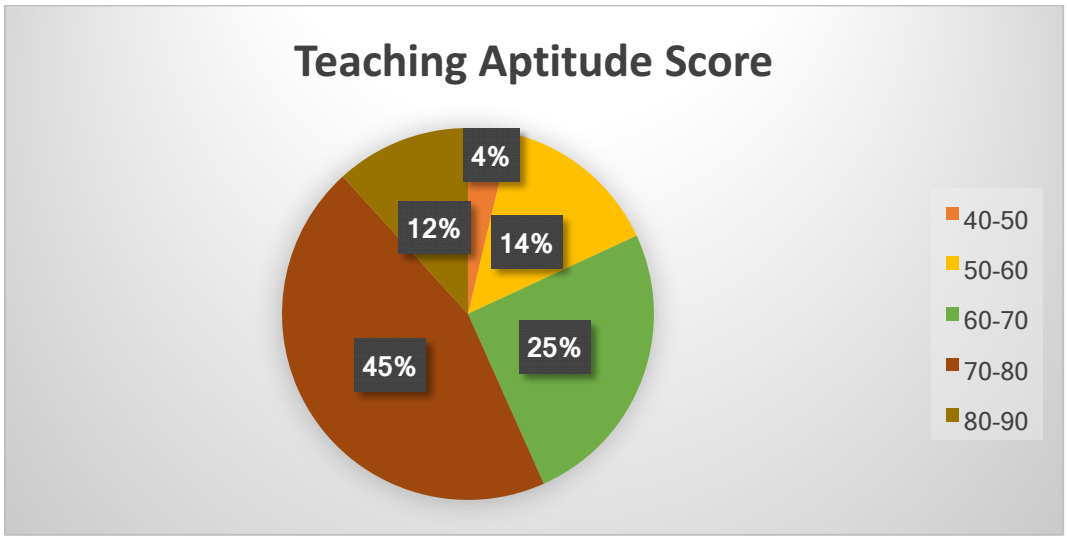


Figure 18. Extent of teaching aptitude of elementary student teachers

Table 97

Result of analysis of scores of teaching aptitude test using percentiles

Percentile	Mark
5	19
10	21
25	24
50	26
75	28
90	30
95	31

The table 97 shows the percentile statistics of teaching aptitude test scores. It is clear that 50th percentile of the students scored marks below 26 out of 37 marks.

Comparison of Teaching Aptitude of Elementary Student Teachers With Respect To The Relevant Sub Samples Based on Gender, Locale and District

In this area investigator analyzed data based on the objectives and hypothesis of the study. In order to find out the significance of difference in teaching aptitude of student teachers, a comparison was done with respect to the subsamples based on gender, locale and district.

For this investigator formed a corresponding hypothesis "There exists no significant difference in teaching aptitude of elementary student teachers with respect to relevant sub samples based on Gender, locale and district".

Teaching aptitude of elementary student teachers – Gender wise comparison. The following section deals with Teaching aptitude of elementary student teachers with respect to their gender.

Table 98

Data and Result of Test of Significant Difference of Teaching Aptitude of Elementary Student Teachers with Respect to Gender

	Gender	N	Mean	Std. Deviation	't'	Level of Significance
Teaching aptitude	Male	81	24.22	4.35	1.62	Not Significant
	Female	1046	24.89	3.46		

Table 98 shows that the obtained 't' values for the teaching aptitude of elementary student teachers based on the Gender. It is clear that the 't' value for Teaching aptitude is 1.62, which is less than the table value 1.96 at 0.05 level of significance that means there exists no significant difference between male and female elementary student teachers' aptitude. So, the hypothesis is accepted based on gender.

Teaching aptitude of elementary student teachers – Locale wise Comparison. The following section deals with Teaching aptitude of elementary student teachers with respect to Locale of their institution.

Table 99

Data and Result of Test of Significant Difference in Teaching Aptitude of Elementary Student Teachers with Respect to Locale

	Locale	N	Mean	Std. Deviation	t	Level of Significance
teaching aptitude	Urban	483	25.099	3.4901	2.14	Not Significant
	Rural	645	24.643	3.5657		

Table 99 shows that the obtained t values for the teaching aptitude of elementary student teachers based on the locale. It is clear that the t value for teaching aptitude is 2.14, which is greater than the table value 1.96 at 0.05 level of significance. That means there exists significant difference between rural and urban elementary student teachers' aptitude towards teaching. So, the hypothesis is rejected based on locale.

Teaching aptitude of elementary student teachers - District wise Comparison. The following section deals with Teaching aptitude of elementary student teachers with respect to district.

Table 100

Data and Result of Test of Significant Difference in Teaching Aptitude of Elementary Student Teachers with Respect to District

		Sum of Squares	df	Mean Square	F	Sig.
Teaching aptitude	Between Groups	622.08	13	47.85	3.95	.000
	Within Groups	13494.55	1114	12.11		
	Total	14116.63	1127			

Table 100 shows that the obtained F value of the teaching aptitude of student teachers. The obtained F values of teaching aptitude is 3.95, which is significant at 0.05 level of significance ($p<0.05$). That means there exists a significant difference in teaching aptitude based on the district. So the hypothesis is rejected. In order to find out the difference investigator used Scheffe Post hoc test

Table 101

Data and Result of Post Hoc Test Regarding The Difference in Teaching Aptitude Based on District

Teaching aptitude		
Scheffe[a,b]		
District	N	Subset for alpha = 0.05
		1
Kollam	122	24.15
Kottayam	123	24.16
Malappuram	149	24.30
Wayanad	50	24.46
Thiruvananthapuram	86	24.55
Calicut	171	24.64
Pathanamthitta	57	24.77
Thrissur	54	24.77
Ernakulam	120	25.30
Alappuzha	49	25.65
Palakkad	76	26.15
Idukki	15	26.33
Kasaragod	18	26.38
Kannur	38	27.00
Sig.		.236

Table 101 shows that the obtained mean score of student teachers from Kannur (27) and Kasaragod (26.38) are high compare to other districts. This means that student teachers from Kannur and Kasaragod districts have high teaching aptitude compared to other districts. It is given in the below plot

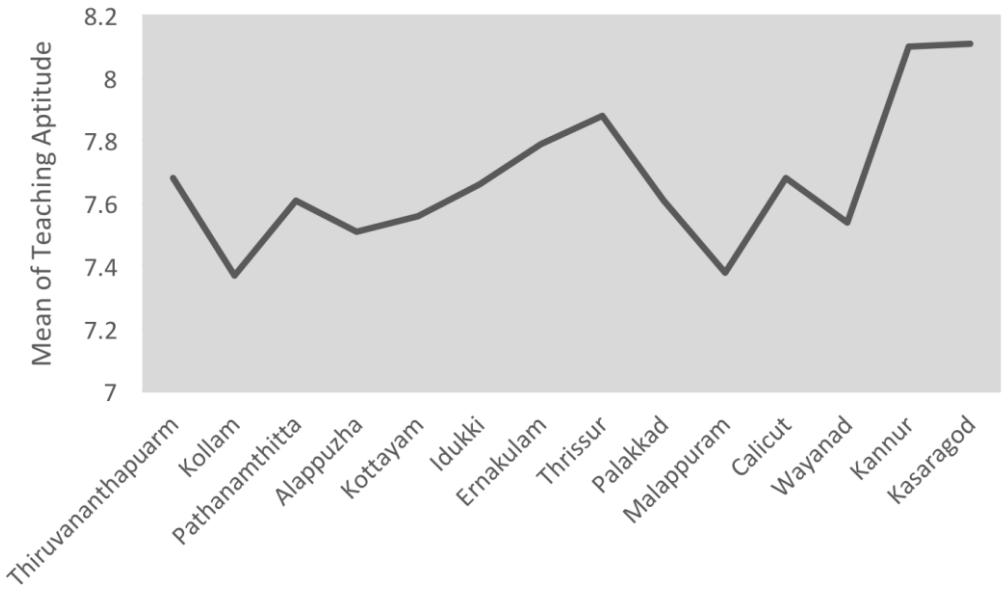


Figure 19. Teaching aptitude of student teachers based on district

Assessment of physical Facilities of Elementary Teacher Education Institutions in Kerala

In order to study the quality and challenges, it is essential to assess the existence of physical facilities of the institution. To do this, Investigator analyzed the data collected through a checklist constructed by Investigator with the criteria's based on the of NCTE and NAAC framework. The sample consists of 97 teacher education institution comprises of 32 government institution 31 aided institution 34 unaided institutions.

Infrastructural facilities, instructional facilities, support and progression, governance leadership and management and innovative practices followed in the institution are incorporated in this to evaluate the facilities of elementary teacher education program. Dimension wise interpretation of data as follows.

Profile of the institution

The below section discuss the analysis of data collected using the checklist for profile of elementary teacher education institutions.

Table 102

profile of Elementary Teacher Education Institutions

	Total		Govt.		Aided		Unaided	
	N	%	N	%	N	%	N	%
Stated vision	12	12.36	0	0.00	6	19.35	6	17.65
Mission	12	12.36	0	0.00	6	19.35	6	17.65
Own website	21	21.65	9	28.13	6	19.35	6	17.65

Note. N = Number of Institutions

Table 102 reveals that only 17.65% of the unaided institution have vision, and mission. The findings of the study reflect that only 21.65% of institutions have own website which is very essential for the institution in the modern era of information and communication technology.

Infrastructural facility

The below section discuss the analysis of data collected using the checklist for studying the infrastructural facilities of elementary teacher education institutions. Basic infrastructural facility, Seminar hall, classroom, staff room, administrative office, Store room, art and craft room, music room, Common room, drinking water, toilet, canteen and staff toilet facility are evaluated under this criteria.

Table 103

Number and Percentage of Basic Infrastructural Facilities of Elementary Teacher Education Institutions

	Total		Govt.		Aided		Unaided	
	N	%	N	%	N	%	N	%
Own building	91	93.81	29	90.63	30	96.77	32	94.12
Multipurpose hall	62	63.92	23	71.88	17	54.84	22	64.71
Multipurpose play field	37	38.14	11	34.38	14	45.16	12	35.29
Principals room	88	90.72	31	96.88	27	87.10	30	88.24
Visitors room	4	4.12	1	3.13	2	6.45	1	2.94
First aid room	0	0.00	0	0.00	0	0.00	0	0.00
Parking space	27	27.84	8	25.00	7	22.58	12	35.29
Open space for lawns gardens	11	11.34	1	3.13	4	12.90	6	17.65
Store room	43	44.33	15	46.88	14	45.16	14	41.18
Counselling room	0	0.00	0	0.00	0	0.00	0	0.00
Power back-up	0	0.00	0	0.00	0	0.00	0	0.00
Fire and safety equipment's	0	0.00	0	0.00	0	0.00	0	0.00
CCTV	0	0.00	0	0.00	0	0.00	0	0.00
Prayer hall	0	0.00	0	0.00	0	0.00	0	0.00

Note. N = Number of Institutions

Infrastructural facility is the backbone of an educational institutions which determines its quality. From the above result, it is clear that, most of the institutions have Own building facility (91%). Multipurpose play field was not available in many of the institutions. Multipurpose hall was available in 62% of the institution. 90.72% of the institutions have principals room. Even though visitors room, parking space, and own space for lawns and gardens are mandatory as per the NCTE norms, many of the institutions don't possess such facilities. None of the institutions have counselling room, power back up facility, fire and safety equipment, CCTV and prayer hall.

The above result reveals that Overall status of the basic infrastructural facilities of elementary teacher education institutions are far from satisfactory in most of the elementary teacher education institutions in Kerala.

Table 104

Number and Percentage of Seminar Hall and Facilities of Seminar Hall in Elementary Teacher Education Institutions

	Total		Govt.		Aided		Unaided	
	N	%	N	%	N	%	N	%
Seminar/conference hall	68	70.10	23	71.88	23	74.19	22	64.71
Mic/ amplifier/speakers	58	59.79	21	65.63	18	58.06	19	55.88
Projector	40	41.24	17	53.13	14	45.16	9	26.47
Computer	38	39.18	16	50.00	13	41.94	9	26.47
Fan/light	60	61.86	23	71.88	18	58.06	19	55.88

Note. N = Number of Institutions

The result of the study reveals that only 70% of the institutions have seminar/conference hall. Out of these 71% of government institutions, 74% of aided institutions and 64.71% of the institutions have seminar or conference hall. The result indicates that almost half of the elementary teacher education institutions do not have the essential facilities like mic, projector, computer, and other facilities.

It is clear that many of the elementary teacher education institutes do not seminar hall and related facilities of seminar hall

Table 105

Number and Percentage of Classroom Facilities of Elementary Teacher Education Institutions

	Total		Govt.		Aided		Unaided	
	N	%	N	%	N	%	N	%
Adequate classrooms	97	100.00	32	100.00	31	100.00	34	100.00
Adequate Desk and benches	94	96.91	31	96.88	29	93.55	34	100.00
Chairs	94	96.91	32	100.00	29	93.55	33	97.06
Table	96	98.97	32	100.00	31	100.00	33	97.06
Black board	97	100.00	32	100.00	31	100.00	34	100.00
Fan	91	93.81	30	93.75	28	90.32	33	97.06
Light	91	93.81	29	90.63	29	93.55	33	97.06
Cleaning provision	86	88.66	27	84.38	27	87.10	32	94.12
Dust bin	65	67.01	21	65.63	19	61.29	25	73.53
Ventilation	80	82.47	24	75.00	26	83.87	30	88.24

Note. N = Number of Institutions

Table 105 indicates facilities of classroom in elementary teacher education institutions. Well-furnished classrooms with adequate ventilation is essential for creating conducive atmosphere for teaching and learning.

Result of the study reveals that almost all of the institution have adequate number of classrooms, chairs, table, blackboard and electrification facilities in the classroom. More than 88.66% of the institution have cleaning provision. Nearly 80 % of the institutions have adequate ventilation facilities

Thus, it can be inferred that the condition of classrooms in elementary teacher education institutes are satisfactory.

Table 106

Number and Percentage of Staffroom Facilities of Elementary Teacher Education Institutions

	Total		Govt.		Aided		Unaided	
	N	%	N	%	N	%	N	%
Separate room	76	78.35	28	87.50	21	67.74	27	79.41
Attached to office room	68	70.10	22	68.75	19	61.29	27	79.41
Adequate furniture	65	67.01	23	71.88	20	64.52	22	64.71
Fan	92	94.85	32	100.00	29	93.55	31	91.18
Light	92	94.85	32	100.00	29	93.55	31	91.18
Mobile or laptop charging facility	75	77.32	26	81.25	25	80.65	24	70.59
Internet/Wi-Fi	7	7.22	5	15.63	1	3.23	1	2.94

Note. N = Number of Institutions

The result throws light on the condition of staff rooms in the elementary teacher education institutes of Kerala. It can be inferred from the result that only 78.35% of the institutions have separate staffroom. Only 67% of the institution have adequate furniture in the staff room. 71.8% of the government institution, 64.52% of the aided institution and 64.71% of the unaided institution possess sufficient furniture. More than 90% of the elementary teacher education institutions have Fan and Light facilities in the staffroom. Internet/Wi-Fi is available in only 7.22 % of the institutions.

The facilities of staffroom in elementary teacher education institutions are not satisfactory because of lack of furniture and other amenities provided for staff. The investigator noticed that in many of the institutions staff room is merely an extension of office room without providing any facilities to staff

Table 107

Number and Percentage of Administrative office and allied facilities of Elementary Teacher Education Institutions

	Total		Govt.		Aided		Unaided	
	N	%	N	%	N	%	N	%
Separate office room	71	73.20	26	81.25	22	70.97	23	67.65
Computers	59	60.82	28	87.50	13	41.94	18	52.94
Printer/scanner/copier	20	20.62	13	40.63	4	12.90	3	8.82
Phone/fax	88	90.72	31	96.88	25	80.65	32	94.12
Internet	60	61.86	23	71.88	14	45.16	23	67.65
Furniture	49	50.52	19	59.38	12	38.71	18	52.94

Note. N = Number of Institutions

The result shows the condition of office room and other facilities in the office room in the elementary teacher education institutions. These facilities are very essential for the administration and therefore smooth functioning of the institution. Total 73.20% of the institutions have office room. and nearly 30% of the aided and unaided institutions do not have separate office room. Almost half of the institutions lacking furniture in the office room. Important amenities in the office room like printer, phone, internet are not present in many of the institutions.

The condition of office room in the elementary teacher education institutions in Kerala are far from satisfactory. Most of the institutions do not have basic facilities in the office room

Table 108

Number and Percentage of Other Support Facilities of Elementary Teacher Education Institutions

	Total		Govt.		Aided		Unaided	
	N	%	N	%	N	%	N	%
Art and craft room	20	20.62	9	28.13	5	16.13	6	17.65
Equipment, raw material, play material for craft activities	14	14.43	9	28.13	1	3.23	4	11.76
Martials for preparation of charts and models	8	8.25	6	18.75	0	0.00	2	5.88
Music room	9	9.28	5	15.63	3	9.68	1	2.94
Simple musical instruments	9	9.28	5	15.63	3	9.68	1	2.94
Workshop/work experience room	22	22.68	10	31.25	6	19.35	6	17.65

Note. N = Number of Institutions

Co-curricular activities help in developing interpersonal skills of student teachers, art and craft room and music room will facilitate in this aspect. The table 108 indicates that, most of the institution lacking art and craft room (80%). Very few institutions have Music room (9%). Work experience room was not in 78% of elementary teacher education institutions. Which is mandatory infrastructural facility according to latest regulations of NCTE. The equipment and raw materials for craft activities and for preparation of charts and models are rarely found in most of the elementary teacher education institutions.

It can be inferred from the above data that the support facilities like store room, art and craft room, music room and work experience room are not available in most of the institutions and those institutions who have this, the condition of these facilities are poor and they lack necessary raw materials and other equipment.

Table 109

Number and Percentage of Toilet and Hygienic Facilities of Elementary Teacher Education Institutions

	Total		Govt.		Aided		Unaided	
	N	%	N	%	N	%	N	%
Drinking water facility	65	67.01	23	71.88	21	67.74	21	61.76
Cooler	1	1.03	0	0.00	1	3.23	0	0.00
Purifier	2	2.06	0	0.00	2	6.45	0	0.00
Common rooms	24	24.74	4	12.50	10	32.26	10	29.41
Men	1	1.03	0	0.00	0	0.00	1	2.94
Women	6	6.19	1	3.13	4	12.90	1	2.94
Toilet facility	95	97.94	32	100.00	30	96.77	33	97.06
Men	74	76.29	26	81.25	23	74.19	25	73.53
Women	75	77.32	27	84.38	23	74.19	25	73.53
Water availability in toilets	78	80.41	25	78.13	24	77.42	29	85.29
Cleaning facility	71	73.20	21	65.63	22	70.97	28	82.35
Canteen	1	1.03	0	0.00	0	0.00	1	2.94

Note. N = Number of Institutions

An institution should provide adequate facilities to ensure pure drinking water and hygienic and adequate toilet facilities for students and staff. The result indicates that adequate drinking water facility is not available in 33 % of the institution. Common rooms which are necessary for elementary teacher education institutions as per NCTE norms, are there only in 24.74% of the institutions. Even though toilet facility is available in 97.94% of the institution, nearly 75% of the institution only have separate toilet facility for men and women. Nearly 20 % of the institutions facing water availability issues in toilets. Cleaning facility is not available in almost 30 % of the institutions. Canteen which is the most necessity for students are found only in 1 % of the institution

The result reveals that most of the elementary teacher education institutes failed to provide satisfactory hygienic facilities and toilet facilities to student teachers.

Table 110

Number and Percentage of Toilet Facilities For Staff in Elementary Teacher Education Institutions

	Total		Govt.		Aided		Unaided	
	N	%	N	%	N	%	N	%
Separate Toilet facility for staff	86	88.66	30	93.75	27	87.10	29	85.29
Attached to staff room	10	10.31	3	9.38	3	9.68	4	11.76
Men	57	58.76	22	68.75	15	48.39	20	58.82
Women	57	58.76	21	65.63	16	51.61	20	58.82

Note. N = Number of Institutions

Nearly 89% of the elementary teacher education institutions have separate toilet facility for staff. But only 58% of the institutions have separate toilet facility for men and women.

Instructional Facilities

The below section discuss the analysis of data collected using the checklist for instructional facilities of elementary teacher education institutions. The facilities like library, laboratory, teaching aids etc. are included under this dimension.

Table 111

Number and Percentage of Library Facilities of Elementary Teacher Education Institutions

	Total		Govt.		Aided		Unaided	
	N	%	N	%	N	%	N	%
Separate library room	63	64.95	26	81.25	16	51.61	21	61.76
Electronic publication	0	0.00	0	0.00	0	0.00	0	0.00
Educational encyclopaedia	31	31.96	14	43.75	6	19.35	11	32.35
Catalogue system	10	10.31	8	25.00	0	0.00	2	5.88
Photocopying and scanning facility	3	3.09	1	3.13	1	3.23	1	2.94
Computer with internet facility	42	43.30	18	56.25	11	35.48	13	38.24
Dictionaries	32	32.99	15	46.88	7	22.58	10	29.41
E-information resources	6	6.19	1	3.13	4	12.90	1	2.94
Adequate Furniture of library	22	22.68	9	28.13	9	29.03	4	11.76
Periodical rack	42	43.30	19	59.38	13	41.94	10	29.41
Almira	87	89.69	29	90.63	29	93.55	29	85.29
Table	70	72.16	27	84.38	18	58.06	25	73.53
Chair	67	69.07	26	81.25	18	58.06	23	67.65
Bench	60	61.86	23	71.88	16	51.61	21	61.76
Display board	47	48.45	21	65.63	9	29.03	17	50.00
Bulletin board	3	3.09	2	6.25	1	3.23	0	0.00
Fan/lights	78	80.41	27	84.38	25	80.65	26	76.47

Note. N = Number of Institutions

Library and reading room are integral part of the teaching learning process in elementary teacher education institutions, as the student teachers has to depend library for doing projects assignments, assigned to them as part of the course. Even though NCTE make it mandatory for elementary teacher education institutions 36% of the elementary teacher education institution don't have library facility. 81% of the government institutions, 51% of the aided institutions, and 61 % of the unaided institutions don't have library facilities. The other essential facilities of the library like cataloguing system, computer

with internet facility, photo copying machine, were not available in majority of the institution.

Only 22.8% of the institutions have adequate furniture in the library. Only 11.76% of the unaided institutions possess adequate furniture in the library. With regard to the furniture Almira, table, chair and bench is present in most of the institutions. But display board and bulletin board are rarely found in the libraries.

The result reveals that many of the elementary teacher education institutions don't have the library facility and the condition of the existing libraries are far from satisfactory. In some institution library was attached with office room or staffroom confined with some books in Almira.

Table 112

Number and Percentage of Laboratory Facilities of Elementary Teacher Education Institutions

	Total		Govt.		Aided		Unaided	
	N	%	N	%	N	%	N	%
Psychology lab	0	0.00	0	0.00	0	0.00	0	0.00
Tests in psychology lab	0	0.00	0	0.00	0	0.00	0	0.00
Educational technology lab	14	14.43	14	43.75	0	0.00	0	0.00
OHP	19	19.59	12	37.50	3	9.68	4	11.76
Slide projector	13	13.40	8	25.00	3	9.68	2	5.88
LCD projector	23	23.71	12	37.50	3	9.68	8	23.53
Computer lab	55	56.70	25	78.13	13	41.94	17	50.00
Adequate number of computers	21	21.65	12	37.50	4	12.90	5	14.71
Internet facility	42	43.30	21	65.63	7	22.58	14	41.18
Science lab	44	45.36	23	71.88	10	32.26	11	32.35
Adequate apparatus for science experiments	32	32.99	12	37.50	8	25.81	12	35.29
Specimens	31	31.96	15	46.88	8	25.81	8	23.53
Language lab	0	0.00	0	0.00	0	0.00	0	0.00

Note. N = Number of Institutions

Better lab facilities can support smooth conducting of teaching learning activities. The above result reflects that that none of the institutions have

psychology lab. Educational technology lab was found in only 14% of the institutions. O. H. P, slide projector, and LCD projector was available in only 25% of the institution. In the era of information and communication technology it is very essential that prospective elementary teacher should be aware of theory and practical aspects of ICT. Computer lab should be an inevitable part of the instructional facilities of the institution for this purpose. Even though NCTE make it mandatory to have computer lab 44% of the institutions do not have computer lab. It is alarming that 58% of the aided institutions and more than half of the unaided institutions don't have computer lab. Even though many of the institutions have computer lab, 79% of the institutions do not have adequate number of computers. Only 38% of the government institution, 13% of the aided institution and 17% of the unaided institutions have adequate number of computers. Internet facility is available in 42 % of the institutions. Even though NCTE insists every elementary teacher education institution should have a science lab, only 45% of the institutions has the facility of science lab. Less than 35% of the aided and unaided institutions possess science lab. Less than 33% of the institution have adequate apparatus for science experiments. None of the institutions possess Science lab.

It is evident from the result that none of the institutions have Psychology lab, and language lab.14% of the institution have educational technology lab. Even though half of the institution have science and computer lab, none of the institutions have adequate number of computers and sufficient number of apparatus and model.

Table 113

Number and Percentage of Teaching Learning Aids Availability in Elementary Teacher Education Institutions

	Total		Govt.		Aided		Unaided	
	N	%	N	%	N	%	N	%
Teaching aids and equipment	41	42.27	14	43.75	13	41.94	14	41.18
Models	65	67.01	24	75.00	20	64.52	21	61.76
Play material	6	6.19	4	12.50	0	0.00	2	5.88
Puppets	0	0.00	0	0.00	0	0.00	0	0.00
Picture books	45	46.39	19	59.38	10	32.26	16	47.06
Photographs	49	50.52	18	56.25	13	41.94	18	52.94
Blow ups	0	0.00	0	0.00	0	0.00	0	0.00
Charts	65	67.01	25	78.13	19	61.29	21	61.76
Maps	66	68.04	25	78.13	20	64.52	21	61.76
Flashcards	0	0.00	0	0.00	0	0.00	0	0.00
Handbooks	40	41.24	14	43.75	12	38.71	14	41.18
Pictorial representation of developmental characteristics of children	1	1.03	1	3.13	0	0.00	0	0.00

Note. N = Number of Institutions

It is important to have enough teaching-learning materials in the elementary teacher education institutions to familiarise student teachers with them. Table 113 indicates the availability of teaching, learning aids in the elementary teacher education institutions. More than 65% of the institutions have materials like models, charts and maps. More than 40% of the institution have materials like picture book, photographs and handbooks.

The result leads us to the conclusion that nearly half of the institution have sufficient number of teaching aids.

Table 114

Number and Percentage of Sports and Games Facilities of Elementary Teacher Education Institutions

	Total		Govt.		Aided		Unaided	
	N	%	N	%	N	%	N	%
Sports and games facility	44	45.36	17	53.13	16	51.61	11	32.35
Play ground	42	43.30	18	56.25	15	48.39	9	26.47
Games room	6	6.19	2	6.25	2	6.45	2	5.88
Adequate sports goods	9	9.28	4	12.50	3	9.68	2	5.88
Facilities for yoga	13	13.40	3	9.38	7	22.58	3	8.82

Note. N = Number of Institutions

Physical education is important for elementary school children as it gives helpful information to shape bright and safe future by keeping children healthy and teaching them healthy habits in terms of keeping them away from drugs. For achieving these goal, every elementary teacher education institution should provide adequate training in physical education and facilities to student teachers. The result of the study reveals that more than 55 % of the institution do not have sports and game facility. Only 32% of the unaided institutions and 51% of the aided institutions, and 53 % of the government institutions have sports and game facility. 57% of the institutions do not have playground. Nearly half of the aided institutions and 73 % of the unaided institutions do not have playground. Adequate sports equipment are not available in more than 90% of the institutions. The result reveals that yoga education is provided in only13% of the institutions.

The findings of the study reveal that the sports and game facilities in elementary teacher education institutions are not satisfactory. Even though NCTE suggests every elementary teacher education institution should have a multipurpose play field. Playground, sports equipment and other facilities for sports are not provided in elementary teacher education institutions.

Support and progression

The below section discuss the analysis of data collected using the checklist for Support and progression of elementary teacher education institutions.

PTA, hostel facility, student union, career guidance, tour and important festival celebrations are included in support and progression.

Table 115

Data and result of Support facilities in Elementary Teacher Education Institutions

	Total		Govt.		Aided		Unaided	
	N	%	N	%	N	%	N	%
Hostel facility for student	14	14.43	4	12.50	4	12.90	6	17.65
Hostel for Men	5	5.15	4	12.50	0	0.00	1	2.94
Hostel for Women	6	6.19	4	12.50	1	3.23	1	2.94
Scholarship for students	5	5.15	2	6.25	2	6.45	1	2.94
Medical assistance for students	6	6.19	4	12.50	0	0.00	2	5.88
Career guidance for students	77	79.38	28	87.50	24	77.42	25	73.53
Stipends for students	4	4.12	1	3.13	3	9.68	0	0.00
Transport facility for students	1	1.03	0	0.00	0	0.00	1	2.94
Annual tour	85	87.63	29	90.63	26	83.87	30	88.24
Important festival celebrations	88	90.72	30	93.75	27	87.10	31	91.18
Councillor	0	0.00	0	0.00	0	0.00	0	0.00
Room for helpers and non-teaching staff	48	49.48	18	56.25	17	54.84	13	38.24
Quarters for Principal	0	0.00	0	0.00	0	0.00	0	0.00
Quarters for Teachers	0	0.00	0	0.00	0	0.00	0	0.00
Quarters for Administrative staff	0	0.00	0	0.00	0	0.00	0	0.00
College magazine	20	20.62	9	28.13	8	25.81	3	8.82
PTA	63	64.95	25	78.13	22	70.97	16	47.06
Staff association	21	21.65	12	37.50	4	12.90	5	14.71
Alumni	20	20.62	6	18.75	10	32.26	4	11.76

Note. N = Number of Institutions

Better support and progression will facilitate conducive institutional climate for teacher educators and student teachers. The result of the study reflects 86 % of the institutions do not provide hostel facility to students. Scholarship and medical assistance was provided by less than 10%ofthe institutions. Career guidance was given to students in 80% of the institutions. Transport facility was provided by only 1 % of the institution. Annual tour and important festival celebration was conducted by almost 90 % of the elementary teacher education institutions. None of the institution provide quarters for principals, teachers and administrative staff. PTA is well functioning in 63 % of the institutions.

The student and staff support facilities provided by elementary teacher education institutions are inadequate. Hostel facility for students, quarters for staff are not provided by majority of the institutions. Support facilities given by most of the institution are restricted in organising study tour and celebration of important festivals.

Governance and management practices

The below section discuss the analysis of data collected using the checklist for Governance and management practices of elementary teacher education institutions.

The important records for an institution such as, attendance register, admission register, visitors diary, etc. are included under this dimension.

Table 116

Number and Percentage of Records Maintained in Elementary Teacher Education Institutions

	Total		Govt.		Aided		Unaided	
	N	%	N	%	N	%	N	%
Teachers attendance register	97	100.00	32	100.00	31	100.00	34	100.00
Pupils attendance register	97	100.00	32	100.00	31	100.00	34	100.00
Admission register	97	100.00	32	100.00	31	100.00	34	100.00
Fee collection register	77	79.38	25	78.13	24	77.42	28	82.35
Acquaintance roll	64	65.98	19	59.38	19	61.29	26	76.47
Cashbook and ledger	49	50.52	18	56.25	13	41.94	18	52.94
Stock book	17	17.53	16	50.00	0	0.00	1	2.94
Observation diary	0	0.00	0	0.00	0	0.00	0	0.00
Visitors diary	0	0.00	0	0.00	0	0.00	0	0.00

Note. N = Number of Institutions

The status of governance practices of elementary teacher education institutions are discussed in the table 116. The result reveals that almost all of the institutions have maintained all important documents like teacher's attendance register, pupil's attendance register, and admission register. Visitors and observation diary was not found in any of the institutions.

The Governance and management practices of elementary teacher education institutions are moreover satisfactory.

Innovative Practices

The below section discuss the analysis of data collected using the checklist for innovative practices of elementary teacher education institutions.

In this aspect, presence of various clubs and committees in the institutions are included.

Table 117

Number and Percentage of Innovative Practices Followed in Elementary Teacher Education Institutions

	Total		Govt.		Aided		Unaided	
	N	%	N	%	N	%	N	%
Student's union	7	7.22	3	9.38	3	9.68	1	2.94
Cultural club	45	46.39	16	50.00	13	41.94	16	47.06
Grievance redressal committee	0	0.00	0	0.00	0	0.00	0	0.00
Literary club	78	80.41	27	84.38	25	80.65	26	76.47
Anti-ragging cell	0	0.00	0	0.00	0	0.00	0	0.00
Academic calendar	8	8.25	4	12.50	3	9.68	1	2.94
Women cell	2	2.06	1	3.13	0	0.00	1	2.94
Extension club	0	0.00	0	0.00	0	0.00	0	0.00
Mathematics club	76	78.35	28	87.50	24	77.42	24	70.59
Social science club	74	76.29	28	87.50	22	70.97	24	70.59
Science club	79	81.44	28	87.50	25	80.65	26	76.47
Health and fitness club	7	7.22	3	9.38	2	6.45	2	5.88
Disability and inclusive education	0	0.00	0	0.00	0	0.00	0	0.00
Nature club	17	17.53	9	28.13	4	12.90	4	11.76

Note. N = Number of Institutions

Superior innovative practices are important for the progressive institutional environment. The above result reveals that clubs like mathematics, social science and science are functioning in most of the institutions. While grievance redressal club, women cell and health and fitness club was not available in most of the institutions.

Expansion of Elementary Teacher Education Institutions in Kerala

One of the major objective of the study is to know the expansion pattern of elementary teacher education institutions in Kerala. Elementary teacher education in Kerala have a long tradition. There were 21 elementary teacher education institutions existed even before the formation of state.

Recognition of universalisation of elementary education and RTE act 2009 resulted in the increasing demand for elementary teachers. By utilising this situation there was a mushrooming growth of teacher education institutions

in the private sector. In Kerala the number of elementary teacher education institutions doubled during the last two decades. This unprecedented growth affected the measures taken to improve quality of teacher education envisioned in government policies.

In the scholastic year 1966-67 there were 104 elementary teacher education institutions and during 1992-93, the number was reduced to 101 (SCERT 2000). But the number shot up to 193 during 2005-06 and During 2010-2011 there were 222 elementary teacher education institutions.

In Kerala the department of public instruction was managing the elementary teacher education. Department of public instruction is supposed to collect the data related to all the schools and elementary teacher education institutions in Kerala. The details of elementary teacher education institutions were mostly neglected, improperly collected and managed and most of the data is waned under the sheer size of the data related to the schools in Kerala.

The approach followed by authorities in treating the elementary teacher education lightly, resulted in the declivity of the quality and failure of collecting statistics related to elementary teacher education institutions. So, there were very few statistics related to elementary teacher education institutions are available. None of the agencies currently monitor the expansion of elementary teacher education in Kerala.

By analysing the documents and statistics about the elementary teacher education in Kerala, following information is tabulated.

Details of Elementary Teacher Education Institutions and Teacher Educators 1966-1967

Table 118

Number of Teacher Educators and Teacher Education Institutions in Kerala During Year 1966-67

	Government	Aided	Total
Number of Institutions	31	74	105
Teacher Educators	284	415	699

Note. SCERT Statistics 2000

Table 118 shows that there was a total of 105 elementary teacher education institutions with 699 teacher educators in Kerala during 1966-1967. Out of them 74 are belongs to aided management and 31 are under government with 415 and 284 teacher educators respectively.

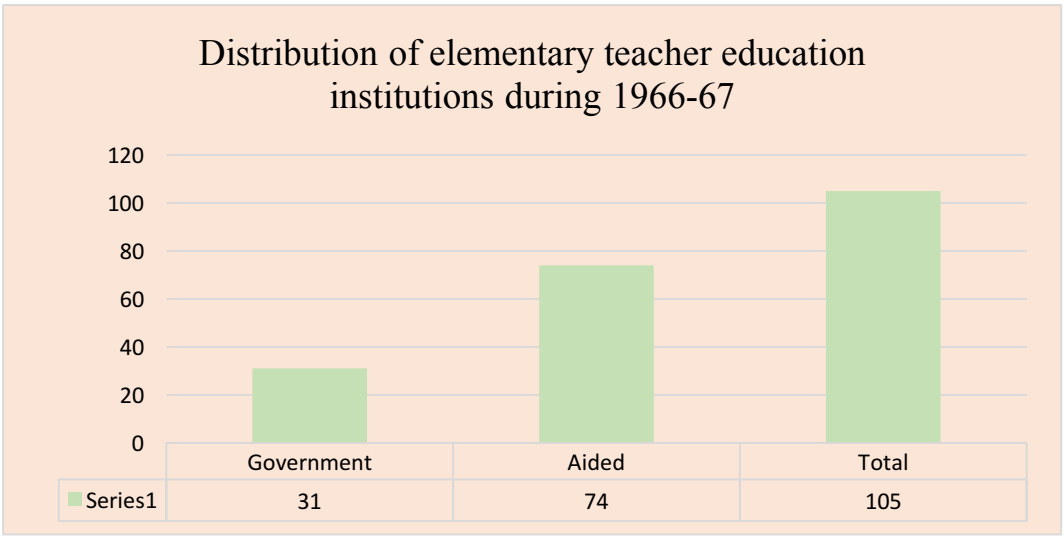


Figure 20. Distribution of Elementary teacher education institutions during 1966-67

Details Elementary Teacher Education Institutions During 1992-1993

Table 119

District Wise Distribution Elementary Teacher Education Institutions 1992-1993

District	Govt.	Aided	Anglo-Indian	Total
Thiruvananthapuarm	3	5	0	8
Kollam	2	6	0	8
Pathanamthitta	1	11	0	12
Alappuzha	3	6	0	9
Kottayam	3	7	0	10
Idukki	3	0	0	3
Ernakulam	4	10	0	14
Thrissur	2	7	0	9
Palakkad	3	4	0	7
Malappuram	2	3	0	5
Kozhikode	3	2	0	5
Wayanad	2	1	0	3
Kannur	4	1	1	6
Kasaragod	2	1	0	3
Total	37	64	1	102

Note. SCERT Statistics 2000

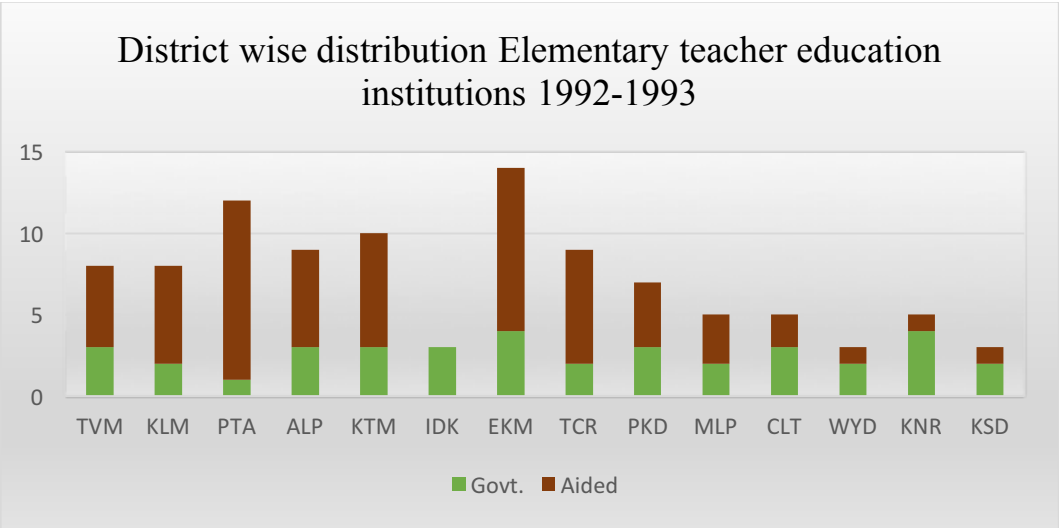


Figure 21. District wise distribution of Elementary teacher education institutions 1992-1993

During the year 1992-1993 there are 101 elementary teacher education institutions excluding one Anglo-Indian Elementary teacher education institution in Kerala. Out of them 37 including 14 DIETs are under Government management, while 64 are under aided management. Compared to year 1967 there is a close down of total of 10 Aided institutions and 8 government institutions, while 14 DIETs were started after 1988.

Number of Elementary Teacher Education Institutions and Student Teacher Strength in Elementary Teacher Education Institutions 1994-1996

Table 120

Consolidation number of Elementary Teacher Education Institutions and Student Teachers in Kerala during 1994-1996

	Management	Number of institutions	Student Teacher Strength		
			Boys	Girls	Total
1994-1995	Government	38	358	1255	1613
	Aided	64	742	2949	3691
	Unaided	0	0	0	0
	Total	102	1100	4204	5304
1995-1996	Government	38	313	941	1254
	Aided	64	368	1661	2029
	Unaided	0	0	0	0
	Total	102	681	2602	3283

Note. SCERT Statistics 2000

During the years 1994 and 1996 number of institutions remained unchanged at 102 compare to 1994-95 period, but there was a decline in number of student teachers joining the elementary teacher education course.

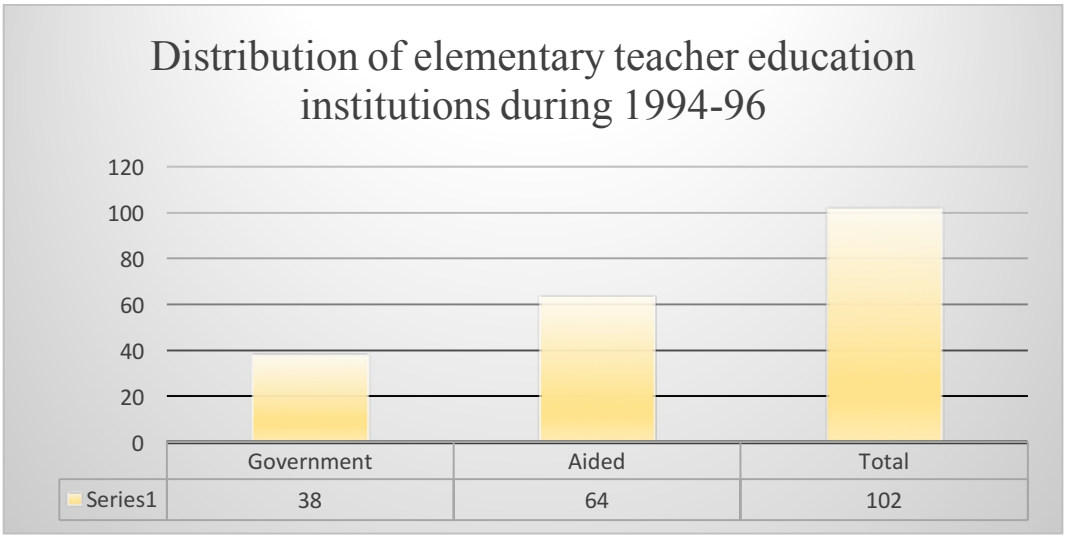


Figure 22. Distribution of Elementary teacher education institutions during 1994-1996

Table 121

Consolidation of number of Teacher Educators in Elementary Teacher Education Institutions 1995-1996

District	Government			Aided			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Thiruvananthapuarm	24	49	73	40	70	110	64	119	183
Kollam	16	14	30	10	22	32	26	36	62
Pathanamthitta	3	7	10	12	42	54	15	49	64
Alappuzha	12	20	32	25	84	109	37	104	141
Kottayam	12	12	24	8	38	46	20	50	70
Idukki	5	4	9	0	0	0	5	4	9
Ernakulam	17	35	52	19	30	49	36	65	101
Thrissur	2	13	15	9	45	54	11	58	69
Palakkad	23	25	48	13	22	35	36	47	83
Malappuram	23	4	27	9	12	21	32	16	48
Kozhikode	28	21	49	2	21	23	30	42	72
Wayanad	11	0	11	8	25	33	19	25	44
Kannur	27	27	54	0	6	6	27	33	60
Kasaragod	40	18	58	8	4	12	48	22	70
Total	243	249	492	163	421	584	406	670	1076

Note. SCERT Statistics 2000

Table 121 give the consolidation of number of teacher educators based on their gender, type of management of institution and district, in Kerala during 1995-1996. There is a total of 1076 teacher educators including 406 Male and 670 female teacher educators. Out of them 492 (243 male, 249 Female) belongs to the government institutions and 584 (163 Male, 421 Female) belongs to private aided institutions. Thiruvananthapuram have highest number of teacher educators while Idukki have least number.

Number of Elementary Teacher Education Institutions in Kerala 2010-2011

Table 122

District Wise Distribution of Teacher Education Institutions in Kerala Based on Type of Management During Year 2010-2011

District	Government	Aided	Unaided	Total
Thiruvananthapuarm	4	5	19	28
Kollam	2	6	21	29
Pathanamthitta	1	11	1	13
Alappuzha	3	6	4	13
Kottayam	3	7	7	17
Idukki	3	0	1	4
Ernakulam	4	10	11	25
Thrissur	2	7	8	17
Palakkad	3	4	9	16
Malappuram	2	3	22	27
Kozhikode	3	2	5	10
Wayanad	2	1	4	7
Kannur	4	1	7	12
Kasaragod	2	1	1	4
Total	38	64	120	222

Note. from Selected educational statistics DPI 2010-11

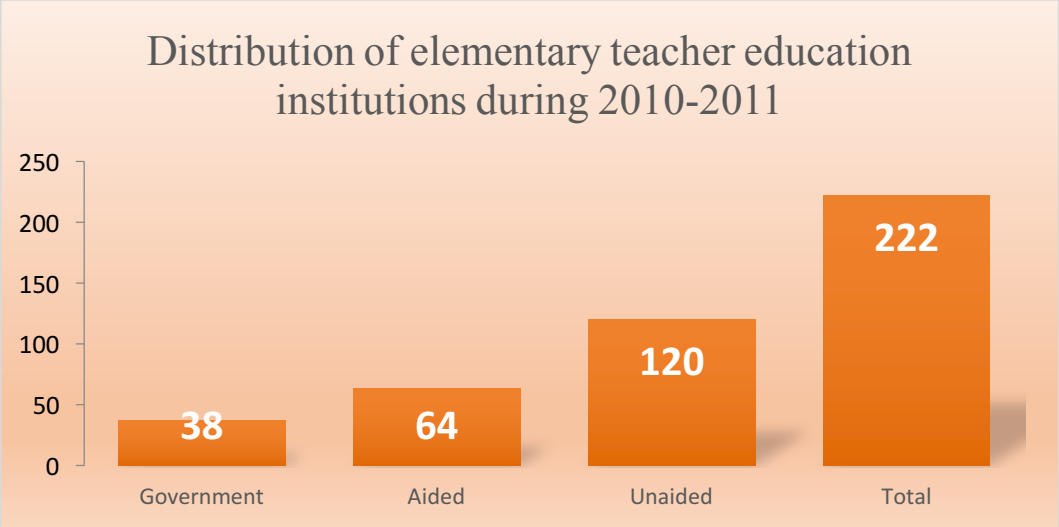


Figure 23. Distribution of Elementary teacher education institutions during 2010-2011

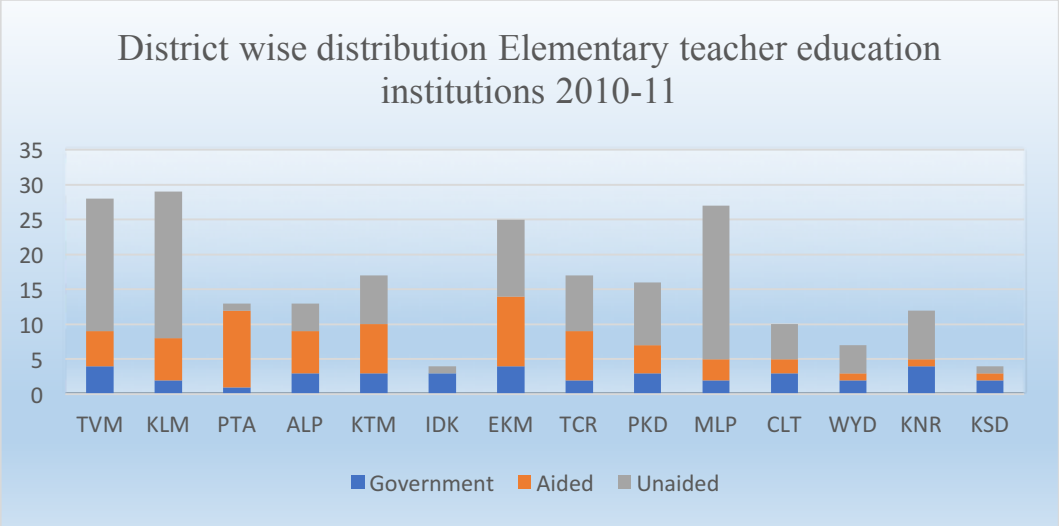


Figure 24. Distribution of district wise Elementary teacher education institutions in Kerala based on type of management during 2010-11

As per the table 122, it is clear that during 2010-2011, number of elementary teacher education institutions in Kerala has increased to 222 by the establishment of 120 unaided elementary teacher education institutions. One new government Elementary teacher education institution also established in Thiruvananthapuram during this period. Malappuram having highest number

of unaided Elementary teacher education institutions while Kollam have maximum number of Elementary teacher education institutions.

At present in 2015-2016 there are 221 elementary teacher education institutions in Kerala. Among the institutions 102 are government and aided institution and 119 are unaided institutions. Consolidated data on elementary teacher education institutions are not collected and maintained by any authorities after 2011.

Challenges of Expansion of Elementary Teacher Education in Kerala

The fifty years after the formation of the state can be treated as the golden period for the elementary teacher education in Kerala. But now, many of the elementary teacher education institutions in southern Kerala, have less than 15 seats filled out of 40 seats in a batch, these institutions had the stories of hundreds of students, who were waiting to get admission in these elementary teacher education institutions during 1980s and 1990s. One of the reason for this decline in recent years may be due to the large number of unaided elementary teacher education institutions established in Malabar area, where too many interested candidates are present due to the higher job prospectus, because of too many aided elementary schools sanctioned recently.

At present, due to negative population growth and declining public education system many of the elementary schools in Kerala become uneconomical. Also, due to the sheer number of teachers in the protected category, and loss of confidence of public in the quality of education provided in government schools, in recent years teaching profession in state is completely lost it charm. The increasing interest of youth, in engineering, medical and para-medical courses, and the government policies to give permission for many other unaided professional institutions also are the reasons for the decline of the status of teaching profession in Kerala.

During last few years many of the unaided institutions freezes admission to Elementary teacher education courses, because of difficulty in attracting the students. That means, at present the elementary teacher education system in Kerala is suffering from negative growth.

From the observations made by investigator it is clear that, at present none of the administrative agencies have all the details about the elementary teacher education institutions in Kerala. Some of the institution visited by investigator have either first year or second year batch students, some of the institutions doesn't function at all. This shows there is a negative expansion trend for elementary teacher education institutions during recent years. But authorities have no clear information on this.

The developmental activities in the majority of institutions suspended for a long time. Unless until the elementary education brought out under the umbrella of universities, there won't be any further expansion. It is evident that state level or district level educational administration, neglected this stream of education for a good amount of time.

The unaided institutions from southern part of Kerala faces bigger crisis as they don't have enough number of students to be economical. Government and Aided institutions doesn't get enough financial assistance to sustain the operations. Unless the governing agencies put enough attention on elementary teacher education, most of the institutions will be closed soon.

Even though Kothari commission 1964-66, expressed the need of bringing the elementary teacher education under the higher education, state government doesn't take enough steps to implement the same. Now, the scenario become very critical that this negligence is going to badly affect the future of elementary teacher education and hence elementary education.

Local bodies did not render any support for the expansion of infrastructural and instructional facilities of elementary teacher education

institutions. Most of the principals opined that authorities gave more attention to school education. The local bodies neglect teacher education institutions by forgetting the fact that development of teacher education quality, only can improve the quality of school education.

Another major factor which affect the quality and expansion of elementary teacher education is the inadequate attention from the principals. From the survey the investigator observed that many of the principals in the government and aided elementary teacher education institutions are getting transferred from high school or upper primary school just before their retirement. Therefore, they cannot give more attention and take serious efforts for the long term developmental activities of the institution.

Another major reason for the negative expansion in terms of student strength is students are not getting enough motivation to choose teacher education course and for choosing teaching as a profession due to the umpteen number of other professional courses and negative attitude from the society. Many of the teacher educators and principals opined that majority of students who did not get admission to any other professional courses or degree courses chooses this course. Student Teachers choose this course as the last resort and girls choose this for matrimonial purpose. Since the last few decades, the attitude of society had changed drastically and teaching became less lucrative profession compared to other professions. This paved the way or declining tendency in the expansion of teacher education institutions in terms of the number of institutions and student strength.

The analysis of the data reveals that the expansion of elementary teacher education institutions is nominal for a decade. Considering aided institutions this was the case for last five decades and for government institutions the saturation was met even before that.

Expansion in terms of teacher strength, most of the institutions have only three teacher educators and a principal, which is far below the corresponding NCTE norm in this regard. and in cases DIET, most of them have shortage of staff, the number of vacant positions in majority of DIETs varies between four to 17 out of 21 number of total staff strength.

Classification of Elementary Teacher Education Institutions Based on Physical Facilities and Quality Aspects

One of the major objective of the study is to find out the position of various elementary teacher education institutions in accordance with the facilities available and Quality aspects of the institutions. The review of the literature and expert opinion reveals that none of the agencies have conducted any such classification to evaluate the status and quality of elementary teacher education program in the recent history. For this investigator, has done institutional classification on the institutions based on the observation of checklist, perception of elementary teacher educators and perception of student teachers.

Physical facilities based on check list and quality aspects based on questionnaire for teacher educators and student teachers, considered for this classification. In case there are more than one student teachers or teacher educators belong to same institution, average of perception is calculated. A nine point grading where nine is the maximum percentage score from 90% to 100% (A+) and below 20% score being the lowest with grade E. A+ (90-100), A (80-90), B+ (70-80), B (60-70), C+ (50-60), C (40-50), D+ (30-40), D (20-30), E (below 20) are the grades used. By aggregating the scores obtained from the checklist, perception of teacher educators and student teachers institutions are classified from excellent to poor. Here the corresponding scores for the classification are Excellent (90-100), Very good (70-90), Good (50-70), Average (40-50), Below average (30-40) and Poor (below 30)

Table 123

Details of Grade Obtained From Checklist and Perceptions of Teacher Educators and Student Teacher

Sl. No.	Type of Mgmt.	Locale	District	Grade based on the perception of Student teachers	Grade based on the perception of teacher educator	Grade based on Checklist	Classification	Percentage Grade Score	Position
1	G	U	Thrissur	C+	B	C+	Good	59.26	1
2	G	U	Idukki	C+	B+	C+	Good	59.26	1
3	G	U	Ernakulam	B+	C+	B+	Good	59.26	1
4	U	U	Trivandrum	B+	B	B+	Good	59.26	1
5	G	U	Pathanamthitta	C	B	C	Good	55.56	2
6	G	R	Palakkad	C	B	C	Good	55.56	2
7	G	U	Alappuzha	C	B	C	Good	55.56	2
8	U	R	Trivandrum	C+	C+	C+	Good	55.56	2
9	G	U	Alappuzha	C+	B	C+	Good	55.56	2
10	G	U	Trivandrum	B	C+	B	Good	55.56	2
11	G	U	Wayanad	B	C+	B	Good	55.56	2
12	A	U	Thrissur	C+	B	C+	Good	55.56	2
13	A	R	Kozhikode	C+	B	C+	Good	55.56	2
14	U	R	Kottayam	C+	B	C+	Good	55.56	2
15	A	R	Alappuzha	B	B	B	Good	55.56	2
16	U	R	Trivandrum	B+	C+	B+	Good	55.56	2
17	G	U	Kottayam	B	B	B	Good	55.56	2
18	U	R	Trivandrum	B+	C+	B+	Good	55.56	2
19	G	U	Ernakulam	B+	C+	B+	Good	55.56	2
20	A	R	Alappuzha	C+	B+	C+	Good	55.56	2
21	A	R	Pathanamthitta	B+	B	B+	Good	55.56	2
22	G	U	Malappuram	C+	C	C+	Good	51.85	3
23	A	U	Ernakulam	C+	C+	C+	Good	51.85	3
24	U	U	Idukki	C+	C+	C+	Good	51.85	3
25	G	U	Alappuzha	C	B	C	Good	51.85	3
26	G	R	Kottayam	C+	C+	C+	Good	51.85	3
27	U	R	Thrissur	C+	C+	C+	Good	51.85	3
28	A	R	Kollam	C+	C+	C+	Good	51.85	3

29	U	R	Wayanad	B	C	B	Good	51.85	3
30	G	U	Trivandrum	C+	C+	C+	Good	51.85	3
31	U	U	Wayanad	C+	C+	C+	Good	51.85	3
32	G	U	Trivandrum	B	C	B	Good	51.85	3
33	U	U	Thrissur	B	C	B	Good	51.85	3
34	U	R	Malappuram	C+	B	C+	Good	51.85	3
35	A	R	Kollam	C+	B	C+	Good	51.85	3
36	U	R	Trivandrum	C+	B	C+	Good	51.85	3
37	A	R	Thrissur	C+	B	C+	Good	51.85	3
38	A	R	Malappuram	B	C+	B	Good	51.85	3
39	A	U	Ernakulam	B	C+	B	Good	51.85	3
40	G	U	Kottayam	B	C+	B	Good	51.85	3
41	G	U	Thrissur	B	C+	B	Good	51.85	3
42	G	U	Kozhikode	B+	C	B+	Good	51.85	3
43	G	R	Wayanad	B	C+	B	Good	51.85	3
44	A	U	Kottayam	B	B	B	Good	51.85	3
45	A	R	Kasaragod	B	B	B	Good	51.85	3
46	G	R	Kozhikode	C	C+	C	Average	48.15	4
47	U	R	Malappuram	C+	C	C+	Average	48.15	4
48	U	R	Ernakulam	B	D+	B	Average	48.15	4
49	A	U	Kollam	B	D+	B	Average	48.15	4
50	G	U	Kannur	C+	C+	C+	Average	48.15	4
51	G	R	Kasaragod	C+	C+	C+	Average	48.15	4
52	U	R	Trivandrum	C+	C+	C+	Average	48.15	4
53	U	R	Malappuram	C+	C+	C+	Average	48.15	4
54	A	U	Thrissur	C+	C+	C+	Average	48.15	4
55	U	R	Malappuram	C	B	C	Average	48.15	4
56	A	U	Pathanamthitta	C	B	C	Average	48.15	4
57	U	R	Kozhikode	B	C	B	Average	48.15	4
58	G	U	Kozhikode	C+	C+	C+	Average	48.15	4
59	A	U	Ernakulam	B	C+	B	Average	48.15	4
60	U	R	Kottayam	C+	B	C+	Average	48.15	4
61	A	R	Alappuzha	C+	B	C+	Average	48.15	4
62	G	U	Kollam	C+	B	C+	Average	48.15	4
63	U	R	Malappuram	B	B	B	Average	48.15	4
64	A	U	Palakkad	C	C	C	Average	44.44	5
65	G	U	Kollam	D+	B	D+	Average	44.44	5
66	A	R	Malappuram	C	C+	C	Average	44.44	5

67	A	U	Kozhikode	C	C+	C	Average	44.44	5
68	A	R	Pathanamthitta	B	D+	B	Average	44.44	5
69	U	R	Malappuram	C+	C	C+	Average	44.44	5
70	G	R	Kannur	C+	C+	C+	Average	44.44	5
71	A	R	Pathanamthitta	B	C	B	Average	44.44	5
72	A	R	Malappuram	C+	C+	C+	Average	44.44	5
73	A	U	Thrissur	B	C	B	Average	44.44	5
74	U	U	Kottayam	C	B	C	Average	44.44	5
75	U	U	Kozhikode	C+	B	C+	Average	44.44	5
76	U	R	Ernakulam	B	C+	B	Average	44.44	5
77	A	U	Palakkad	C	B+	C	Average	44.44	5
78	U	R	Malappuram	C	D+	C	Average	40.74	6
79	G	R	Kannur	B	D	B	Average	40.74	6
80	U	R	Kozhikode	D+	C+	D+	Average	40.74	6
81	G	R	Ernakulam	C+	D+	C+	Average	40.74	6
82	A	R	Pathanamthitta	B	D+	B	Average	40.74	6
83	G	R	Palakkad	C+	C	C+	Average	40.74	6
84	G	U	Kannur	C+	C	C+	Average	40.74	6
85	U	R	Palakkad	C	C+	C	Average	40.74	6
86	A	U	Kottayam	C	C+	C	Average	40.74	6
87	U	U	Kozhikode	C+	C	C+	Average	40.74	6
88	A	R	Palakkad	C	C+	C	Average	40.74	6
89	G	R	Ernakulam	C+	C	C+	Average	40.74	6
90	U	R	Kollam	C+	C+	C+	Average	40.74	6
91	U	U	Thrissur	C+	C+	C+	Average	40.74	6
92	A	U	Ernakulam	C+	D+	C+	Below Average	37.04	7
93	U	R	Kollam	C	C	C	Below Average	37.04	7
94	U	U	Kollam	C+	D+	C+	Below Average	37.04	7
95	U	R	Palakkad	C	C+	C	Below Average	37.04	7
96	U	R	Malappuram	C	D	C	Below Average	33.33	8
97	A	R	Pathanamthitta	B	D	B	Below Average	33.33	8

Note. In case of Type of Management, G = Government, A = Aided and U = unaided. In case of Locality, U = Urban and R = Rural

None of the institutions got enough grade points to get Excellent or Very good position in classification. Table 123 shows that 45 institution have positioned under good, 46 institution under Average and 6 institutions positioned under below average classification. The institution classified under good position has got percentage score between 50 to 60 while average is between 40 to 50 and below average classification is between 30 to 40.

Considering the rank position, table 123 shows that first four institutions obtained same score and hence they secured first position. Similarly last two institutions obtained eighth position.

Consolidation of Institutional Classification

Table 124

Consolidation of Institutional classification Based on Locale and Type of Management of Institution

	Government				Aided				Unaided				Total
	Urban		Rural		Urban		Rural		Urban		Rural		
	N	%	N	%	N	%	N	%	N	%	N	%	
Excellent	0	0	0	0	0	0	0	0	0	0	0	0	0
Very Good	0	0	0	0	0	0	0	0	0	0	0	0	0
Good	17	77.3	3	30	9	75.0	4	25	4	44.4	8	32	45
Average	5	22.7	7	70	7	58.3	9	56.2	4	44.4	14	56	46
Below Average	0	0	0	0	1	8.3	1	6.3	1	11.1	3	12	6
Poor	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	22		10		14		17		9		25		97

Among the institutions scored good classification includes 20 Government institutions, 13 Aided institution and 12 Unaided institutions. Among them 15 are belong to Rural locale (3 Government, 4 Aided, and 8 Unaided) and 30 belongs to urban (17 Government, 9 Aided, 4 Unaided).

Among the institutions scored average classification includes 12 Government institutions, 16 Aided institution and 18 Unaided institutions. Among them 30 are belong to Rural locale (7 Government, 9 Aided, and 14 Unaided) and 16 belongs to urban (5 Government, 7 Aided, 4 Unaided).

Out of 6 institutions, who positioned under below average classification, 4 (3 Rural, 1 Urban) are from unaided institutions and 2 (1 Rural, 1 Urban) from aided. It is evident from the above consolidation, that government institutions possess higher scores in compare to Aided and Unaided institutions.

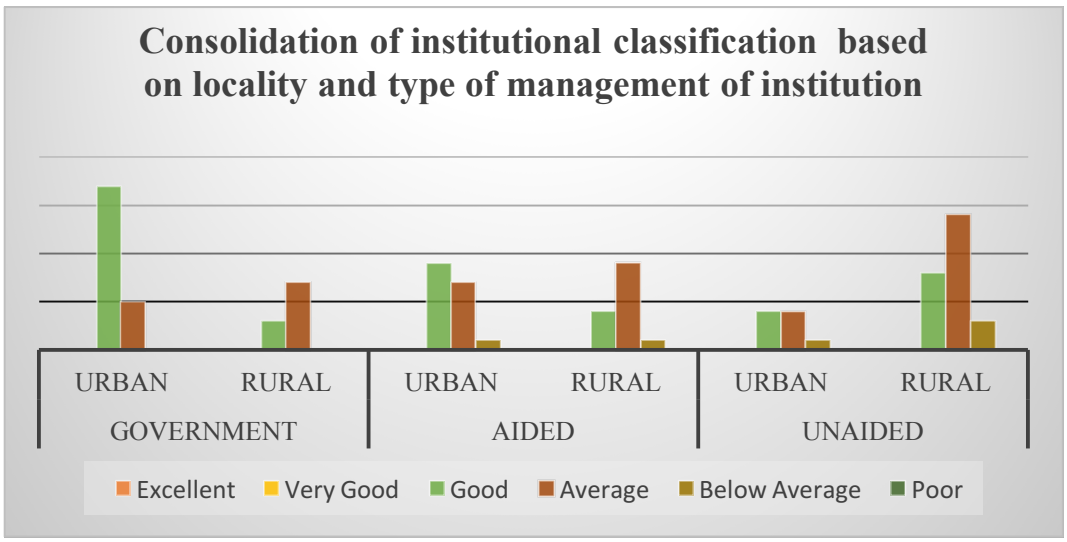


Figure 25. Consolidation of institutional classification based on locale and type of management of institution

Consolidation of Institutional Classification based on district

Table 125

Consolidation of institutional classification based on District

District	Grade based on the perception of Student teachers	Grade based on the perception of teacher educator	Grade based on Checklist	Percentage score	Classification
Idukki	C+	B	C	55.56	Good
Trivandrum	C+	C+	D+	53.91	Good
Alappuzha	C	B	D+	53.7	Good
Wayanad	C+	C	D+	52.78	Good
Thrissur	C+	C+	D+	50.62	Good
Kottayam	C+	C+	D	50	Good
Kasaragod	C+	C+	D	50	Good
Ernakulam	C+	C	D	47.78	Average
Kozhikode	C	C	D	46.91	Average
Malappuram	C	C	D+	46.29	Average
Pathanamthitta	C+	C	D	46.03	Average
Kollam	C	C	D	44.91	Average
Kannur	C+	C	C	43.52	Average
Palakkad	C	C+	D	43.39	Average

Table 125 reveals district wise positioning of elementary teacher education institutions based on the checklist, student teachers perception and teacher educators perception. For this district wise average scores were taken for checklist, teacher educators perception and student teachers perception.

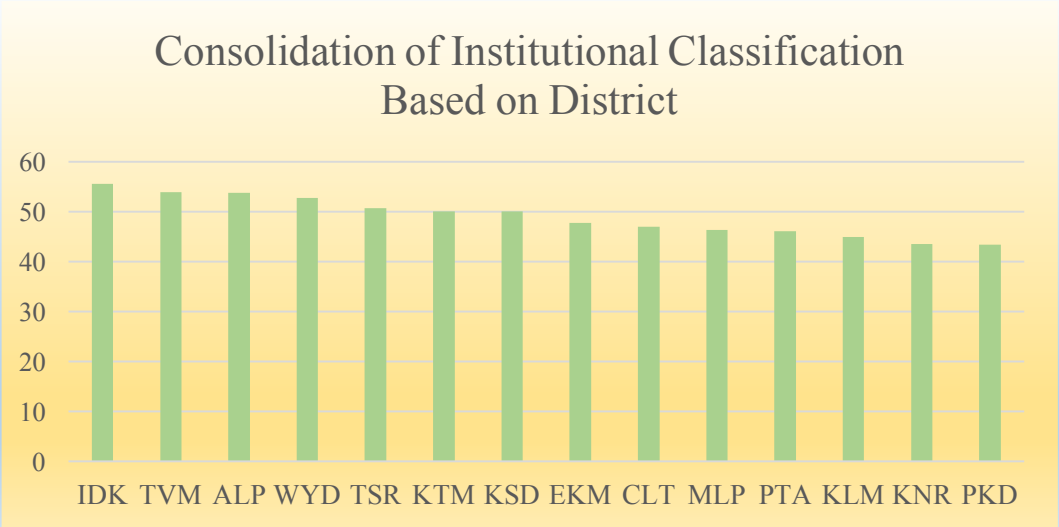


Figure 26. Consolidation of institutional classification based on District

From the result obtained it is clear that the institutions in Idukki, Thiruvananthapuram and Alappuzha districts obtained more satisfactory position compared to other districts, while Kannur and Palakkad districts got comparatively poor classification.

Thus by analysing the data and results on quality and challenges of the elementary teacher education program, it can be concluded that the elementary teacher education program is Kerala is under crisis. Suggestions and remedies for these issues identified are provided in Chapter 5.

CHAPTER V

SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND SUGGESTIONS

- ❖ Study in retrospect
- ❖ Summary of Important findings
- ❖ Tenability of Hypotheses
- ❖ Conclusion
- ❖ Educational implications
- ❖ Suggestions for further research

SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND SUGGESTIONS

This chapter covers details of the relevant aspects related to the study such as major findings, conclusions and educational implications, presented in a concise way. To have a comprehensive view, the study in retrospect is also attempted.

The Study in Retrospect

Restatement of The Problem

As stated in the earlier contexts of the present report, the study was intended to examine the status and challenges with reference to quality and expansion of elementary teacher education in Kerala. The study is titled as, "STATUS AND CHALLENGES OF ELEMENTARY TEACHER EDUCATION IN KERALA WITH REFERENCE TO QUALITY AND EXPANSION".

Objectives of The Study

1. To discuss the policy perspectives of elementary teacher education in India since independence
2. To analyse the opinion of elementary teacher educators on quality aspects of the elementary teacher education program in Kerala
3. To list out the challenges of elementary teacher education program in Kerala perceived by elementary teacher educators
4. To identify whether there exists any significant difference in the perception of elementary teacher educators on quality aspects of the elementary teacher education program with respect to relevant sub samples such as, Gender, Locality, Type of management and District

5. To analyse the opinion of student teachers on quality aspects of the elementary teacher education program in Kerala
6. To list out the challenges of elementary teacher education program in Kerala perceived by student teachers
7. To identify whether there exists any significant difference in the perception of student teachers on quality aspects of the elementary teacher education program with respect to relevant sub samples such as, Gender, Locale, Type of management and District
8. To analyse the opinion of mentors of practice teaching school on quality aspects of the elementary teacher education program in Kerala.
9. To analyse the opinion of principals of elementary teacher education institutions on quality aspects and challenges of elementary teacher education program in Kerala
10. To discuss the opinion of parents of student teachers about quality aspects and challenges of the elementary teacher education program in Kerala
11. To find out the extent of teaching aptitude of student teachers from elementary teacher education institutions in Kerala
12. To identify whether there exists any significant difference in the teaching aptitude of student teachers with respect to relevant sub samples such as gender, locale and district
13. To assess physical facilities of elementary teacher education institutions in Kerala
14. To study the expansion pattern of elementary teacher education institutions in Kerala since independence
15. To classify the elementary teacher education institutions in Kerala based on their physical facilities and quality aspects.

Hypotheses

1. There exists no significant difference in the perception of elementary teacher educators on quality aspects of elementary teacher education program with respect to relevant sub samples based on

    Gender

    Locale

    Type of management

    District

2. There exists no significant difference in the perception of student teachers on quality aspects of elementary teacher education program with respect to relevant sub samples based on

    Gender

    Locale

    Type of management

    District

3. There exists no significant difference in teaching aptitude of student teachers with respect to relevant sub samples based on

    Gender

    Locale

    District

Design of the study

The design of the present work follows an analysis of the data gathered to evaluate the status and challenges of quality aspects and expansion of elementary teacher education program that exists in Kerala. The data for this purpose were collected from the different elementary teacher education institutions of Kerala; from the principals, parents, teacher educators, student teachers and mentors of practice teaching schools. The data were analyzed quantitatively and qualitatively to evaluate the status and challenges of quality aspects and expansion of elementary teacher education program in Kerala. Thus, mixed method of research has used in this study.

Sample of the study

The samples of the study consist selected teacher education institutes, teacher educators, principals, student teachers, administrators and parents from all the 14 districts of Kerala. The sample was obtained using stratified random sampling procedure, with the representation given to factors like gender, locale, type of management of institution and district. Strength of sample is as follows.

97 Teacher Education institutes

185 Teacher educators

1127 First year D.Ed. student teachers

1828 Second year D.Ed. student teachers

404 Mentors of practice teaching school

66 Principals

150 Parents

Tools, methods and techniques used for the study

The study was conducted using following tools, methods and techniques.

1. Questionnaire on quality and challenges of elementary teacher education for teacher educators (Saleem and Leema, 2016)
2. Questionnaire on quality and challenges of elementary teacher education for student teachers (Saleem and Leema, 2016)
3. Questionnaire on quality of elementary teacher education for Mentors of practice teaching school (Saleem and Leema, 2016)
4. Interview schedule on quality of elementary teacher education for principals (Saleem and Leema, 2016)
5. Interview schedule on quality of elementary teacher education for parents (Saleem and Leema, 2016)
6. Teaching Aptitude test for elementary student teachers (Saleem and Leema, 2016)
7. Check list on the physical facilities of elementary teacher education institutes in Kerala (Saleem and Leema, 2016)

To analyse the policy perspectives on elementary teacher education program in India since independence, document analysis was used as a method. In order to classify the teacher education institutions on the basis of quality aspects, classificatory technique was used.

Statistical techniques used

The statistical technique used for the study are

Percentage analysis

Test of significance of difference between mean scores

Analysis of variance

Summary of Major Findings

Evaluating all the findings obtained by analyzing the data through the viewpoints of multiple samples, the major findings can be summarized as follows under the different aspects of study such as

Policy Perspectives of elementary teacher education
Teacher Educator's perspectives on elementary teacher education
Student Teacher's perspectives on elementary teacher education
Mentor's perception on elementary teacher education
Principal's perception on elementary teacher education program
Parent's perception on elementary teacher education program
Teaching aptitude of prospective elementary teachers
Physical and Academic infrastructure of elementary teacher education institutions
Quantitative Expansion of Elementary teacher training institutions
Classification of Elementary teacher education institutions

Policy Perspectives of elementary teacher education

1. University education commission and secondary education commission, just mentioned teacher education in general, but not given much importance to elementary teacher education.
2. Kothari Commission (1964-66) envisioned that Elementary teacher education should be moved under university education
3. National Commission on teachers (1983-85) suggested that a four-year integrated elementary teacher education degree should be started by the universities.
4. National Policy on Education (1986) was advocated for the Establishment of DIET during 1986-1995

5. Acharya Ramamurthy committee (1990) suggested Internship model of practice teaching
6. In 1993 National Council for Teacher Education Act is passed by parliament, which bestowed all the regulatory power of teacher education with NCTE.
7. National Curriculum Framework (2005) pointed out that, teacher educator role needs to be shifted from being a source of knowledge to being a facilitator
8. Kearla Curriculum Framework (2007) commented that, the present situation is that the reforms in teacher education lag behind school curriculum reform efforts.
9. National Knowledge Commision (2009) opined that, Many DIETs are currently understaffed, demoralized, and incapable of giving good quality training to teachers.
10. Nationa Curriculm Framework for Teacher Eduaction (2009) identified that, the main problem facing DIETs is non-availability of qualified faculty.
11. Justice Verma Commission (2012) had commented that, Bulk of candidates who take Teacher Eligibility Test do not qualify to be recruited, despite having a professional degree in teaching reveals poor quality of current teacher education system. Also, the higher secondary cannot be the minimum qualification for elementary teacher education program as more qualified and mature teachers require for primary teaching.
12. Joint Review Mission, Kerala (2014) pointed out that, no DIET recruitment has perhaps taken place in the past 5 years creating an acute shortage of faculty. It also suggested that, teacher education program in

Kerala needs comprehensive restructuring in terms of the roles and functions of different institutions.

13. National Policy on Education (2016) raised concern over failure in attracting good talents to teaching profession.
14. Nation Policy on Education (2016) commented that, State Council for Educational Research and Training's have to play a critical role in teacher education. And, most SCERTs and DIETs do not have the required capability for this.

Teacher Educator's perspectives on elementary teacher education

1. With regard to teacher educator's qualification 65% of teacher educators doesn't have M.Ed. qualification
2. With regard to teacher educators experience 77% of teacher educators from unaided elementary teacher education institutions doesn't have enough school teaching experience.
3. 61.71% Teacher educators opined that, the present syllabus of elementary teacher education program should be modified due to various reasons.
4. Teacher educators list out the major challenges regarding the curricular aspects such as, Non-availability of enough resource material or text books, adapting to semester system, heavy work load and time limitation are the main challenges perceived by teacher educators.
5. Regarding class room management 48.00% teacher educators opined that that Students are not co-operative in classroom discussions.
6. 48.00% teacher educators suffered from lack of co-operation from the mentors of practice teaching school.
7. Considering Evaluation methods, 66.86% teacher educators use, written test as the most common method of evaluation used.

8. Lack of aptitude and capability of student teachers, Availability of Number of qualified Faculty, Lack of co-operation from mentors of practice teaching schools, and Non-Availability of students in government schools are the main challenges related to teaching learning and evaluation as perceived by teacher educators.
9. 80.57% of the teacher educators have got no research experience.
10. 72.57% of teacher educators are satisfied with the classroom facilities and 71.43% of teacher educators satisfied with staff room facilities.
11. 80% of the teacher educators are satisfied with lab facilities, but 44% demanded for lab instructor for the institution.
12. According to teacher educator's opinion, with regard to infrastructural facilities government institutions are comparatively lagging behind. Also, toilet, Wi-Fi, and spaciousness of staff room is still a problem for many teacher educators. With regard to instructional facilities, libraries of most of the institutions are still not equipped with the reference books for the new syllabus.
13. 75% of teacher educators opined about the principals provide them with adequate support.
14. 62.29% teacher educators agree that marriage is the main reason for dropout.
15. 87.43% of teacher educators are satisfied with the support given for students from the institution.
16. 76% of Teacher educators are not satisfied with the support given from the SCERT and DIET.
17. Student teacher dropout, lower Salary scale, Nominal Functioning of PTA and alumni and too many vacant teacher educator positions in all the

DIETs are the main challenges related to support and progression, as perceived by teacher educators.

18. There exists no significant difference between male and female teacher educator's perception regarding quality aspects.
19. There exists no significant difference in the perception of teacher educators belong to rural and urban institutions with respect to quality aspects.
20. There exists no significant difference in the perception of teacher educators belonging to Government, Aided and Unaided institutions regarding quality aspects
21. There exists no significant difference in the perception of teacher educators belonging to different districts.

Student teacher's perspectives on elementary teacher education

1. 84.86% of student teachers chose D.Ed. Course due to their interest in teaching.
2. Delay in admission process, poor job prospectus, Lack of entrance test, lack of Guidelines for student teachers in choosing the optional subject are the main challenges related to curricular aspects as perceived by student teachers.
3. 68.23% student teachers opined that duration of current D.Ed. course is enough to complete the syllabus.
4. 86.60% student teachers opined that their teachers are able to complete the portions on time.
5. 99.40% student teachers opined that as a part of the syllabus there is enough seminars and debates conducted in their institution.

6. 94.31% student teachers opined that teacher conduct internal exam on time and publish results.
7. 64.95% student teachers opined that they did not get enough time to complete the portion assigned in each practice teaching session.
8. Time limitation for teaching learning activities and practice teaching and Lack of time and interest in extracurricular activities are the challenges related to teaching learning and evaluation as perceived by student teachers.
9. 82.56% student teachers agree that the auditorium in their institution have enough seating capacity.
10. 53.31% student teachers agree that the store room of the institution have enough items required for learning.
11. 75.94% student teachers are dissatisfied with the facilities of art and craft room in their institution.
12. Regarding the facilities of music room 84.53% of student teachers are dissatisfied.
13. 68.89% of student teachers are dissatisfied with the facilities of work experience room.
14. 51.01% student teachers opined that enough sports equipment's are not available in their institute.
15. 65.45% student teachers opined that they don't get opportunity for using sports equipment's available in their institute. Attention provided for arranging sports facilities by the elementary teacher education institutions are very poor as per the opinion of student teachers.
16. 86.11% student teachers are satisfied with the facilities in class room. In terms of class room facilities in most of the institutions are good.

17. 85.18% student teachers are satisfied with the facilities of toilet in their institution. 73.26% student teachers agree that enough drinking water is available in their institution. 56% student teachers are not getting the common room facilities. Satisfactory toilet facilities are offered by most of the institutions.
18. 56.92% student teachers were dissatisfied with the facilities of computer lab. 69.22% student teachers opined that computers are not latest.
19. Failure in fully infusing ICT in elementary teacher education institutions, Renovation of most of the institutions not happening for a long time, most of institutions doesn't have common rooms store room, music room, art and craft room, and work experience room and unsatisfactory lab and library facilities are the challenges related to infrastructural and instructional facilities as perceived by the student teachers.
20. 91.74% student teachers are satisfied with office facilities of their institution.
21. 77.58% student teachers opined that teacher educator communicate their progress with their parents.
22. 98.25% student teachers agree that they get enough support from teacher educators and principal to resolving the issues faced in the institution.
23. Lack of hostel facility, Student union, non-availability of grants and scholarships are the challenges related to support and progression as perceived by student teachers.
24. 75.94% student teachers agree that their institution organizes personality development programs.
25. 72.33% student teachers satisfied with the developmental activities in their institution.

26. 63.86% student teachers agree that principal seek feedback on teacher educators.
27. There exists no significant difference between male and female student's perception regarding quality aspects.
28. There exists no significant difference between urban and rural student teacher's perception regarding quality aspects.
29. There exists significant difference among Government, Aided and Unaided institution student teacher's perception regarding quality aspects.
30. There exists significant difference among the district wise student teachers in their perception regarding the quality of elementary teacher education.

Mentor's perception on elementary teacher education

1. 68.8% of Mentors of practice teaching school are not satisfied with the effectiveness of training, the student teachers obtained from the elementary teacher education institution.
2. 76.3% of the mentors opined that, before commencing internship, the student teachers discuss the things like lesson planning, number of students in the class and the nature of the students with mentors.
3. 25.8% of the mentors opined that student teachers usually fails to manage class room well.
4. 41.8% of Mentors opined that, their involvement in teaching aid preparation is less.
5. 61.6% mentors opined that student teachers mostly not able to summarize the portions taken in a classroom session and 54.4% of mentors observed that, student teachers fail to introduce the portions before commencing the classroom session.

6. Around 50% of mentors observed that student teachers don't try to use audio visual aids.
7. 77.9% of mentors opined that, student teachers regularly make use of teaching aids.

Principal's perception on elementary teacher education program

1. Most of the principals are dissatisfied with the semester and optional system.
2. Principals strongly opined against the non-availability of study material for students.
3. Many of the principals are doubtful about the teaching aptitude of students, for this they suggest that teaching aptitude test should conduct at the time of admission
4. Some of the principal opined that cut of mark for admission should be raised.
5. Regarding teacher educator's, majority of principals opined that there is an urgent need for raising the qualification and salary of teacher educators and teacher educators should be appointed on subject wise in order to reduce the heavy work load of teacher educators.
6. Majority of the principals pointed out that mentoring system is not effective.
7. Most of the principals demanded initiative from the part of DIET and SCERT in conducting more in-service courses.
8. Principals opined that, admission should be conducted on time in order to avoid the loss of time and heavy work load for teacher educators and students.

Parent's perception on elementary teacher education program

1. Parents commented that they felt difficulties due to the delay in admission D.Ed. course.
2. Most of parents opined that, they didn't receive any orientation before admission.
3. Only few of the parents are aware about the job prospects of elementary teacher education program (D.Ed.).
4. Parents participation in PTA is low and the communication with teacher educators also rare.
5. Parents are worried about the workload of D.Ed. Course, and are mostly satisfied with physical facilities in the Institution.
6. Parents are mostly happy about the co-operation of teacher educators and principals.
7. Most of the parents are not satisfied with the transport facilities of Institution, while they are not concerned about the safety of their wards.

Teaching aptitude of prospective elementary teachers

1. 18% of the student teachers possess high teaching aptitude and most of the student teachers (64%) have average level of teaching aptitude.
2. A total of 50.8 percentage of student teachers show aptitude below 50th percentile.
3. There exists no significant difference between male and female elementary student teachers' aptitude towards teaching.
4. There exists no significant difference between rural and urban elementary student teachers' aptitude towards teaching.

Physical and Academic infrastructure of elementary teacher education institutions

1. 30% of the elementary teacher education institutes do not have seminar hall and related facilities of seminar hall
2. In 91.85% of the institutions the condition of Classrooms is satisfactory.
3. In 30% of the institutions, Facilities of staffroom are not satisfactory because of lack of furniture and other amenities provided for staff
4. 40% of the institutions do not have basic facilities in the office room
5. Support facilities like store room, art and craft room, music room and work experience room are not available in 90% of the institutions.
6. 40% of the elementary teacher education institutes failed to provide satisfactory hygienic facilities and toilet facilities to student teachers.
7. 89% of the elementary teacher education institutions have separate toilet facility for staff.
8. 40% of the elementary teacher education institutions don't have the library facility and the condition of the existing libraries are far from satisfactory.
9. None of the institutions have Psychology lab, and language lab. Only 14% of the institution have educational technology lab.
10. Nearly 50% of the institution have sufficient number of teaching aids.
11. In 76.5% of Institutions, the playground, sports equipment and other facilities for sports are not satisfactory.
12. In 75% of Institutions, the student and staff support facilities provided by elementary teacher education institutions are inadequate.
13. Grievance redressal club, women cell and health and fitness club was not available in 90% of the institutions.

Quantitative Expansion of Elementary teacher training institutions

1. During 1966-67, There are 105 (31 Govt., 74 Aided) elementary teacher education institutions were functioning in Kerala.
2. Fourteen DIETs in the state are established during 1985-1995
3. During 1995-1996, 102 (38 Govt., 64 Aided) elementary teacher education institutions were running in the state of Kerala.
4. In Kerala number of elementary teacher education institutions are doubled during 2000-2010 with the establishment of unaided institutions. During 2005-06, the number of elementary teacher education institutions were shot up to 193. And, during 2010-2011 222 (38 Govt., 64 Aided, 120 Unaided) elementary teacher education institutions were functioning.
5. At present 221 elementary teacher education institutions are there in Kerala, among them 102 are government or aided institutions.
6. With respect to the number of student's elementary teacher education is under decline for last few years, and many institutions have one year batch.

Classification of Elementary teacher education institutions.

1. On the basis of institutional classification conducted as part of the study, none of the institutions got Excellent or Very good position in classification.
2. According to the institutional classification conducted as part of the study, 45 elementary teacher education institutions are coming under Good position; 46 institution are under Average position and 6 institutions coming under are below average position.

Tenability of Hypotheses

The first hypothesis states that: "There exists no significant difference in the perception of teacher educators on quality aspects and challenges of elementary teacher education program with respect to relevant sub samples based on Gender, Locality, Type of management of institution and District"

The result shows that there exists no significant difference between male and female teacher educator's perception regarding the quality aspects. Thus, Hypothesis based on gender is accepted. There exists no significant difference between urban and rural teacher educator's perception regarding the Quality aspects. Thus, Hypothesis based on locality of elementary student teachers is accepted. There exists no significant difference between teacher educator's perception based on type of management of institution regarding the quality aspects. Thus, Hypothesis based on type of management of institution is accepted. There exists no significant difference between teacher educator's perception based on district regarding the quality aspects. Thus, Hypothesis based on district is accepted.

The Second hypothesis states that: "There exists no significant difference in the perception of student teachers on quality aspects of elementary teacher education program with respect to relevant sub samples based on Gender, Locality, Type of management of institution and District"

The result shows that there exists no significant difference between male and female student teacher's perception regarding the quality aspects. Thus, Hypothesis based on gender is accepted. There exists no significant difference between urban and rural teacher student teacher's perception regarding the Quality aspects. Thus, Hypothesis based on locality of elementary student teachers is accepted. There exists significant difference among Government, Aided and Unaided institution student teacher's

perception regarding quality aspects such as, Teaching Learning and Evaluation, Support and Progression, Innovative Practices and Total perception. So, the hypothesis is rejected based on type of management of the institution. There exists significant difference among the district wise student teachers in their perception regarding the quality of elementary teacher education on quality aspects such as curricular aspects, Support and Progression, Innovative Practices, and total perception. Thus, the Hypothesis based on district is rejected.

The third hypothesis states that, "There exists no significant difference in teaching aptitude of student teachers with respect to relevant sub samples based on Gender, Locale and district." The findings of the study reveal that there exists no significant difference between male and female elementary student teacher's aptitude. Thus, the Hypothesis based on gender is accepted. There exists significant difference between urban and rural student teacher's teaching aptitude. Thus, the Hypothesis based on locale is substantiated. There exist significant differences in total teaching aptitude. Thus, the Hypothesis based on the district is substantiated.

Conclusion of findings

Major findings of the study lead to the following conclusion.

Policy Perspectives of elementary teacher education

The commissions, committees, curriculum framework and national policies set-up for the improvement of education in the country, agree upon one fact that current elementary teacher education system lacks quality and substance. There are number of reasons from giving more importance to secondary teacher education and neglecting elementary teacher education, not linking elementary teacher education to university education to the mushroom

growth of Unaided institutions in the country. The following are important recommendations by various policies and commissions to be addressed.

Even after repetitive recommendations from various commissions, still in 2017 elementary teacher education is not became part of higher education. Similarly, the policies or commissions identifies another drawback as failure of implementing a 4-year integrated elementary teacher training course (as B.El.Ed. by Delhi University) which lead to degree in teacher education is also not implemented so far.

Starting of the DIET was another major advance in the elementary teacher education sector, but poor management of DIET and lack of staff in DIET is obstructing the education sector from harvesting the fruits of this well thought project.

Full and complete ICT integration in teacher education still remains as an unfulfilled dream because of several reasons. At least the lack of ICT facilities in the elementary teacher education institutions should be addressed first.

The number of candidates qualifying teacher eligibility test each year is only a handful. This again reminds the need for introducing an entrance test as per the recommendations of multiple commissions, for the admission to elementary teacher education. And a new frame work for assessing the quality of elementary teacher education programme is also necessary.

Even though various commissions recommend a lab school for every teacher education institutions, still in Kerala, most of the elementary teacher education institutions doesn't have a lab school attached with it. Also, teacher education curriculum lags behind the school curriculum due to more importance given to the latter. The poor quality of teacher education and elementary education in Kerala can be directly attributed to the negligence in implementing the recommendations made by various commissions, committees and policies.

Teacher Educator's perspectives on elementary teacher education.

Majority of teacher educators doesn't have M.Ed. qualification and enough school teaching experience. Teacher educators opined that re-structuring of existing syllabus is needed. Practice teaching was one of the pain area for teacher educators. Written teat is still major method of evaluation; this indicates the lack of process oriented evaluation method in a skill training program. With regard to teaching learning and evaluation it can be concluded that practice teaching, qualification of faculties and Number of students in government schools are the main problems

Majority of the teacher educators have got no research experience. The maintenance and development of infrastructural and instruction facilities are not adequate in most of the institutions. Institutional climate is supportive for the professional growth of teacher educators. But teacher educators are not satisfied with the support given from the SCERT and DIET. Related to support and progression, salary structure of the teacher educators is comparatively less.

Gender, locality, type of management has no influence on the perception of the teacher educators regarding quality aspects.

Student Teacher's perspectives on elementary teacher education

Student teachers chose D.Ed. Course due to their interest in teaching. But delay in admission process, poor job prospectus, Lack of entrance test, lack of Guidelines for student teachers in choosing the optional subjects are adversely affecting their progress. Majority of student teachers are satisfied with the syllabus. Teaching learning activities are satisfactory in student teacher's perception. But, Time limitation for teaching learning activities and practice teaching are the problems.

Essential facilities like store room, music room, art and craft room, and work experience room are not available in most of the institutions. Failure in fully infusing ICT, Lack of Renovation of the institutions are the challenges related to infrastructural and instructional facilities as perceived by the student teachers. library facilities are satisfactory according to the opinion of student teachers and lab facilities are not provided to student teachers in most of the elementary teacher education institutions. Student teachers are satisfied with the support and progression facilities of institutions.

Gender, locality have no influence while type of management and district have influence on student teacher's perception on quality aspects.

Mentors perception on elementary teacher education

Mentors of practice teaching school are not satisfied with the effectiveness of training, class room management and classroom transaction abilities of student teachers. Use audio visual aids by student teachers are very less. Student teachers regularly make use of teaching aids, even though mentors involvement in teaching aid are less.

Principal's perception on elementary teacher education program.

Most of the principals are dissatisfied with the semester system, optional system and non-availability of study material for students. Teacher educator's qualification need to be improved and salary increment is needed. More trainings are expected from DIET and SCERT.

Parent's perception on elementary teacher education program

According to Parent's opinion Delay in admission, orientation before admission process was absent. Job prospectus on the elementary teacher education course is less and PTA involvement is not satisfactory.

Teaching aptitude of prospective elementary teachers

Most of the student teachers have average level of teaching aptitude. Gender and Locality have no influence on teaching aptitude of student teachers. District have influence on aptitude of student teachers.

Physical and Academic infrastructure of elementary teacher education institutions

Most of the institutions have satisfactory classroom, staff room, office room and seminar hall facilities. Support facilities like store room, art and craft room, music room and work experience room are not available in most of the institutions. A large number of institutions fail to provide adequate toilet and hygienic facilities. Except a few institutions most of the institutions have adequate library facilities but lab facilities of the institutions are not satisfactory. Teaching aids availability and sports facilities are also not satisfactory in majority of institutions.

Quantitative Expansion of Elementary teacher training institutions.

The number of elementary teacher education institutions in Kerala is almost doubled in the last two decades. In the scholastic year 1966-67 there were 104 elementary teacher education institutions and during 1992-93, the number was reduced to 101 (SCERT 2000). But the number shot up to 193 during 2005-06. During 2010-2011 there were 222 elementary teacher education institutions. At present in 2016 there are 221 elementary teacher education institutions.

Classification of Elementary teacher education institutions

On the basis of institutional classification conducted as part of the study, none of the institutions got Excellent or Very good position in classification.

Educational Implications of the Study

For the present study investigator collected data from most of the stake holders of elementary teacher education program such as, teacher educators, student teachers, principals, parents and mentors of practice teaching school.

From the analysis of data and results it is clear that, latest Elementary teacher education curriculum reformation was implemented without the support of enough research studies. The curriculum is mostly deviated from the envisages of KCF 2007 and NCFTE 2009. The participation from elementary teacher training institutions in the curriculum revision was negligible. The teacher educators and mentors of practice teaching schools are forced to implement this curriculum without sufficient training or without the support of enough resource materials. The curriculum suggested for the graduates becoming a big burden for the plus-two holders. The admission delays are adversely affecting the semester system, as first semester has to complete within 2-3 months. When plus-two holders chose optional subjects, there is a wide spread confusion due to the unavailability of proper guidelines in this matter, hence it results in a humanities student will chose general science as optional subject. Most of the elementary teacher training institutions in Kerala doesn't have enough number of rightly qualified (with M.Ed.) teacher educators or infrastructural and instructional facility to implement the present Elementary teacher education curriculum. Absence of proper guide lines prohibits the student teachers from getting the benefits of mentoring or continues and comprehensive evaluation. The following are the educational implications of the study.

Most of the DIET in the state does not have enough faculties. Many DIET have only 2-4 PSTE members while 8 is the minimum requirement as per NCTE norm. Education department should take immediate action to fill these vacancies.

Avoid the delay in admission process is the first step to improve overall quality of elementary teacher education system. It is suggested that, the admission process should complete by mid of July every year. This will not only attract good talents to the Elementary teacher education but also will avoid the loss of fruitful time in the first semester.

A pre-orientation programme should conduct for both students and parents before admission. This will help them to understand job prospects and benefits of becoming a teacher, so that they will whole heartedly choose this course. Also, this will help in reducing the drop out ratio.

Conducting teaching aptitude test during admission process as insisted by NCTE will help in improving overall quality of elementary teacher education system, as the quality of teachers is the reflection of the status of development of a country. Hence, teaching aptitude test should be a mandatory requirement for admission to elementary teacher education program.

Even though current syllabus has enough theoretical and practical contents to fulfil the course aims there are a number of short comings to it. The optional system introduced in the syllabus without the proper guidelines of who should choose which optional subjects, as higher secondary already have the optional subjects. Clear cut instruction should be issued in this regard.

Re-organisation of topics in syllabus is becoming necessary as the practice teaching session usually falls in the beginning of a semester. Currently the theory topics related to practice teaching is taught after completing the practice teaching, which is impacting overall quality of practice teaching. So, feasible modification should be made in curriculum.

Availability of Resource material is another critical challenge faced by elementary teacher training. Government and Managements should take

necessary care to provide, augment and periodically evaluate the quality and availability of resource materials.

Number of teacher educators and their qualification are another concern. The present study reveals that not even 40% of institutions have met the NCTE criteria in this regard. This is a serious issue, which attracts urgent attention from the authorities of general education in the state. Now majority of the elementary teacher education institutions in the state doesn't have separate educator for art education, work education, physical education subjects. It is suggested to appoint trained faculties for these subjects.

Learner centred teaching method such as group work, role play, project work, case study should supplement the classroom teaching. So, more attention should be given for learner centred teaching.

Availability of practise teaching schools with enough number of students is another issue. Many of the Government elementary schools in Kerala is facing a shut down due to loss of faith of general public in the quality of elementary education in government schools. This is also affecting availability of enough practice teaching schools. Government should take all the possible steps to improve upon this situation. Similarly, most of the elementary teacher education institutions are facing number of difficulty in the conduct of practice teaching program. Hence, Strict guidelines should be issued to government and aided elementary schools to facilitate practice teaching.

The current evaluation system followed in the elementary teacher education program is not suitable to fulfil the course objectives. SCERT and DIETs, with due representation from each of the teacher training institute should take necessary steps to improve the current evaluation system. Similarly, the practical exam board in every semester is affecting the overall quality of the program. So, it is suggested that practical examination board should happen only in alternate semesters.

According to the present study, it is clear that most of the institutions, either do not have modern instructional facility or they are not making use of it. Constant in-service training and strict monitoring should be implemented in this regard.

Physical facilities in accordance with NCTE norms is another important factor. The study reveals that most of the elementary teacher education institutions have poor building, toilet, and other physical facilities for the smooth conduct of the education. The Government and management should take required care in this aspect.

In case of Lab and other instructional facility also, these institutions lagging behind even the elementary schools in the state. This is a very critical quality accident happened due to the negligence of authorities. Government and management should immediately give attention to improve instructional facilities in elementary teacher education institutions.

Most of the elementary teacher education institutions doesn't have language laboratories. As communication is the core part of class room teaching, elementary teacher education institutions should set up language labs, in order to promote communication skill.

The salary of teacher educators of elementary teacher education institutions is not according to the qualifications necessary for the job. It is creating big dissatisfaction among teacher educators. Salary revision for Teacher Educators should happen as early as possible.

The present study reveals the need for more extension activities and classes from experts in teacher education institutions. DIET and SCERT should provide enough resource persons and motivations for this.

Most of the institutions doesn't have hostel facility for student teachers. Authorities should ensure hostel facility in all the Elementary teacher education institution.

The number of research activities conducted by Teacher Educators are very less. The DIET and SCERT should include elementary teacher educators in their ongoing research activities.

Functioning of PTA is not satisfactory is most of the Elementary teacher education institutions. Principals and teacher educators should give enough attention for this.

More training and orientation classes from DIETs are expected for elementary teacher training. The frequency of current trainings is mostly once in a year; Hence, periodical permanent cluster training system may be introduced in elementary teacher education sector.

Currently local authorities are only providing help for the schools in an area. But teacher training in the area should be the central point to accept help from local bodies and cater them to the schools in the area accordingly. So, elementary teacher education institution should include under the purview of local bodies.

At present elementary teacher education is managed by the general education authorities; this is adversely affecting teacher education. Therefore, a state level board of teacher education is needed to plan and coordinate the activities of teacher education.

Currently SCERT conducts very few training programs for elementary teacher education. It is suggested that SCERT should conduct more state level training programmes.

Teacher Educators should prepare teaching aids by making use of OHP, LCD, Projector, etc. Currently most of the institutions rarely uses these.

The sudden hike in the number of self-finance elementary teacher education institutions after 2005 in Kerala, resulted serious issues with regard to quality. Strict regulation should be imposed to control substandard institutions.

There must be a state level quality assurance committee to monitor and control the academic and administrative activities of teacher education institutions in the state with statutory powers.

The total student intake of elementary teacher education institutions in Kerala should be balanced in order to check the under-employment problem among qualified elementary teachers.

SCERT should organise research studies to evaluate the effectiveness and short comings of existing elementary teacher education curriculum.

Authorities should ensure necessary financial assistance for day to day activities and other developmental activities of elementary teacher training institutions.

It is suggested to introduce a four-year integrated elementary teacher education program under universities.

While appointing principals for elementary teacher education institutions, ensure a minimum of five years of service left with them before their retirement. Otherwise they cannot plan and execute any long term developmental activities.

The teacher educators don't have a platform for gather and train together like BRC for the primary school teachers. Authorities and Teacher educators should take initiatives to create and make use of such a platform.

More initiatives are expected from authorities to improve awareness of teaching profession among the public to attract more talented students towards it.

Many government schools are already started English medium batches, so it will be desirable to introduce elementary teacher education course with English as a medium of instruction.

Suggestions for Further Research

1. A detailed study can be conducted on the contribution of DIET in the field of elementary teacher education in Kerala
2. A comparative study of elementary teacher education in south Indian states can be conducted
3. A critical study of elementary teacher education curriculum in Kerala can be conducted
4. A study can be conducted on the job satisfaction and teaching effectiveness of elementary Teacher Educators of Kerala
5. A comparative study can be conducted about the functioning of teacher education institutions in Kerala with the NCTE guidelines
6. A detailed study can be conducted on institutional climate of elementary teacher education institutions of Kerala
7. The same study can be conducted in secondary teacher education also
8. A detailed study about the expansion of teacher education in Kerala since independence can be conducted
9. A detailed study about the policy perspectives in elementary teacher education before and since independence can be conducted
10. A comparative study on teaching aptitude and professionalism among elementary teachers can be conducted
11. A study can be conducted on the effectiveness of mentoring in elementary teacher education

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APPENDICES

APPENDIX 1

FAROOK TRAINING COLLEGE

Research Centre in education

Questionnaire on quality and challenges of elementary teacher education for teacher educators

Dr. T Mohamed Saleem
Assistant Professor
Farook Training College, Calicut

Leema K M
SRF Scholar,
Farook Training College, Calicut

This questionnaire is intended to collect some details about the D.Ed. Course. Your responses will be kept confidential and used only for research purpose.

Instructions

1. Put ✓ mark against your opinion after reading them carefully
2. Put ✓ mark against all the statements given with the questions, those you feel correct

PART 1

1. Name of the Institution: …….
2. Name of the teacher: ……
3. Female/Male: ……
4. Educational Qualification: …….
5. General:

BA		B.Com.		B.Sc.	
MA		M.Com.		M.Sc	

6. Professional:

TTC	
B.Ed.	
M.Ed.	
Any other	

7. Total Teaching experience: …….

8. Teaching experience in this institution: ……..

9. Subjects Teaching:

PART 2

1. a. Are you satisfied with current D. Ed. syllabus?

☐ Yes ☐ No

b. Tick whichever is applicable

Syllabus is not adequate to complete the goals of course	
Not given equal importance to theory and practice	
Learning activities in the syllabus are not adequate	
Heavy workload for teacher educators to complete the syllabus	

2. a. Do you face any difficulty in curriculum transaction?

☐ Yes ☐ No

b. Tick whichever is applicable

Not enough resource material	
Time limitation	
Teaching and learning aids are not available	
Physical facilities of institution are not enough	

3. a. Do you spend more than stipulated time in your institution?

☐ Yes ☐ No

b. Tick whichever is applicable

For helping students in teaching and learning	
Help students who need special attention	
For giving students directions for extracurricular activities	

4. Have you participated in any curricular development program?

☐ Yes ☐ No

5. Are you satisfied with the class timetable?

☐ Yes ☐ No

b. Tick whichever is applicable

Timetable is too rigid	
Time allotted for each subject is inadequate	
Teacher educators not get enough leisure time	

6. What are the Issues you faced during classroom teaching?

Students are not co-operative in classroom discussions	
To understand the reason for student learning difficulties	
To keep friendly atmosphere in class	
To give motivations to students according to their aptitude	
To grab attention of the students throughout the class room session	
To evaluate assignments and projects given to students regularly	

7. How will you resolve classroom difficulties related to teaching and learning?

By discussing with students	
By discussing with colleagues	
Discussing with principal	

8. Are you satisfied with the availability and quality of text books for your subjects?

☐ Yes ☐ No

9. Do you have to participate any non-teaching activities in your institute?

☐ Yes ☐ No

10. Do you prepare an academic plan at the beginning of the course and are you able to follow it?

☐ Yes ☐ No

11. What are all the difficulties you faced during organising and conducting practice teaching ?

Lack of co-operation from the teacher of practice teaching school	
Difficulties in conducting practice teaching in different sessions	
Difficulties in getting practice teaching school	

12. Does mentors of practice teaching school share their observation about the student teachers?

☐ Yes ☐ No

13. Which of the following evaluation method you use?

Written test	
Quizzes	
Observation	
Portfolio	
Performance test	

14. a. Do you think existing evaluation system is useful for the overall development of student teacher capabilities?

☐ Yes ☐ No

b. Tick whichever is applicable

Can't get correct assessment of student teachers	
Higher teacher student ratio	
Heavy work load for teacher educators	
No mechanism for giving individual attention to students	
Lack of strong monitoring system	

15. Do you discuss progress of student teachers with them?

☐ Yes ☐ No

16. Do you publish internal marks regularly?

☐ Yes ☐ No

17. Do you give adequate suggestions and remedial measures for motivating low performing students?

☐ Yes ☐ No

18. Which of the following issues you face in using ICT?

Most of the students don't know how to use ICT	
Not enough ICT facilities in the institution	
No separate instructor available for ICT	
Lack of internet availability	

19. Did you conduct any research project with the help of government?

☐ Yes ☐ No

20. Do you get enough motivation from your institution for higher studies and research?

☐ Yes ☐ No

21. a. Are you satisfied with the classroom facilities?

☐ Yes ☐ No

b. Tick whichever is applicable

Lack of enough furniture	
Not enough teaching aids	
Lack of ventilation	

22. a. Are you satisfied with the facilities of staff room?

☐ Yes ☐ No

b. Tick whichever is applicable

Lack of enough furniture	
Lack of ventilation	
No space for keeping teaching aids	
No attached toilet	
No Wi-Fi facility	

23. What are the issues faced related to lab usage?

Lack of enough lab equipment	
No facility to conduct experiments	
No separate lab instructor	

24. What are the issues faced related to using library?

Lack of time	
Library books are not distributed among student teachers	
Not enough reference books related to your subjects	

25. Does your institute have enough facility to keep health and hygiene for teacher educators and student teachers?

☐ Yes ☐ No

26. Are you satisfied with the toilet facilities in your institution?

☐ Yes ☐ No

27. Does your institute have enough facility to use LCD and OHP projectors?

☐ Yes ☐ No

28. Does your institute give enough attention for infrastructural development in accordance with the growth of institution?

☐ Yes ☐ No

29. a. Does the institution environment is sufficient for your professional development?

☐ Yes ☐ No

b. Tick whichever is applicable

Lack of physical facilities	
Lack of interest shown by student teachers	
Lack of co-operation from colleagues	
Lack of co-operation from head of institute	

30. Tick which of the following support you get from principals

For getting enough reference books	
To ensure the availability of handbook, textbook and teaching and learning aids	
To ensure infrastructural facilities in classroom	
For conducting field trip	
To resolve student issues	
To give leadership training for students	

31. Which of the following matters principal seek your suggestions?

For preparing annual academic plan	
Conducting youth festival anniversary and study tours	
For conducting social welfare activities	
To plan according to the monthly progress review	
To select books for library	
For preparing annual academic plan	

32. In your opinion, what are the reason for student dropout from D.Ed. course?

Financial problems	
Getting job	
Marriage	

33. a. Does your institute give enough help for student to complete the course?

☐ Yes ☐ No

b. Tick whichever is applicable

Choosing suitable teaching method for low performing students	
Helping in participating extracurricular activates	
Providing teaching and learning aids at low rate	

34. Are you satisfied with the support from management?

☐ Yes ☐ No

35. Does the management communicate and collect feedback from you?

☐ Yes ☐ No

36. Does the management seek your feedback about students and colleagues?

☐ Yes ☐ No

37. Does PTA actively participate in development activities of your institution?

☐ Yes ☐ No

38. Do you want to resign from this institute?

☐ Yes ☐ No

39. Are you satisfied with the recruitment process of teacher educators?

☐ Yes ☐ No

40. Are you satisfied with the support for differentially abled student teachers from your institute?

☐ Yes ☐ No

41. Which of the following academic considerations did you get from your institution?

In-service teacher training	
Cluster training participation	
Participation in training programs in SCERT	
Participation in state level training program	
Participate in text book preparing	

42. which of the following facilities you suggest for the development of your institution and welfare of teachers and students

a.

better salary	
quarters for staff	
better infrastructural facilities	
Classes from experts	
Cultural activities	
Facilities for the complete development of student aptitude	
Vehicle facility	
Better hostel facility	
Facilities for improving student capabilities	
Better service rules	

b. Any Other Suggestions:

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Leema K M
SRF Scholar,
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ഡി.എഡ് കോഴ്സിനെപ്പറ്റിയുള്ള ചില വിവരങ്ങൾ നിങ്ങളിൽ നിന്ന് ശേഖരിക്കാനാണ് ഈ ചോദ്യാവലി. നിങ്ങളുടെ അഭിപ്രായങ്ങൾ രഹസ്യമായി സൂക്ഷിക്കുന്നതും റിസർച്ചനില്ലാതെ വേറെ ഒരു ആവശ്യത്തിനും ഉപയോഗിക്കുന്നതുമല്ല.

നിർദേശങ്ങൾ

1. ചോദ്യങ്ങൾ ശ്രദ്ധാപൂർവം വായിച്ചു നിങ്ങളുടെ അഭിപ്രായത്തിനു നേരെ ✓ രേഖപ്പെടുത്തുക
2. ചോദ്യങ്ങളോടൊപ്പം കൊടുത്തിട്ടുള്ള പ്രസ്താവനകളിൽ നിങ്ങൾക്കു ശരി എന്നു തോന്നുന്നവയെല്ലാം ✓ ചെയ്യുക

പാർട്ട് ഒന്ന്

1. സ്ഥാപനത്തിന്റെ പേര്:

   .....

2. അധ്യാപകന്റെ പേര്:

   .....

3. സ്ത്രീ ☐ പുരുഷൻ ☐
4. വിദ്യാഭ്യാസ യോഗ്യത :

   ജനറൽ : ബി.എ ☐ ബി.കോം ☐ ബി.എസ്.സി ☐

   : എം.എ ☐ എം.കോം ☐ എം.എസ്.സി ☐

പ്രൊഫഷണൽ : ടി.ടി.സി ☐

ബി.എഡ് ☐

എം.എഡ് ☐

മറ്റെന്തെങ്കിലും ☐

5. ആകെ അധ്യാപന പരിചയം:.....

6. ഇപ്പോഴത്തെ സ്ഥാപനത്തിലെ അധ്യാപന പരിചയം :.....

7. പഠിപ്പിക്കുന്ന വിഷയങ്ങൾ : ☐

പാർട്ട് രണ്ട്

1. എ) നിലവിലുള്ള ഡി.എഡ് കരിക്കുലത്തിന്റെ ഗുണനിലവാരത്തിൽ നിങ്ങൾ തൃപ്തരാണോ?

അതെ ☐ അല്ല ☐

ബി) താഴെ കൊടുത്തിരിക്കുന്ന പ്രസ്താവനകളിൽ നിങ്ങൾക്ക് യോജ്യക്കാൻ കഴിയുന്നവ ✓ ചെയ്യുക

1) കരിക്കുലം ഡി.എഡ് കോഴ്സിന്റെ ലക്ഷ്യങ്ങൾ സാധൂകരിക്കാൻ ഉപയുക്തമല്ല ☐
2) കരിക്കുലത്തിൽ തിയറിക്കും പ്രായോഗിക പ്രവർത്തനത്തിനും തുല്യപരിഗണന നൽകുന്നില്ല ☐
3) സിലബസിൽ നൽകിയിരിക്കുന്ന പഠനപ്രവർത്തനങ്ങൾ നിലവാരം പുലർത്തുന്നതല്ല: ☐
4) സിലബസനുസരിച്ച് അധ്യാപകർക്ക് ജോലിഭാരം കൂടുതലാണ്. ☐

2. എ) പാഠ്യഭാഗവിനിമയത്തിൽ നിങ്ങൾ എന്തെങ്കിലും തടസ്സം നേരിടാറുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

ബി) ഇതുമായി ബന്ധപ്പെട്ട് യോജ്യക്കുന്ന പ്രസ്താവനകൾ ✓ ചെയ്യുക

1) റിസോഴ്സ് മെറ്റീരിയലിന്റെ അഭാവം ☐
2) സിലബസ് മുഴുവനാക്കുവാൻ സമയത്തിന്റെ അഭാവം ☐
3) അധ്യാപക ഉപകരണങ്ങളുടെ അഭാവം ☐
4) സ്ഥാപനത്തിലെ ഭൗതിക സാഹചര്യങ്ങളുടെ അഭാവം ☐

3. എ) സ്ഥാപനത്തിന്റെ പ്രവർത്തന സമയം കഴിഞ്ഞ് നിങ്ങൾ സ്ഥാപനത്തിൽ സമയം ചിലവഴിക്കാറുണ്ടോ?

   ഉണ്ട് ☐ ഇല്ല ☐

   ബി) ഉണ്ടെങ്കിൽ ആ സമയം നിങ്ങൾ എങ്ങിനെയാണ് ചിലവഴിക്കുന്നത്?

   1) വിദ്യാർത്ഥികളെ പഠനകാര്യങ്ങളിൽ സഹായിക്കുക.
   2) പഠനത്തിൽ പിന്നോക്കം നിൽക്കുന്ന വിദ്യാർത്ഥികൾക്ക് മാർഗനിർദ്ദേശം നൽകുക. ☐
   3) വിദ്യാർത്ഥികൾക്ക് പാഠ്യേതര പ്രവർത്തനങ്ങളിൽ മാർഗനിർദ്ദേശം നൽകുക. ☐

4. നിങ്ങൾ ഏതെങ്കിലും പാഠ്യപദ്ധതി രൂപീകരണ പ്രവർത്തനങ്ങളിൽ പങ്കെടുത്തിട്ടുണ്ടോ

   ഉണ്ട് ☐ ഇല്ല ☐

5. എ) നിങ്ങളുടെ ക്ലാസ് ടൈംടേബിളിൽ നിങ്ങൾ തൃപ്തരാണോ?

   അതെ ☐ അല്ല ☐

   ബി) ഇതുമായി ബന്ധപ്പെട്ട് യോജ്യക്കുന്ന പ്രസ്താവനകൾ ✓ ചെയ്യുക

   1) ടൈംടേബിൾ വളരെ കർക്കശമാണ് ☐
   2) ടൈംടേബിൾ പ്രകാരം ഒരോ വിഷയത്തിനും അനുവദിക്കപ്പെട്ടിട്ടുള്ളസമയം പര്യാപ്തമല്ല ☐
   3) ടൈംടേബിൾ പ്രകാരം അധ്യാപകർക്ക് വിശ്രമ സമയം ലഭിക്കുന്നില്ല. ☐

6. ക്ലാസ്റൂം അധ്യാപനത്തിൽ താഴെ പറയുന്നവയിൽ എന്തെല്ലാം വിഷമതകളാണ് നിങ്ങൾ നേരിട്ടിട്ടുള്ളത്. ✓ ചെയ്യുക

ക്രമനമ്പർ	നേരിട്ടീട്ടുള്ള വിഷയങ്ങൾ	
1	ക്ലാസ്റൂം ചർച്ചയിൽ വിദ്യാർത്ഥികളുടെ പങ്കാളിത്തത്തിലുള്ള കുറവ്	
2	വിദ്യാർത്ഥികളുടെ പഠനപിന്നോക്കാവസ്ഥയുടെ കാരണം മനസ്സിലാക്കാൻ	
3	ക്ലാസ്റൂമിൽ വിദ്യാർത്ഥികളുമായി സൗഹൃദഅന്തരീക്ഷം നിലനിർത്തുവാൻ	
4	അഭിരുചിക്കിണങ്ങുംവിധം വിദ്യാർത്ഥികളുടെപുരോഗതിയെ പ്രോത്സാഹിപ്പിക്കൽ	
5	ക്ലാസ് സമയത്തിലുടനീളം വിദ്യാർത്ഥികളുടെ ശ്രദ്ധ കേന്ദ്രീകരിച്ച് നിർത്തുന്നതിലുള്ള ബുദ്ധിമുട്ട	
6	പഠനപ്രവർത്തനങ്ങളുടെ ഭാഗമായി വിദ്യാർത്ഥികൾക്ക്നൽകുന്ന അസൈൻമെന്റും പ്രൊജക്ടും യഥാസമയം മൂല്യ നിർണ്ണയം നടത്തുവാൻ	

7. പഠനസംബന്ധമായ ക്ലാസ്റൂമിലെ പ്രശ്നങ്ങൾ നിങ്ങൾ എങ്ങനെയാണ് പരിഹരിക്കാറുള്ളത്
   1) വിദ്യാർത്ഥികളുമായി ചർച്ച ചെയ്ത് ☐
   2) സഹപ്രവർത്തകരുമായി ചർച്ച ചെയ്ത് ☐
   3) പ്രിൻസിപ്പാളുമായി ചർച്ച ചെയ്ത് ☐
8. നിങ്ങളുടെ വിഷയം പഠിപ്പിക്കുവാൻ വേണ്ടിയുള്ള ടെക്സ്റ്റ്ബുക്കുകളുടെ ലഭ്യതയിലും ഗുണനിലവാരത്തിലും നിങ്ങൾ സംതൃപ്തരാണോ?

   അതെ ☐ അല്ല ☐

9. നിങ്ങളുടെ സ്ഥാപനത്തിൽ നിങ്ങൾക്ക് അനധ്യാപക ചുമതലകൾ നിർവ്വഹിക്കേണ്ടി വരാറുണ്ടോ?

   ഉണ്ട് ☐ ഇല്ല ☐

10. ഡി.എഡ് കോഴ്സ് ആരംഭിക്കുന്നതിനു മുമ്പ് ഓരോ വർഷവും ഓരോ അക്കാദമിക് പ്ലാൻ തയ്യാറാക്കുകയും പ്ലാനനുസരിച്ച് പ്രവർത്തിക്കാൻ നിങ്ങൾക്ക് കഴിയുകയും ചെയ്യാറുണ്ടോ?
    ഉണ്ട് ☐ ഇല്ല ☐
11. പ്രാക്ടീസ് ടീച്ചിംഗ് സംഘടിപ്പിക്കുന്നതിൽ നിങ്ങൾ നേരിടുന്ന ബുദ്ധിമുട്ടുകളെന്തെല്ലാം?
    1) പ്രാക്ടീസ് ടീച്ചിംഗ് സ്കൂളുകളിലെ അധ്യാപകരുടെ സഹകരണക്കുറവ് ☐
    2) പ്രാക്ടീസ് ടീച്ചിംഗ് വിവിധ ഘട്ടങ്ങളിലായി ക്രമീകരിക്കുന്നതിനുള്ള അസൗകര്യം ☐
    3) പ്രാക്ടീസ് ടീച്ചിംഗ് സ്കൂളുകൾ ലഭ്യമാകുന്നതിനുള്ള അസൗകര്യം ☐

12. പ്രാക്ടീസ് ടീച്ചീംഗ് സ്കൂളുകളിലെ അധ്യാപകർ വിദ്യാർത്ഥികളെക്കുറിച്ചുള്ള അവരുടെ നിരീക്ഷണവും അഭിപ്രായവും നിങ്ങളുമായി പങ്കുവെക്കാറുണ്ടോ?
    ഉണ്ട് ☐ ഇല്ല ☐

13. താഴെ കൊടുത്തിരിക്കുന്ന മൂല്യനിർണ്ണയരീതിയിൽ എത്രത്തോളം ക്ലാസ്മുറിയിൽ ഉപയോഗിക്കാൻ കഴിയുന്നു.

ക്രമനമ്പർ	മൂല്യനിർണ്ണയരീതികൾ	വളരെ നന്നായി	ഒരു പരിധിവരെ	തീരെയില്ല
1	എഴുത്തുപരീക്ഷ			
2	വാചാപരീക്ഷ			
3	നിരീക്ഷണം			
4	പോർട്ട് ഫോളിയോ			
5	പെർഫോമൻസ് ടെസ്റ്റ്			

14. എ) നിലവിലുള്ള മൂല്യനിർണ്ണയ സമ്പ്രദായം കുട്ടിയുടെ സർവ്വോന്മുഖമായ പുരോഗതിക്ക് സഹായമാണെന്ന അഭിപ്രായം നിങ്ങൾക്കുണ്ടോ?

    ഉണ്ട് ☐ ഇല്ല ☐

    ബി) ഇതുമായി ബന്ധപ്പെട്ട് യോജ്യക്കുന്ന പ്രസ്താവനകൾ ✓ ചെയ്യുക

    1) വിദ്യാർത്ഥിയുടെ യഥാർത്ഥനില രേഖപ്പെടുത്താനാവുന്നില്ല ☐
    2) അധ്യാപക വിദ്യാർത്ഥി അനുപാതം പ്രശ്നമാണ് ☐
    3) അധ്യാപകരുടെ ജോലിക്കൂടുതൽ പ്രശ്നമാണ് ☐
    4) ഓരോ വിദ്യാർത്ഥിയുടെയും പോരായ്മ കണ്ടെത്തി പരിഹരിച്ച് മുന്നോട്ട് പോകാനുള്ള സംവിധാനമില്ല. ☐
    5) ശക്തമായ മോണിറ്ററിംഗ് സംവിധാനമില്ല ☐

15. വിദ്യാർത്ഥികളുടെ പുരോഗതി യഥാസമയം അവരുമായി ചർച്ചചെയ്യാറുണ്ടോ?

    ഉണ്ട് ☐ ഇല്ല ☐

16. വിദ്യാർത്ഥികളുടെ ഇന്റേണൽ മാർക്ക് നിങ്ങൾ കൃത്യമായി പ്രസിദ്ധപ്പെടുത്താറുണ്ടോ?

    ഉണ്ട് ☐ ഇല്ല ☐

17. പഠനത്തിൽ പിന്നോക്കം നിൽക്കുന്ന വിദ്യാർത്ഥികൾക്കാവശ്യമായ ഉപദേശങ്ങളും പരിഹാരനിർദ്ദേശങ്ങളും നിങ്ങൾ നൽകാറുണ്ടോ?

    ഉണ്ട് ☐ ഇല്ല ☐

18. ഐ.സി.ടി ഉപയോഗിച്ചുള്ള പഠനപ്രവർത്തനങ്ങൾ വിദ്യാർത്ഥികൾക്ക് നൽകുന്നതിൽ നിങ്ങൾ നേരിടുന്ന ബുദ്ധിമുട്ടുകളെന്തെല്ലാം?

    1) പലവിദ്യാർത്ഥികൾക്കും ഐ.സി.ടി ഉപയോഗിക്കാനറിയില്ല ☐
    2) സ്ഥാപനത്തിൽ വിദ്യാർത്ഥികൾക്ക് ഐ.സി.ടി പരിശീലനം നൽകുന്നതിനാവശ്യമായ സാഹചര്യങ്ങളില്ല ☐
    3) വിദ്യാർത്ഥികൾക്ക് ഐ.സി.ടി പരിശീലനം നൽകാൻ പ്രത്യേകം അധ്യാപകനില്ല ☐
    4) ഇന്റർനെറ്റ് സൗകര്യം ആവശ്യത്തിനനുസരിച്ച് ലഭ്യമല്ല ☐

19. നിങ്ങൾ ഗവൺമെന്റിന്റെ സഹായത്തോടെ ഏതെങ്കിലും റിസർച്ച് പ്രൊജക്ടുകൾ നടത്തിയിട്ടുണ്ടോ?

    ഉണ്ട് ☐ ഇല്ല ☐

20. നിങ്ങളുടെ വിഷയത്തിൽ റിസർച്ച് നടത്തുവാനും ഉപരിപഠനത്തിനുമാവശ്യമായ സഹകരണവും പ്രോത്സാഹനവും നിങ്ങളുടെ സ്ഥാപനത്തിൽ നിന്ന് ലഭിക്കാറുണ്ടോ?

    ഉണ്ട് ☐ ഇല്ല ☐

21. എ) സ്ഥാപനത്തിലെ ക്ലാസ്റൂമിന്റെ സൗകര്യങ്ങളിൽ നിങ്ങൾ തൃപ്തരാണോ?

    അതെ ☐ അല്ല ☐

    ബി) ഇതുമായി ബന്ധപ്പെട്ട് യോജിക്കുന്ന പ്രസ്താവനകൾ ✓ ചെയ്യുക

    1) ക്ലാസ് റൂമിൽ ആവശ്യത്തിന് ഫർണിച്ചർ ഇല്ല ☐
    2) അധ്യാപനത്തിനാവശ്യമായ ഉപകരണങ്ങളില്ല ☐
    3) ക്ലാസ്റൂമിൽ വെന്റിലേഷൻ കുറവാണ് ☐

22. എ) നിങ്ങളുടെ സ്ഥാപനത്തിലെ സ്റ്റാഫ്റൂമിന്റെ സൗകര്യങ്ങളിൽ നിങ്ങൾ തൃപ്തരാണോ?

    അതെ ☐ അല്ല ☐

    ബി) താഴെ പറയുന്നവയിൽ എന്തെല്ലാം അപര്യാപ്തതകളാണ് നിങ്ങളുടെ സ്റ്റാഫ് റൂമിനുള്ളത്?

    1) സ്റ്റാഫ്റൂമിൽ ആവശ്യത്തിന് ഫർണ്ണിച്ചറില്ല ☐
    2) സ്റ്റാഫ്റൂമിൽ വെന്റിലേഷൻ കുറവാണ് ☐
    3) അധ്യാപനോപകരണങ്ങൾ സൂക്ഷിക്കാൻ സ്ഥലം കുറവാണ് ☐
    4) സ്റ്റാഫ്റൂമിനോടനുബന്ധമായി ടോയ്ലറ്റ് സൗകര്യമില്ല ☐
    5) വൈ–ഫൈ സൗകര്യമില്ല ☐

23. ലാബ് ഉപയോഗവുമായി ബന്ധപ്പെട്ട് താഴെ പറയുന്നവയിൽ എന്തെല്ലാം വിഷമതകളാണ് നിങ്ങൾ നേരിടാറുള്ളത്?

    1) ലബോറട്ടറിയിൽ ഉപകരണങ്ങളുടെ അഭാവം ☐
    2) ലബോറട്ടറിയിൽ കുട്ടികൾക്ക് പരീക്ഷണങ്ങൾ കാണിച്ചുകൊടുക്കുന്നതിനുള്ള സൗകര്യമില്ല ☐
    3) ലാബ് ഇൻസ്ട്രക്ടർ ഇല്ല ☐

24. ലൈബ്രറി അധ്യാപനത്തിന് ഉപയോഗിക്കുന്നതുമായി ബന്ധപ്പെട്ട് നിങ്ങൾ നേരിടുന്ന ബുദ്ധിമുട്ടുകളെന്തെല്ലാം?

    1) സമയക്കുറവ് ☐
    2) വിദ്യാർത്ഥികൾക്ക് ലൈബ്രറി പുസ്തകങ്ങൾ വിതരണം ചെയ്യാറില്ല ☐
    3) ലൈബ്രറയിൽ നിങ്ങളുടെ വിഷയത്തിനാവശ്യമായ റഫറൻസ് ബുക്കുകൾ ലഭ്യമല്ല ☐

25. നിങ്ങളുടെ സ്ഥാപനത്തിൽ അധ്യാപകരുടെയും വിദ്യാർത്ഥികളുടെയും ആരോഗ്യവും ശുചിത്വവും ഉറപ്പുവരുത്തുന്നതിനുള്ള സൗകര്യങ്ങളുണ്ടോ?

    ഉണ്ട് ☐ ഇല്ല ☐

26. നിങ്ങളുടെ സ്ഥാപനത്തിലെ ടോയ്ലറ്റ് സൗകര്യങ്ങളിൽ നിങ്ങൾ തൃപ്തരാണോ?

    അതെ ☐ അല്ല ☐

27. അധ്യാപനത്തിനാവശ്യമായ എൽ.സി.ഡി പ്രൊജക്ടർ, ഒ.എച്ച്.പി എന്നിവ ഉപയോഗിക്കുവാനുള്ള സൗകര്യം നിങ്ങളുടെ സ്ഥാപനത്തിലുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

28. സ്ഥാപനത്തിന്റെ വളർച്ചയ്ക്കനുസൃതമായി അടിസ്ഥാനസൗകര്യങ്ങളിൽ അഭിവൃദ്ധി വരുത്തുവാൻ നിങ്ങളുടെ സ്ഥാപനം ശ്രമിക്കാറുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

29. എ) സ്ഥാപനാന്തരീക്ഷം നിങ്ങളുടെ ജോലി സംബന്ധമായ വികസനത്തിനും നിങ്ങൾക്ക് സംതൃപ്തി നൽകുവാൻ ഉതകുന്നതുമാണോ?

അതെ ☐ അല്ല ☐

ബി) ഇതുമായി ബന്ധപ്പെട്ട് യോജ്യക്കുന്ന പ്രസ്താവനകൾ ✓ ചെയ്യുക

1) സ്ഥാപനത്തിലെ ഭൗതികസാഹചര്യങ്ങളുടെ അഭാവം ☐
2) വിദ്യാർത്ഥികൾക്ക് പഠനത്തിനുള്ള താത്പര്യക്കുറവ് ☐
3) മറ്റു അധ്യാപകരുടെ സഹകരണക്കുറവ് ☐
4) സ്ഥാപനമേധാവിയുടെ സഹകരണക്കുറവ് ☐

30. താഴെ പറയുന്ന ഏതെല്ലാം കാര്യങ്ങളിലാണ് നിങ്ങൾക്ക് പ്രധാനാധ്യാപകനിൽ നിന്ന് പിന്തുണ ലഭിക്കുന്നത്?

ക്രമനമ്പർ	പിന്തുണ ലഭിക്കുന്നകാര്യങ്ങൾ	
1	വിഷയവുമായി ബന്ധപ്പെട്ട റഫറൻസ് പുസ്തകങ്ങൾ ലഭ്യമാക്കുന്നതിന്	
2	പാഠപുസ്തകം, ഹാന്റ്ബുക്ക്, പഠനോപകരണങ്ങൾ ഇവ യഥാക്രമം ലഭ്യമാക്കുന്നതിന്	
3	ക്ലാസ് മുറിയിലേക്കാവശ്യമായ അടിസ്ഥാന സൗകര്യം ഉറപ്പുവരുത്തുന്നതിന്	
4	ഫീൽഡ് ട്രിപ്പുകൾ കൊണ്ടുപോകുന്നതിന്	
5	വിദ്യാർത്ഥികളുടെ പ്രശ്നങ്ങൾ പരിഹരിക്കുന്നതിന്	
6	വിദ്യാർത്ഥികൾക്ക് നേതൃത്വ പരിശീലനം നൽകുന്നതിൽ	

31. താഴെ പറയുന്നവയിൽ ഏതെല്ലാം കാര്യങ്ങളിലാണ് പ്രധാനാധ്യാപകൻ നിങ്ങളുടെ അഭിപ്രായം തേടാറുള്ളത്?

ക്രമനമ്പർ	അഭിപ്രായം തേടാറുള്ള കാര്യങ്ങൾ	
1	സ്കൂളിലെ സമഗ്രമായ വാർഷികാസൂത്രണം തയ്യാറാക്കുന്നതിൽ	
2	യൂത്ത്ഫെസ്റ്റിവൽ, ആനിവേഴ്സറി, വിനോദയാത്ര എന്നിവയുടെ സംഘാടനത്തിൽ	
3	സാമൂഹ്യസേവന പ്രവർത്തനങ്ങളിൽ	
4	മാസംതോറുമുള്ള വിലയിരുത്തലിന്റെ അടിസ്ഥാനത്തിൽ ആസൂത്രണം നിർവ്വഹിക്കുന്നതിൽ	
5	ലൈബ്രറിയിലേക്കാവശ്യമായ പുസ്തകങ്ങൾ തിരഞ്ഞെടുക്കുന്നതിൽ	

32. നിങ്ങളുടെ അഭിപ്രായത്തിൽ ഡി.എഡ് കോഴ്സിൽ നിന്ന് വിദ്യാർത്ഥികളുടെ കൊഴിഞ്ഞുപോക്കിനുള്ള കാരണമെന്ത്?
    1) സാമ്പത്തിക പരാധീനത ☐
    2) ജോലി ☐
    3) വിവാഹം ☐
    4) മറ്റെന്തെങ്കിലും.....

33. എ) കോഴ്സ് പൂർത്തിയാക്കുവാനായി വിദ്യാർത്ഥികൾക്ക് സഹായ സഹകരണങ്ങൾ നൽകാറുണ്ടോ?
    ഉണ്ട് ☐ ഇല്ല ☐

    ബി) ഇതുമായി ബന്ധപ്പെട്ട് യോജ്യക്കുന്ന പ്രസ്താവനകൾ ✓ ചെയ്യുക
    1) പഠനത്തിൽ പിന്നോക്കം നൽക്കുന്ന വിദ്യാർത്ഥികളെ സഹായിക്കാനായി പ്രത്യേക പഠനരീതി അവലംബിക്കുക ☐
    2) പാഠ്യേതര പ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കുന്നതിന് വിദ്യാർത്ഥികൾക്കാവശ്യമായ സഹായം ☐
    3) കുറഞ്ഞ നിരക്കിൽ സ്ഥാപനത്തിൽ നിന്ന് പഠന സാമഗ്രികൾ വിദ്യാർത്ഥികൾക്ക് ലഭ്യമാക്കുക ☐

34. സ്ഥാപനത്തിന്റെ മേലധികാരികളിൽ നിന്ന് നിങ്ങൾക്ക് കിട്ടുന്ന പിന്തുണയിൽ നിങ്ങൾ സംതൃപ്തരാണോ?

    അതെ ☐ അല്ല ☐

35. സ്ഥാപനത്തിലെ മാനേജ്മെന്റധികാരികൾ നിങ്ങളുമായി ആശയവിനിമയം നടത്തുകയും ഉത്തരവാദിത്വങ്ങളെപ്പറ്റി ചർച്ചചെയ്യുകയും ചെയ്യാറുണ്ടോ?

    ഉണ്ട് ☐ ഇല്ല ☐

36. വിദ്യാർത്ഥികളെയും മറ്റുസഹപ്രവർത്തകരെയും കുറിച്ചുള്ള ഫീഡ്ബാക്ക് നിങ്ങളുടെ സ്ഥാപനം ശേഖരിക്കാറുണ്ടോ?

    ഉണ്ട് ☐ ഇല്ല ☐

37. പി.ടി.എ സ്ഥാപനത്തിന്റെ വികസനപ്രവർത്തനങ്ങളിൽ നന്നായി പങ്കെടുക്കാറുണ്ടോ?

    ഉണ്ട് ☐ ഇല്ല ☐

38. നിങ്ങൾ ഈ സ്ഥാപനം വിട്ടുപോകണമെന്ന് ആഗ്രഹിക്കുന്നുണ്ടോ?

    ഉണ്ട് ☐ ഇല്ല ☐

39. നിങ്ങളുടെ സ്ഥാപനത്തിൽ അധ്യാപകരെ റിക്രൂട്ട് ചെയ്യുന്ന പ്രക്രിയയിൽ നിങ്ങൾ തൃപ്തരാണോ?

    അതെ ☐ അല്ല ☐

40. നിങ്ങളുടെ സ്ഥാപനം ഭിന്നവിഭാഗക്കാരായ കുട്ടികൾക്ക് വേണ്ടി ചെയ്യുന്ന പ്രവർത്തനങ്ങളിൽ നിങ്ങൾ തൃപ്തരാണോ?

    അതെ ☐ അല്ല ☐

41. താഴെ പറയുന്ന എതെല്ലാം അക്കാദമിക പരിഗണനകൾ നിങ്ങൾക്ക് ലഭ്യമാകാറുണ്ട്?

1) അധ്യാപക പരിശീലനം ഉറപ്പാക്കുക ☐
2) ക്ലസ്റ്റർ പരിശീലനങ്ങളിൽ പങ്കാളിത്തം ഉണ്ടായിരിക്കുക ☐
3) എസ്.സി.ആർ.ടി യുടെ പരിശീലനങ്ങളിൽ പങ്കാളിത്തം ഉണ്ടായിരിക്കുക ☐
4) സംസ്ഥാനതലത്തിലുള്ള പരിശീലനങ്ങളിൽ പങ്കെടുക്കുക ☐
5) പാഠപുസ്തക നിർമ്മണപരിപാടികളിൽ പങ്കെടുക്കുക ☐

42. നിങ്ങളുടെ സ്ഥാപനത്തിന്റെ വികസനത്തിനായും അധ്യാപകരുടെയുംവിദ്യാർത്ഥികളുടെയും ക്ഷേമത്തിനും താഴെ പറയുന്ന എന്തെല്ലാം സൗകര്യങ്ങൾ കൂടി ഉണ്ടായിരിക്കണം?

1) ഉയർന്ന സേവനവേതനവ്യവസ്ഥകൾ ☐
2) ജീവനക്കാർക്ക് ക്വാർട്ടേഴ്സ് ☐
3) മെച്ചപ്പെട്ട ഭൗതിക സാഹചര്യങ്ങൾ ☐
4) പ്രതിഭാസംഗമങ്ങൾ ☐
5) സാംസ്കാരിക വിനിമയ പരിപാടികൾ ☐
6) വിദ്യാർത്ഥികളുടെ സർവ്വോന്മുഖമായ വികസനത്തിനുള്ള സൗകര്യങ്ങൾ ☐
7) വാഹനസൗകര്യങ്ങൾ ☐
8) ഹോസ്റ്റലിനുള്ളിൽ മെച്ചപ്പെട്ട സൗകര്യം ☐
9) വിദ്യാർത്ഥികളുടെ അഭിരുചികൾ വളർത്തുവാനുള്ള സാഹചര്യം ☐
10) നിയമന കാലയളവിലെ വ്യവസ്ഥകൾ ☐

11) മറ്റെന്തെങ്കിലും

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APPENDIX 3

FAROOK TRAINING COLLEGE

Research Centre in education

Questionnaire on quality and challenges of elementary teacher education for student teachers

Dr. T Mohamed Saleem
Assistant Professor
Farook Training College, Calicut

Leema K M
SRF Scholar,
Farook Training College, Calicut

This questionnaire is intended to collect some details about the D.Ed. Course. Your responses will be kept confidential and used only for research purpose.

Instructions

3. Put ✓ mark against your opinion after reading them carefully
4. Put ✓ mark against all the statements given with the questions, those you feel correct

Name of the student teacher: …….

Name of the institution: ……..……

Name of parent: ……

Contact number of parent: ……

1. Does the duration of current D.Ed. course is enough to complete the syllabus?

   ☐ Yes ☐ No

2. Does the syllabus give equal importance to theory and practical?

   ☐ Yes ☐ No

3. Does your teacher give students due importance in teaching and learning activities?

   ☐ Yes ☐ No

4. Why do you choose this course?

Compulsion from parents	
Didn't got admission to any other course	
Better job prospects and good salary	
Interest in teaching	

5. What is percentage score you obtained in plus two?

Below 50	
50 to 75	
above 75	

6. Are you satisfied with the admission process in your institution?

   ☐ Yes ☐ No

7. Does your teacher able to complete the portions on time?

   ☐ Yes ☐ No

8. As a part of the syllabus is there enough seminars and debates conducted in your institution?

   ☐ Yes ☐ No

9. Does your teacher conduct internal exam on time and publish results?

   ☐ Yes ☐ No

10. Do you think there exist some discrimination in giving internal marks?

    ☐ Yes ☐ No

11. Do your teachers regularly gave and evaluate projects and assignments with enough suggestions for improvement?
    ☐ Yes ☐ No

12. Do you find any difficulty in completing the teaching and learning activities assigned to you?
    ☐ Yes ☐ No

13. Are you satisfied with the time allotted for each subject according to class timetable?
    ☐ Yes ☐ No

14. Do you use library for learning activities and reference, as part of teaching learning process?
    ☐ Yes ☐ No

15. Do you use internet for learning activities?
    ☐ Yes ☐ No

16. Does your institution conduct any program for improving the effectiveness of learning activities?
    ☐ Yes ☐ No

17. Do you get enough time to complete the portion assigned in each practice teaching session?
    ☐ Yes ☐ No

18. Do you get schools for practice teaching near to your institution or home?
    ☐ Yes ☐ No

19. Do teachers take your opinion during preparation for practice teaching?
    ☐ Yes ☐ No

20 Do your teacher educators seriously evaluate your practice teaching classes and give enough suggestions for improvement?
    ☐ Yes ☐ No

21. Do you feel that activities related to practice teaching are difficult to complete on time?

☐ Yes ☐ No

22. Did you attend and observe the classes of experts, before practice teaching?

☐ Yes ☐ No

23. Did you observed the classes of your peers before commencing practice teaching?

☐ Yes ☐ No

24. Did your peers observed your classes and given enough feedback before practice teaching?

☐ Yes ☐ No

25. a. Are you satisfied with the facilities in your class room?

☐ Yes ☐ No

b. Tick whichever is applicable

Class room is not spacious enough	
Seating capacity is less	
No proper ventilation	
Lack of cleanliness	

26. Does the auditorium in your institution have enough seating capacity?

☐ Yes ☐ No

27. Does the store room of your institution have enough items required for learning?

☐ Yes ☐ No

28. a. Are you satisfied with the playground in your institution?

☐ Yes ☐ No

b. Tick whichever is applicable

No play ground	
Not prepared playground according to the requirements	
Time limitation to use	
No sports equipment's are available	

29. Are you satisfied with the facilities of art and craft room?

☐ Yes ☐ No

30 Are you satisfied with the facilities of music room?

☐ Yes ☐ No

31. Does enough drinking water is available in your institution?

☐ Yes ☐ No

32. a. Does your institution have common room?

☐ Yes ☐ No

b. Are you satisfied with the facilities of common room?

☐ Yes ☐ No

33. a. Are you satisfied with the facilities of toilet in your institution?

☐ Yes ☐ No

b. Tick which eve is applicable

Not enough water is available all the time	
Lack of cleanliness	

34. Does your institution premises kept clean regularly?

☐ Yes ☐ No

35. Are you satisfied with the building facilities of your institution?

☐ Yes ☐ No

36. Are you satisfied with the facilities of work experience room?

☐ Yes ☐ No

37. a. Does enough sports equipment's available in your institute?

☐ Yes ☐ No

b. Do you get opportunity to use sports equipments?

☐ Yes ☐ No

38. a. Does your library can facilitate your educational needs?

☐ Yes ☐ No

b. Tick whichever is applicable

Not enough seating capacity	
No period available for library reference	
librarian is not co-operative	

39. a. Do you perform experiments in psychology lab?

☐ Yes ☐ No

b. Tick whichever is applicable

Not enough facilities	
Cannot have enough equipment's	
Time limitation	
No instructor available	

40. Are you satisfied with the facilities of language lab?

☐ Yes ☐ No

41. a. Are you satisfied with the facilities of education technology lab?

☐ Yes ☐ No

b. Tick whichever is applicable

No educational technology lab	
time limitation	
Not enough equipment's	

42. a. Are you satisfied with the facilities of computer lab?

☐ Yes ☐ No

b. Tick whichever is applicable

Computers are not latest	
Not allowed to use internet	
No lab instructor	
Not enough seating capacity	

43. a. Are you satisfied with the facilities of science lab?

☐ Yes ☐ No

b. Tick whichever is applicable

Time limitation	
Not enough equipment's	

44. a. Do you use hostel facilities in your institution?

☐ Yes ☐ No

b. Tick whichever is applicable

Hostel facilities are not good	
Too far from college	
Food in not good	
Too many students are accommodated	

45. Are you aware about the job prospects of D.Ed. course?

☐ Yes ☐ No

46. Does teacher educator communicate your progress with your parents?

☐ Yes ☐ No

47. Do you get enough support from teacher educators and principal for resolving the issues faced in the institution?

☐ Yes ☐ No

48. Did you vote for student's union election?

☐ Yes ☐ No

49. Do you get any scholarship, fee concession or stipend from your institution?

☐ Yes ☐ No

50. a. Are you satisfied with the office facilities of institution?

☐ Yes ☐ No

b. If no what are the reasons?

Enough staffs are not available	
Office staffs are not co-operative	

51. Does your institution organize any seminar workshop or exhibition?

☐ Yes ☐ No

52. Does your institution organizes any personality development programs?

☐ Yes ☐ No

53. Are you satisfied with the developmental activities in your institution?

☐ Yes ☐ No

54. Does your principal seek feedback on teacher educators?

☐ Yes ☐ No

55. Does your institution have any special provision for differentially abled students?

☐ Yes ☐ No

56. Do you attend classes of experts related to social sensitive issues?

☐ Yes ☐ No

57. Do you attend any field trip or study tour organized by your institution?

☐ Yes ☐ No

58. Do you get yoga education and yoga training from your institution?

☐ Yes ☐ No

59. For the development of your institution, what are all the following suggestions you put forward?

a.

Renovation of class room	
Need of using modern technologies in class room	
Principals should be more friendly	
teacher educators should be more friendly	
Library facilities must be enhanced	
laboratory facilities must be enhanced	
vehicle facility to institute must be arranged	
social and cultural programs should be organized	
facilities in computer lab must be enhanced	
Need hostel facilities	

b. Any other Suggestions

APPENDIX 4

FAROOK TRAINING COLLEGE
Research Centre in education

Questionnaire on quality and challenges of elementary teacher education for student teachers

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ഡി.എഡ് കോഴ്സിനെപ്പറ്റിയുള്ള ചില വിവരങ്ങൾ നിങ്ങളിൽ നിന്ന് ശേഖരിക്കാനാണ് ഈ ചോദ്യാവലി. നിങ്ങളുടെ അഭിപ്രായങ്ങൾ രഹസ്യമായി സൂക്ഷിക്കുന്നതും റിസർച്ചനില്ലാതെ വേറെ ഒരു ആവശ്യത്തിനും ഉപയോഗിക്കുന്നതുമല്ല.

നിർദേശങ്ങൾ

1. ചോദ്യങ്ങൾ ശ്രദ്ധാപൂർവം വായിച്ചു നിങ്ങളുടെ അഭിപ്രായത്തിനുനേരെ ✓ രേഖപ്പെടുത്തുക
2. ചോദ്യങ്ങളോടൊപ്പം കൊടുത്തിട്ടുള്ള പ്രസ്താവനകളിൽ നിങ്ങൾക്കു ശരി എന്നുതോന്നുന്നനവയെല്ലാം ✓ചെയ്യുക

വിദ്യാർത്ഥിയുടെ പേര്: .....

സ്ഥാപനത്തിന്റെ പേര്: .....

രക്ഷിതാവിന്റെപേര്: .....

രക്ഷിതാവിന്റെഫോൺനമ്പർ:.....

1. ഡി.എഡ് കോഴ്സിന്റെ കാലയളവ് സിലബസ് മുഴുവൻ പഠിച്ചുതീർക്കുവാൻ പര്യാപ്തമാണെന്ന് നിങ്ങൾക്ക് തോന്നുന്നുണ്ടോ?

   ഉണ്ട് ☐ ഇല്ല ☐

2. പ്രായോഗിക പ്രവർത്തനത്തിനും തിയറിക്കും സിലബസിൽ തുല്യപരിഗണന നൽകിയിട്ടുണ്ടോ?

   ഉണ്ട് ☐ ഇല്ല ☐

3. പഠനപ്രവർത്തനങ്ങളിൽ വിദ്യാർത്ഥികൾക്ക് കൂടുതൽ പ്രാധാന്യം നൽകിയിട്ടാണോ നിങ്ങളുടെ അധ്യാപകർ അധ്യാപനം നടത്താറുള്ളത്?

   അതെ ☐ അല്ല ☐

4. നിങ്ങൾ ഡി.എഡ് കോഴ്സ് തിരഞ്ഞെടുക്കുവാനുള്ള പ്രധാന കാരണമെന്തായിരുന്നു?

   2) രക്ഷാകർത്താവിന്റെ നിർബന്ധം ☐
   3) മറ്റൊരു കോഴ്സിനും പ്രവേശനം ലഭിക്കാത്തതിനാൽ ☐
   4) ജോലി സാധ്യതയും സാമ്പത്തികലാഭവും ☐
   5) ടീച്ചിംഗിനോടുള്ള താൽപര്യം ☐

5. പ്ലസ്ടുവിന് നിങ്ങൾക്ക് ലഭിച്ച മാർക്ക് താഴെപറയുന്നവയിൽ എത്ര ശതമാനമായിരുന്നു?

   1) 50 ൽ താഴെ ☐
   2) 50 നും 75 നും ഇടയിൽ ☐
   3) 75 നും 100 നും ഇടയിൽ ☐

6. സ്ഥാപനത്തിലെ അഡ്മിഷൻ സമ്പ്രദായത്തിൽ നിങ്ങൾ തൃപ്തരാണോ?

   അതെ ☐ അല്ല ☐

7. പാഠഭാഗങ്ങൾ നിശ്ചിത സമയത്ത് തന്നെ നിങ്ങളുടെ അധ്യാപകർ പഠിപ്പിച്ചു തീർക്കാറുണ്ടോ?

   ഉണ്ട് ☐ ഇല്ല ☐

8. പാഠ്യപദ്ധതിയുടെ ഭാഗമായി സെമിനാറുകളോ ഡിബേറ്റുകളോ ആവശ്യാനുസരണം ക്ലാസ്സിൽ സംഘടിപ്പിക്കാറുണ്ടോ?

   ഉണ്ട് ☐ ഇല്ല ☐

9. അധ്യാപകർ ഇന്റേണൽ പരീക്ഷകൾ കൃത്യമായി നടത്തി മാർക്കുകൾ പ്രസിദ്ധപ്പെടുത്താറുണ്ടോ?

   ഉണ്ട് ☐ ഇല്ല ☐

10. ഇന്റേണൽ മാർക്കുകളുടെ കാര്യത്തിൽ ക്ലാസ്സിൽ വിവേചനം ഉണ്ടാവുന്നതായി തോന്നിയിട്ടുണ്ടോ?

    ഉണ്ട് ☐ ഇല്ല ☐

11. അധ്യാപകർ നിങ്ങൾ നൽകുന്ന പ്രൊജക്ടും അസൈൻമെന്റും കൃത്യമായി മൂല്യനിർണ്ണയം നടത്തി നിങ്ങൾക്ക് വേണ്ട മാർഗനിർദ്ദേശങ്ങൾ നൽകാറുണ്ടോ?

    ഉണ്ട് ☐ ഇല്ല ☐

12. പഠനപ്രവർത്തനങ്ങളുടെ ഭാഗമായി അധ്യാപകർ നിങ്ങൾക്ക് ദിവസേന നൽകുന്ന പ്രവൃത്തികൾ തീർക്കുവാൻ ബുദ്ധിമുട്ടനുഭവപ്പെടാറുണ്ടോ?

    ഉണ്ട് ☐ ഇല്ല ☐

13. ക്ലാസ് ടൈംടേബിൾ പ്രകാരം ഓരോ വിഷയത്തിനും അനുവദിക്കപ്പെട്ടിട്ടുള്ള സമയം പര്യാപ്തമാണെന്ന് നിങ്ങൾക്ക് തോന്നിയിട്ടുണ്ടോ?

    ഉണ്ട് ☐ ഇല്ല ☐

14. പാഠ്യപദ്ധതിയുടെ ഭാഗമായിട്ടുള്ള പ്രവർത്തനങ്ങൾക്കും റഫറൻസിനുമായി നിങ്ങൾ ലൈബ്രറി ഉപയോഗിക്കാറുണ്ടോ?

    ഉണ്ട് ☐ ഇല്ല ☐

15. അധ്യാപകർ നൽകുന്ന പഠനപ്രവർത്തനം ചെയ്യുവാൻ നിങ്ങൾ ഇന്റർനെറ്റിന്റെ സഹായം തേടാറുണ്ടോ?

    ഉണ്ട് ☐ ഇല്ല ☐

16. നിങ്ങളുടെ സ്ഥാപനത്തിൽ പഠനപ്രവർത്തനങ്ങൾ കൂടുതൽ കാര്യക്ഷമമാക്കുന്നതിന് ഉതകുന്ന രീതിയിലുള്ള പഠനപ്രവർത്തനങ്ങൾ സംഘടിപ്പിക്കാറുണ്ടോ?

    ഉണ്ട് ☐ ഇല്ല ☐

17. ഓരോ പ്രാക്ടീസ് ടീച്ചിംഗ് ഘട്ടത്തിലും നിർദ്ദിഷ്ഠ എണ്ണം പാഠഭാഗങ്ങൾ നിങ്ങൾക്ക് തൃപ്തികരമായ വിധത്തിൽ പൂർത്തിയാക്കുവാനുള്ള സമയം ലഭിക്കാറുണ്ടോ?

    ഉണ്ട് ☐ ഇല്ല ☐

18. സൗകര്യപ്രദമായ വിധത്തിൽ നിങ്ങളുടെ വീടിനടുത്തോ സ്ഥാപനത്തിനടുത്തോ ഉള്ള സ്കൂളുകളിലേക്കാണോ നിങ്ങളെ പ്രാക്ടീസ് ടീച്ചിംഗിന് നിയോഗിക്കുന്നത്?

    അതെ ☐ അല്ല ☐

19. പ്രാക്ടീസ് ടീച്ചിംഗ് സംബന്ധമായ തയ്യാറെടുപ്പുകളിൽ അധ്യാപകർ നിങ്ങളുടെ അഭിപ്രായങ്ങൾ പരിഗണിക്കാറുണ്ടോ?

    ഉണ്ട് ☐ ഇല്ല ☐

20. നിങ്ങളുടെ ക്ലാസ്സുകൾ ഗൗരവതരമായി നിരീക്ഷിച്ച് വേണ്ടവിധത്തിലുള്ള അഭിപ്രായങ്ങളും നിർദ്ദേശങ്ങളും അധ്യാപകർ നൽകാറുണ്ടോ?

    ഉണ്ട് ☐ ഇല്ല ☐

21. പ്രാക്ടീസ് ടീച്ചിംഗിന്റെ ഭാഗമായിട്ടുള്ള പഠനപ്രവൃത്തികൾ നിങ്ങൾക്ക് വലിയ ഭാരമായി തോന്നാറുണ്ടോ?

    ഉണ്ട് ☐ ഇല്ല ☐

22. പ്രാക്ടീസ് ടീച്ചിങ്ങിനു മുൻപ് വിദഗ്ധരുടെ ക്ലാസ്സുകൾ നിരീക്ഷിച്ചിട്ടുണ്ടോ?

    ഉണ്ട് ☐ ഇല്ല ☐

23. പ്രാക്ടീസ് ടീച്ചിംഗിങ്ങിനു മുൻപ് സഹപഠിതാവിന്റെ ക്ലാസ്സുകൾ നിരീക്ഷിച്ചിട്ടുണ്ടോ?

    ഉണ്ട് ☐ ഇല്ല ☐

24. പ്രാക്ടീസ് ടീച്ചിങ്ങിനു മുമ്പ് നിങ്ങളുടെ ക്ലാസ്സുകൾ സഹപഠിതാക്കൾ നിരീക്ഷിച്ച് ഫീഡ്ബാക്ക് നൽകാറുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

25. എ) നിങ്ങളുടെ ക്ലാസ് റൂമിലെ സൗകര്യങ്ങളിൽ നിങ്ങൾ തൃപ്തരാണോ?

അതെ ☐ അല്ല ☐

ബി) ഇത് സംബന്ധമായി അനുയോജ്യമായ പ്രതികരണങ്ങൾ ✓ ചെയ്യുക

1) ക്ലാസ് റൂമിന് സ്ഥലവിസ്തൃതിയില്ല ☐
2) ഇരിപ്പിടങ്ങൾ കുറവാണ് ☐
3) ശരിയായ വെന്റിലേഷനില്ല ☐
4) വൃത്തിയുടെ അഭാവം ☐

26. എല്ലാ വിദ്യാർത്ഥികൾക്കും ആവശ്യമായ സ്ഥലസൗകര്യവും ഇരിപ്പിടങ്ങളും നിങ്ങളുടെ സ്ഥാപനത്തിലെ ഓഡിറ്റോറിയത്തിൽ ലഭ്യമാണോ?

അതെ ☐ അല്ല ☐

27. നിങ്ങളുടെ സ്ഥാപനത്തിലെ സ്റ്റോർ റൂമിൽ നിന്നും പഠനത്തിനാവശ്യമായ എല്ലാ സാധന സാമഗ്രികളും ലഭിക്കാറുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

28. എ) നിങ്ങളുടെ സ്ഥാപനത്തിലെ കളിസ്ഥലത്തിന്റെ സൗകര്യങ്ങളിൽ നിങ്ങൾ സം തൃപ്തരാണോ?

അതെ ☐ അല്ല ☐

ബി)ഇത് സംബന്ധിച്ച് അനുയോജ്യമായ പ്രസ്താവനകൾ ✓ ചെയ്യുക

1) സ്ഥലസൗകര്യമില്ല ☐
2) കളിസ്ഥലം വേണ്ടവിധത്തിൽ തയ്യാറാക്കിയിട്ടില്ല ☐
3) സമയം ലഭിക്കാറില്ല ☐
4) കളിക്കുന്നതിനാവശ്യമായ ഉപകണങ്ങൾ ലഭ്യമല്ല ☐

29. സ്ഥാപനത്തിലെ ആർട്ട് റൂമിന്റേയും ക്രാഫ്റ്റ് റൂമിന്റേയും സൗകര്യങ്ങളിൽ നിങ്ങൾ തൃപ്തരാണോ?

അതെ ☐ അല്ല ☐

30. നിങ്ങളുടെ സ്ഥാപനത്തിലെ മ്യൂസിക് റൂമിന്റെ സൗകര്യങ്ങളിൽ നിങ്ങൾ തൃപ്തരാണോ?

അതെ ☐ അല്ല ☐

31. കുടിക്കുവാൻ ആവശ്യമായ ശുദ്ധജലം നിങ്ങളുടെ സ്ഥാപനത്തിൽ എപ്പോഴും ലഭ്യമാണോ?

അതെ ☐ അല്ല ☐

32. എ) നിങ്ങളുടെ സ്ഥാപനത്തിൽ കോമൺറൂം ഉണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

ബി) കോമൺറൂമിന്റെ സൗകര്യങ്ങളിൽ നിങ്ങൾ തൃപ്തരാണോ?

അതെ ☐ അല്ല ☐

33. എ) സ്ഥാപനത്തിലെ ടോയ്ലറ്റ് സൗകര്യങ്ങളിൽ തൃപ്തരാണോ?

അതെ ☐ അല്ല ☐

ബി) അല്ലെങ്കിൽ കാരണമെന്ത്?

1) ടോയ്ലറ്റിൽ ജലസൗകര്യം പലപ്പോഴും ഉണ്ടാകാറില്ല ☐
2) ടോയ്ലറ്റ് കൃത്യമായി വൃത്തിയാക്കുന്നില്ല ☐

34. നിങ്ങളുടെ സ്ഥാപനത്തിന്റെ പരിസരങ്ങൾ കൃത്യമായി ശുചിയാക്കാറുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

35. നിങ്ങളുടെ സ്ഥാപനം പ്രവർത്തിക്കുന്ന കെട്ടിടസൗകര്യങ്ങളിൽ നിങ്ങൾ തൃപ്തരാണോ?

അതെ ☐ അല്ല ☐

36. നിങ്ങളുടെ സ്ഥാപനത്തിലെ വർക്ക് എക്സ്പീരിയൻസ് റൂമിന്റെ സൗകര്യങ്ങളിൽ നിങ്ങൾ തൃപ്തരാണോ?

അതെ ☐ അല്ല ☐

37. എ) നിങ്ങളുടെ സ്ഥാപനത്തിൽ ആവശ്യത്തിന് സ്പോർട്സ് ഉപകരണങ്ങൾ ലഭ്യമാണോ?

അതെ ☐ അല്ല ☐

ബി) സ്പോർട്സ് ഉപകരണങ്ങൾ ഉപയോഗിക്കാൻ നിങ്ങൾക്ക് അവസരം ലഭിക്കാറുണ്ടോ?

☐ ☐
ഉണ്ട് ഇല്ല

38. എ) ലൈബ്രറി നിങ്ങളുടെ പഠനാവശ്യങ്ങൾ പൂർത്തീകരിക്കാൻ പര്യാപ്തമാണോ?

അതെ ☐ അല്ല ☐

ബി) ഇത് സംബന്ധിച്ച് അനുയോജ്യമായ പ്രസ്താവനകൾ ✓ ചെയ്യുക

1) ലൈബ്രറിയിൽ ആവശ്യത്തിന് റഫറൻസ് ബുക്കുകൾ ഇല്ല ☐
2) ഇരിപ്പിട സൗകര്യം കുറവാണ് ☐
3) ലൈബ്രറി റഫറൻസിനായി പ്രത്യേക പരീഡ് ഇല്ല ☐
4) ലൈബ്രേറിയന്റെ സഹകരണക്കുറവ് ☐

39 എ) നിങ്ങൾ സൈക്കോളജി ലാബിൽ പരീക്ഷണങ്ങൾ നടത്തിയിട്ടുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

ബി) ഇത് സംബന്ധിച്ച് അനുയോജ്യമായ പ്രസ്താവനകൾ ✓ ചെയ്യുക

1) ലാബിൽ സൗകര്യങ്ങളുടെ അഭാവം ☐
2) പരീക്ഷണങ്ങൾ നടത്താനുള്ള സൗകര്യക്കുറവ് ☐
3) സമയപരിമിധി ☐
4) ലാബ് ഇൻസ്ട്രക്ടർ ഇല്ല ☐

40. ലാംഗ്വേജ് ലാബിലെ സൗകര്യങ്ങളിൽ നിങ്ങൾ തൃപ്തരാണോ?

അതെ ☐ അല്ല ☐

41. എ) എഡ്യുക്കേഷൻ ടെക്നോളജി ലാബിന്റെ സൗകര്യങ്ങളിൽ നിങ്ങങൾ തൃപ്തരാണോ?

അതെ ☐ അല്ല ☐

ബി) ഇത് സംബന്ധിച്ച് അനുയോജ്യമായ പ്രതികരണങ്ങൾ ✓ ചെയ്യുക

1) എഡ്യുക്കേഷൻ ടെക്നോളജി ലാബ് ഇല്ല ☐
2) സമയപരിമിധി ☐
3) ലാബിൽ ആവശ്യത്തിന് ഉപകരണങ്ങളും സൗകര്യങ്ങളുമില്ല ☐

42. എ) കമ്പ്യൂട്ടർ ലാബിന്റെ സൗകര്യങ്ങളിൽ നിങ്ങൾ തൃപ്തരാണോ?

അതെ ☐ അല്ല ☐

ബി) ഇത് സംബന്ധിച്ച് അനുയോജ്യമായ പ്രതികരണങ്ങൾ ✓ചെയ്യുക

1) കമ്പ്യൂട്ടറുകൾ പുതിയതല്ല ☐
2) ഇന്റർനെറ്റ് സൗകര്യം ഉപയോഗിക്കാൻ അനുവദിക്കാറില്ല ☐
3) വൈദഗ്ധ്യമുള്ള ഇൻസ്ട്രക്ടർ ഇല്ല ☐
4) ലാബിൽ ഇരിപ്പിട സൗകര്യം കുറവാണ് ☐

43. എ) നിങ്ങളുടെ സ്ഥാപനത്തിലെ സയൻസ് ലാബിന്റെ സൗകര്യങ്ങളിൽനിങ്ങൾ തൃപ്തരാണോ?

അതെ ☐ അല്ല ☐

ബി) യോജ്യമായവ ✓ ചെയ്യുക

1) സമയ അപര്യാപ്തത ☐
2) ലാബിൽ ഉപകരണങ്ങളുടെയും സൗകര്യങ്ങളുടെയും അഭാവം ☐

44. എ) ഹോസ്റ്റൽ സൗകര്യം ആവശ്യമുണ്ടായിട്ടും നിങ്ങളുടെ സ്ഥാപനത്തിലെ ഹോസ്റ്റൽ സൗകര്യം നിങ്ങൾഉപയോഗപ്പെടുത്താതിരിക്കാറുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

ബി) ഇത് സംബന്ധിച്ച് അനുയോജ്യമായ പ്രതികരണങ്ങൾ ✓ ചെയ്യുക

1) ഹോസ്റ്റലിൽ സൗകര്യങ്ങൾ കുറവാണ് ☐
2) ഹോസ്റ്റൽ സ്ഥാപനത്തിനടുത്തല്ല ☐
3) ഹോസ്റ്റൽ ഭക്ഷണം നല്ലതല്ല ☐
4) ഹോസ്റ്റലിൽ വളരെയധികം വിദ്യാർത്ഥികളുണ്ട് ☐

45. ഡി.എഡ് കഴിഞ്ഞാൽ നിങ്ങൾക്ക് ലഭ്യമാകുന്ന ജോലി സാധ്യതകളെക്കുറിച്ചുള്ള അറിവ് നിങ്ങളുടെ സ്ഥാപനത്തിൽ നിന്ന് നൽകാറുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

46. നിങ്ങളുടെ അധ്യാപകർ പഠനപുരോഗതിയെ സംബന്ധിച്ച് നിങ്ങളുടെ മാതാപിതാക്കളുമായി ചർച്ച ചെയ്യാറുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

47. നിങ്ങളുടെ സ്ഥാപനത്തിൽ അഭിമുഖീകരിക്കുന്ന പ്രശ്നങ്ങൾ പരിഹരിക്കുന്നതിനാവശ്യമായ സഹായങ്ങൾ നിങ്ങളുടെ അധ്യാപകരിൽ നിന്നോ പ്രിൻസിപ്പാളിൽ നിന്നോ ലഭിക്കാറുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

48. സ്റ്റുഡന്റ്സ് യൂണിയൻ അംഗങ്ങളെ തിരഞ്ഞെടുക്കാൻ നിങ്ങൾ വോട്ട് ചെയ്തിട്ടുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

49. ഫീസിൽ ഇളവോ, ഏതെങ്കിലും സ്കോളർഷിപ്പോ, സ്റ്റൈപ്പെന്റോ നിങ്ങളുടെ സ്ഥാപനത്തിൽ നിന്ന് ലഭിച്ചിട്ടുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

50. എ) നിങ്ങളുടെ സ്ഥാപനത്തിലെ ഓഫീസ് സൗകര്യങ്ങളിൽ നിങ്ങൾ തൃപ്തരാണോ?

അതെ ☐ അല്ല ☐

ബി) അനുയോജ്യമായ പ്രതികരണങ്ങൾ ✓ ചെയ്യുക

1) ഓഫീസിൽ ആവശ്യത്തിന് സ്റ്റാഫില്ല ☐
2) ഓഫീസ് സ്റ്റാഫിന് സഹകരണം കുറവാണ് ☐

51. നിങ്ങളുടെ സ്ഥാപനത്തിൽ വെച്ച് ഏതെങ്കിലും എക്സിബിഷനോ, സെമിനാറോ, വർക്ക്ഷോപ്പോ നടത്തിയിട്ടുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

52. നിങ്ങളുടെ സ്ഥാപനത്തിൽ വെച്ച് വ്യക്തിത്വവികസനത്തിനുള്ള എന്തെങ്കിലും കോഴ്സ് നടത്തിയിട്ടുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

53. നിങ്ങളുടെ സ്ഥാപനത്തിൽ നടക്കുന്ന വികസനപ്രവർത്തനങ്ങളിൽ നിങ്ങൾ തൃപ്തരാണോ?

അതെ ☐ അല്ല ☐

54. പ്രിൻസിപ്പാൾ അധ്യാപകരപ്പറ്റിയുള്ള അഭിപ്രായം നിങ്ങളിൽ നിന്ന് സ്വീകരിക്കാറുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

55. ഭിന്നശേഷി വിഭാഗക്കാരായ വിദ്യാർത്ഥികൾക്ക് വേണ്ടിയുള്ള എന്തെങ്കിലും പ്രത്യേക സൗകര്യങ്ങൾ നിങ്ങളുടെ സ്ഥാപനത്തിലുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

56. സാമൂഹിക പ്രസക്തിയുള്ള വിഷയങ്ങളെക്കുറിച്ച് എന്തെങ്കിലും പ്രമുഖവ്യക്തികൾ നിങ്ങളുടെ സ്ഥാപനത്തിൽ വന്ന് ക്ലാസ്സെടുക്കാറുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

57. നിങ്ങൾ സ്ഥാപനത്തിൽ നിന്ന് ഫീൽഡ് ട്രിപ്പോ, സ്റ്റഡി ടൂറോ പോയിട്ടുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

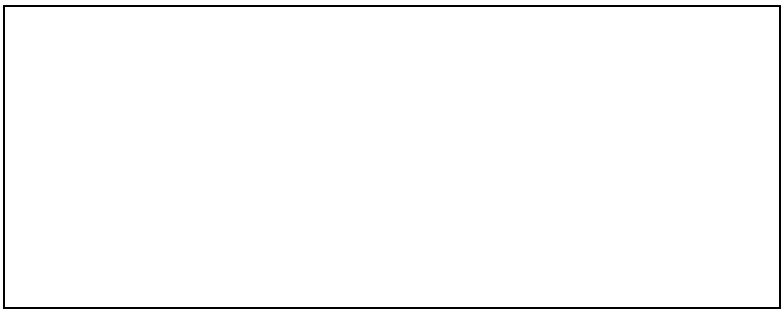
58. നിങ്ങളുടെ സ്ഥാപനത്തിൽ നിന്ന് യോഗവിദ്യാഭ്യാസവും യോഗയിലുള്ള പരിശീലനവും നിങ്ങൾക്ക് ലഭിച്ചിട്ടുണ്ടോ?

ഉണ്ട് ☐ ഇല്ല ☐

59. നിങ്ങളുടെ സ്ഥാപനത്തിന്റെ വികസനത്തിനായി താഴെ പറയുന്ന എന്തെല്ലാം നിർദ്ദേശങ്ങളാണ് നിങ്ങൾ മുന്നോട്ടു വെക്കുന്നത്.

1) ക്ലാസ്മുറികൾ നിവീകരിക്കണം ☐
2) ക്ലാസ്മുറികളിൽ ആധുനിക അധ്യാപന ഉപകണങ്ങൾ ഉപയോഗിക്കണം ☐
3) പ്രിൻസിപ്പാളിന്റെ പെരുമാറ്റം സൗഹൃദപരമായിരിക്കണം ☐
4) അധ്യാപകരുടെ പെരുമാറ്റം സൗഹൃദപരമായിരിക്കണം ☐
5) ലൈബ്രറിയിലെ സൗകര്യങ്ങൾ വർദ്ധിപ്പിക്കണം ☐
6) ലബോറട്ടറിയിലെ സൗകര്യങ്ങൾ വർദ്ധിപ്പിക്കണം ☐
7) സ്ഥാപനത്തിലേക്ക് വാഹനസൗകര്യം വേണം ☐
8) സാംസ്കാരിക വിനിമയ പരിപാടികൾ സംഘടിപ്പിക്കണം ☐
9) കമ്പ്യൂട്ടർ ലാബിലെ സൗകര്യങ്ങൾ വർദ്ധിപ്പിക്കണം ☐
10) ഹോസ്റ്റൽ സൗകര്യം വേണം ☐

11) മറ്റെന്തെങ്കിലും നിർദ്ദേശങ്ങൾ



APPENDIX 5

FAROOK TRAINING COLLEGE

Research Centre in education

Questionnaire on quality of elementary teacher education for Mentors of practice teaching school

Dr. T Mohamed Saleem
Assistant Professor
Farook Training College, Calicut

Leema K M
SRF Scholar,
Farook Training College, Calicut

Statements given below are about the student teachers who have done internship in your institution. Put a ✓ mark against your opinion in the given response sheet, after reading each statements carefully. Your responses will be kept confidential and used only for research purpose.

1. Do all student teachers undergone internship in this institution have right teaching aptitude and have all required capability as a teacher?
2. Whether, Before commencing internship, the student teachers discuss the things like lesson planning, number of students in the class and the nature of the students with mentors?
3. Does student teachers observe mentor classes before commencing the internship?
4. While observing the classes of student teachers, Do you feel that, they didn't get enough training from the D.Ed. college?

5. Do student teachers usually ask for your advice, while preparing teaching aids and teaching manuals?
6. Do you feel that, Student teachers usually fail to introduce the portions before commencing the classroom session?
7. Do you think that, It is difficult for the student teachers to maintain friendly atmosphere throughout the classroom session?
8. Do student teachers are able to efficiently plan and execute teaching learning activities?
9. Do you think that, Internship period is not enough to complete the lessons assigned to teach?
10. Do you feel that, Student teachers mostly don't able to summarize the portions taken in a classroom session?
11. Do you feel that, Student teachers don't try to use audio visual aids?
12. Does student teachers usually make use of teaching aids?
13. Does student teachers give proper home works for the student after each period?
14. Does student teachers correct their teaching methods according to the evaluation of student progress?
15. Does student teachers have the proficiency in using ICT for classroom teaching?
16. Do you feel that, Student teachers usually fail to maintain discipline in the class?
17. Do you feel that, The classes taken by student teachers usually fail to achieve the goals of each lesson?
18. Does student teachers participate in all the school activities other than class room teaching?

19. Do you think that, Student teachers doesn't have enough knowledge on school records and administration documents?
20. Do you feel that, Student teachers usually fails to provide the support for students who need special attention?
21. Do you keep better personal relationship with student teachers as a Mentor?
22. As a mentor, do you give student teachers all the help, support and timely suggestions for improvement?
23. Do you always prepare and submit mentoring report, only after strictly analyzing the student teacher performance?
24. Due to more number of student teachers, is it difficult to help each student teacher individually?
25. Does student teachers try to improve their teaching after seriously analyzing the suggestions?
26. Do student teachers try to adopt diversified teaching methods, in order to maintain student attention in their classes?
27. Does the teacher educators always observe the classes taken by student teachers and discusses their progress with mentors?
28. Do you think that, the increase in number of D.Ed. instituions are adversely affecting the quality of student teachers?

Response sheet for Mentors of practice teaching school

Name and Address of the School:…….....
Name of the Teachor:…….....

SI.No	To Large Extent	To Some Extent	Not at all
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2			
3			
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APPENDIX 6

FAROOK TRAINING COLLEGE

Research Centre in education

Questionnaire on quality of elementary teacher education for Mentors of practice teaching school

Dr. T Mohamed Saleem
Assistant Professor
Farook Training College, Calicut

Leema K M
SRF Scholar,
Farook Training College, Calicut

താഴെ കൊടുത്തിരിക്കുന്ന ചോദ്യങ്ങൾ നിങ്ങളുടെ സ്ഥാപനത്തിൽ ഇന്റേൺഷിപ്പടത്തിയ അധ്യാപക വിദ്യാർത്ഥികളെകുറിച്ചുള്ള അഭിപ്രായം രേഖപെടുത്തുവാനുള്ളതാണ്.

നിർദേശങ്ങൾ

1. ഇതിലെ ചോദ്യങ്ങൾ ശ്രദ്ധാപൂർവം വായിച്ചു ഇതിനോടൊപ്പം നൽകിയിട്ടുള്ള ഉത്തരക്കടലാസിൽ ചോദ്യനമ്പർ അനുസരിച്ചു അഭിപ്രായം രേഖപ്പെടുത്തുക.
2. നിങ്ങളുടെ അഭിപ്രായങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുന്നതും അവ റിസേർച്ചിനല്ലാതെ വേറെ ഒരു ആവശ്യത്തിനും ഉപയോഗിക്കുന്നതല്ല.

1. സ്ഥാപനത്തിൽ ഇന്റേൺഷിപ്പിന് എത്തുന്ന എല്ലാ അധ്യാപക വിദ്യാർത്ഥികളും അധ്യാപന അഭിരുചിയും കഴിവുമുള്ളവരാണ് എന്ന അഭിപ്രായംനിങ്ങൾക്കുണ്ടോ?
2. അധ്യാപക വിദ്യാർത്ഥികൾ ഇന്റേൺഷിപ്പ് ആരംഭിക്കുന്നതിനു മുമ്പ് പഠനാസൂത്രണത്തെയും, വിദ്യാലയ രീതികളേയും, വിദ്യാർത്ഥികളുടെ സ്വഭാവ സവിശേഷത, എണ്ണം എന്നിവയെക്കുറിച്ച് അറിയുവാൻനിങ്ങളുമായി ചർച്ച നടത്തിയിട്ടുണ്ടോ?
3. ഇന്റേൺഷിപ്പിനായി സ്ഥാപനത്തിലെത്തുന്ന വിദ്യാർത്ഥി വ്യക്തിഗത അധ്യാപനത്തിനു മുൻപ് നിങ്ങളുടെ ക്ലസ്സ് നിരീക്ഷിച്ചിട്ടുണ്ടോ?
4. അധ്യാപക വിദ്യാർത്ഥികളുടെ ക്ലാസ്സ് നിരീക്ഷണ വിധേയമാക്കുമ്പോൾ സ്ഥാപനത്തിൽ നിന്ന് വേണ്ടത്ര പരിശീലനം ലഭിച്ചിട്ടില്ല എന്ന അഭിപ്രായം നിങ്ങൾക്കുണ്ടോ?
5. പഠനബോധന സാമഗ്രികളും ടീച്ചിംഗ് മാനുവലുകളും തയ്യാറാക്കുമ്പോൾ അധ്യാപക വിദ്യാർത്ഥികൾ നിങ്ങളുമായി ചർച്ച ചെയ്യുന്നു എന്ന അഭിപ്രായം നിങ്ങൾക്കുണ്ടോ?
6. ക്ലാസ്സിൽ അധ്യാപനം ആരംഭിക്കുമ്പോൾ എടുക്കാനുദ്ദേശിക്കുന്ന വിഷയം കുട്ടികളുടെ മുന്നിൽ രസകരമായി അവതരിപ്പിക്കാനുള്ള കഴിവ് അധ്യാപക വിദ്യാർത്ഥികൾക്കുണ്ടോ?

7. ക്ലാസ് സമയത്തിലുടനീളം കുട്ടികളുമായി സൗഹാർദപരമായ അന്തരീക്ഷം ഉറപ്പിക്കുവാൻ അധ്യാപക വിദ്യാർത്ഥികൾക്ക് ബുദ്ധിമുട്ടനുഭവപ്പെടാറുണ്ടോ?
8. പഠനബോധന പ്രവർത്തനങ്ങൾ ഓരോ വിഷയത്തിനും അനുയോജ്യമായ വിധത്തിൽ ആസൂത്രണം ചെയ്ത് നടപ്പിലാക്കുവാൻ അധ്യാപക വിദ്യാർത്ഥികൾക്ക് കഴിയുന്നുണ്ടോ?
9. നിശ്ചിത പാഠഭാഗങ്ങൾ പഠിപ്പിച്ചു തീർക്കുവാൻ അധ്യാപക വിദ്യാർത്ഥികൾക്ക പലപ്പോഴും ഇന്റേൺഷിപ്പിന്റെ കാലയളവ് പര്യാപ്തമല്ല എന്ന അഭിപ്രായംനിങ്ങൾക്കുണ്ടോ?
10. ക്ലാസ് അവസാനിക്കുന്നതിന്മുൻപ് ആ പിരീഡിൽ എടുത്ത പാഠഭാഗങ്ങൾ സംഗ്രഹിക്കാൻ അധ്യാപക വിദ്യാർത്ഥികൾ ശ്രമിക്കാറുണ്ടോ?
11. ദൃശ്യശ്രവ്യ മാധ്യമങ്ങളുടെ സഹായത്തോടെ ക്ലാസ്സെടുക്കാൻ അധ്യാപക വിദ്യാർത്ഥികൾ ശ്രമിക്കാറുണ്ടോ?
12. പഠനബോധന സാമഗ്രികൾ ആവശ്യത്തിനനുസരിച്ച് അധ്യാപക വിദ്യാർത്ഥികൾ ഉപയോഗിക്കാറുണ്ടോ?
13. എല്ലാ ദിവസവും കുട്ടികൾക്ക് എടുത്ത പാഠഭാഗത്തിനുതകുംവിധം അസൈൻമെന്റ് നൽകുകയും അവ കൃത്യമായി മൂല്യനിർണ്ണയം നടത്തുകയും അധ്യാപക വിദ്യാർത്ഥികൾ ചെയ്യാറുണ്ടോ?
14. അധ്യാപക വിദ്യാർത്ഥികൾ ക്ലാസ്സിലെ കുട്ടികളുടെ പുരോഗതി നിരന്തരം വിലയിരുത്തി പഠനബോധന പ്രക്രിയ മെച്ചപ്പെടുത്താൻ ശ്രമിക്കാറുണ്ടോ?
15. ആധുനിക ഐ.സി.ടി സങ്കേതങ്ങളെ പഠനബോധന പ്രക്രിയയിൽ ഫലപ്രദമായി ഉപയോഗിക്കുവാനുള്ള വൈദഗ്ധ്യം അധ്യാപക വിദ്യാർത്ഥികൾ പ്രകടിപ്പിക്കാറുണ്ടോ?
16. ക്ലാസ്സിൽ അച്ചടക്കം പാലിക്കുന്നതിൽ അധ്യാപക വിദ്യാർത്ഥികൾ പരാജയപ്പെടാറുണ്ടോ?
17. അധ്യാപക വിദ്യാർത്ഥികൾ എടുക്കുന്ന ക്ലാസ്സുകൾ ഉദ്ദേശ്യങ്ങൾക്കനുസരിച്ച് ലക്ഷ്യപ്രാപ്തി കൈവരിക്കുന്നില്ല എന്ന അഭിപ്രായംനിങ്ങൾക്കുണ്ടോ?
18. പഠനപ്രവർത്തനങ്ങൾക്കു പുറമെയുള്ള സ്കൂളിന്റെ പ്രവർത്തനങ്ങളിൽ അധ്യാപക വിദ്യാർത്ഥികളുടെ സഹകരണം മെച്ചപ്പെട്ടതാണൊ?
19. സ്കൂളിന്റെ ഭരണസംബന്ധമായ രേഖകളെപ്പറ്റിയും അവയുടെ ഉപയോഗത്തെപ്പറ്റിയും അധ്യാപക വിദ്യാർത്ഥികൾക്ക് വേണ്ടത്ര ധാരണയില്ല എന്ന അഭിപ്രായംനിങ്ങൾക്കുണ്ടോ?
20. പ്രത്യേക പരിഗണന അർഹിക്കുന്ന വിദ്യാർത്ഥികൾക്ക് വേണ്ട പിന്തുണ നൽകാൻ അധ്യാപക വിദ്യാർത്ഥികൾക്ക് പൊതുവെ കഴിയാറില്ല എന്ന അഭിപ്രായം നിങ്ങൾക്കുണ്ടോ?
21. ഒരു മെന്ററർ എന്ന നിലയിൽ നിങ്ങൾഅധ്യാപക വിദ്യാർത്ഥികളുമായി മെച്ചപ്പെട്ട വ്യക്തിബന്ധം സ്ഥാപിക്കാറുണ്ടോ?
22. മെന്റർ എന്ന നിലയിൽ അധ്യാപക വിദ്യാർത്ഥികൾക്കാവശ്യമായ എല്ലാ സഹായ സഹകരണങ്ങളും സമയബന്ധിതമായി നിർദ്ദേശങ്ങൾ നൽകുകയും ചെയ്യാറുണ്ടോ?.

23. അധ്യാപക വിദ്യാർത്ഥിയുടെ എല്ലാ പ്രവർത്തനങ്ങളും വസ്തു നിഷ്ഠമായി വിലയിരുത്തി റിപ്പോർട്ട് സമർപ്പിക്കാറുണ്ടോ?
24. സ്ക്കൂളിൽ ഇന്റേൺഷിപ്പിന് എത്തുന്ന അദ്ധ്യാപകവിദ്യാർത്ഥികളുടെ എണ്ണം വളരെ കൂടുതലായതിനാൽ ഓരോ വിദ്യാർത്ഥിയെയും വ്യക്തിപരമായി ശ്രദ്ധിക്കാൻ കഴിയുന്നില്ല എന്ന അഭിപ്രായമുണ്ടോ?
25. അവരവരുടെ ക്ലാസ്സുകളെ സംബന്ധിച്ചുള്ള അഭിപ്രായം അധ്യാപക വിദ്യാർത്ഥികൾ ഗൗരവതരം വിശകലനം ചെയ്ത് അതിനനുസരിച്ച് മെച്ചപ്പെടുത്താൻ ശ്രമിക്കാ റുണ്ടോ?
26. കുട്ടികളെ പഠനത്തിൽ തത്പരരാക്കാൻ കുട്ടികളുടെ അഭിരുചിക്കനുസരിച്ച് വൈവിദ്ധ്യമായ അധ്യാപനരീതികൾ അധ്യാപക വിദ്യാർത്ഥികൾ സ്വീകരിക്കാൻശ്രമിക്കാറുണ്ടോ?
27. ഡി.എഡ് സ്ഥാപനത്തിലെ അധ്യാപകർ അധ്യാപക വിദ്യാർത്ഥികളുടെ ക്ലാസ് നിരീക്ഷിച്ച് പുരോഗതി യഥാസമയം ചർച്ച ചെയ്യാറുണ്ടോ?
28. ഡി.എഡ് സ്ഥാപനങ്ങളുടെ ബാഹുല്യം അധ്യാപക വിദ്യാർത്ഥികളുടെ ഗുണനിലവാരത്തെ ബാധിച്ചതായി തോന്നിയിട്ടുണ്ടോ?

Response sheet for Mentors of practice teaching school

സ്കൂളിന്റെപേരും വിലാസവും: .....
അധ്യാപകന്റെ പേര്:.....

ക്രമനമ്പർ	എല്ലായ്പ്പോഴും	വല്ലപ്പോഴും	ഒരിക്കലുമില്ല
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APPENDIX 7

FAROOK TRAINING COLLEGE

Research Centre in education

Interview schedule on quality of elementary teacher education for principals

Dr. T Mohamed Saleem
Assistant Professor
Farook Training College, Calicut

Leema K M
SRF Scholar,
Farook Training College, Calicut

1. What is your opinion about D.Ed. curriculum?
2. What is your opinion about the optional system as part of D.Ed. curriculum?
3. What is your opinion about the semester system as part of D.Ed. curriculum?
4. What is your opinion about D.Ed. admission process?
5. Are you satisfied with the experience and qualifications of the teacher educators in your Institution?
6. Do all the study materials require for the D.Ed. course is available on time?
7. What are all the difficulties faced while conducting the practice teaching?
8. What is your opinion about D.Ed. examination system?
9. What is your opinion about Mentoring system?
10. Are you satisfied about the remuneration and other benefits given to the teacher educators?
11. Do student teachers get grants and scholarships on time?
12. Are you satisfied with the support and training provided by DIET and SCERT?

13. Does the duration D.Ed. course is enough for attaining its goals?
14. What is your opinion about conducting a teaching aptitude test during the D.Ed. Admission?
15. What is your opinion about the work load of the teacher educators?
16. Are you satisfied with the infrastructural and instructional facilities of your institution?
17. Are you satisfied with the support from local authorities for the overall development of the institution?
18. What are all the reasons for student drop-out from your institution?
19. In your opinion, what are all the job prospects of D.Ed. course?
20. Do you have the opinion, that the quality of D.Ed. course is negatively affected by the expansion of D.Ed. institutions?
21. Does your institution conduct any community or extension services?
22. What are all the suggestions you can give for overall quality improvement of the D.Ed. course?

APPENDIX 8

FAROOK TRAINING COLLEGE
Research Centre in education

Interview schedule on quality of elementary teacher education for principals

Dr. T Mohamed Saleem
Assistant Professor
Farook Training College, Calicut

Leema K M
SRF Scholar,
Farook Training College, Calicut

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1. ഡി.എഡ്. കരിക്കുലത്തെ പറ്റിയുള്ള നിങ്ങളുടെ അഭിപ്രായം എന്താണ് ?

2. ഡി.എഡ്. കരിക്കുലത്തിന്റ ഭാഗമായുള്ള ഒപ്ഷൻ സമ്പ്രദായത്തെ പറ്റിയുള്ള നിങ്ങളുടെ അഭിപ്രായം എന്താണ് ?

3. ഡി.എഡ്. കരിക്കുലത്തിന്റെ ഭാഗമായുള്ള സെമസ്റ്റർ സമ്പ്രദായത്തെ പറ്റിയുള്ള നിങ്ങളുടെ അഭിപ്രായം എന്താണ് ?

4. ഡി.എഡ്. അഡ്മിഷൻ രീതിയെ പറ്റിയുള്ള നിങ്ങളുടെ അഭിപ്രായം എന്താണ് ?

5. നിങ്ങളുടെ സ്ഥാപനത്തിലെ അധ്യാപകരുടെ യോഗ്യതയിലും പ്രവർത്തിപരിചയത്തിലും നിങ്ങൾ തൃപ്തനാണൊ ?

6. കോഴ്സിന് ആവശ്യമായ സ്റ്റഡിമെറ്റീരിയൽ യഥാസമയം ലഭ്യമാണൊ ?

7. പ്രാക്ടീസ്ടീച്ചിങ് സംഘടിപ്പിക്കുന്നതുമായി ബന്ധപെട്ടു നിങ്ങൾ നേരിടാറുള്ള ബുദ്ധിമുട്ടുകൾ എന്തെല്ലാം?

8. ഡി.എഡ്. എക്സാമിനേഷൻ സന്പ്രദായത്തെ പറ്റിയുള്ള നിങ്ങളുടെ അഭിപ്രായം എന്താണ്?

9. മെന്ററിങ്സ മ്പ്രദായത്തെ പറ്റിയുള്ള നിങ്ങളുടെ അഭിപ്രായം എന്താണ് ?

10. അധ്യാപകരുടെ സേവന വേതന വ്യവസ്ഥകളിൽ നിങ്ങൾ തൃപ്തനാണൊ?

11. ഗ്രാന്റുകൾ കൃത്യമായി ലഭിക്കാറുണ്ടൊ ?

12. ഡയറ്റ്, എസ്.സി.ആർ.ടി തുടങ്ങിയവയുടെ ഭാഗത്തു നിന്നുള്ള സഹായ സഹകരണങ്ങളിൽ നിങ്ങൾ തൃപ്തനാണൊ ?

13. ഡി.എഡ്. കോഴ്സിന് അനുവദിക്കപ്പെട്ടിട്ടുള്ള കാലയളവ് പര്യാപ്തമാണൊ?

14. അഡ്മിഷനുമായി ബന്ധപ്പെട്ട് ടീച്ചിങ് ആപ്റ്റിട്യൂഡ് ടെസ്റ്റ് നടത്തുന്നതിനെപറ്റിയുള്ള നിങ്ങളുടെ അഭിപ്രായം എന്താണ് ?

15. അധ്യാപകരുടെ ജോലിഭാരത്തെ പറ്റിയുള്ള നിങ്ങളുടെ അഭിപ്രായം എന്താണ് ?

16. നിങ്ങളുടെ സ്ഥാപനത്തിലെ ഭൌതിക ബോധന സാഹചര്യങ്ങളിൽ നിങ്ങൾ തൃപ്തനാണൊ?

17. സ്ഥാപനത്തിന്റെ വികസനത്തിന് വേണ്ടി അധികൃതരുടെ ഭാഗത്തു നിന്നുള്ള സഹായസഹകരണങ്ങളിൽനിങ്ങൾ തൃപ്തനാണൊ?

18. നിങ്ങളുടെ സ്ഥാപനത്തിൽ നിന്നും വിദ്യാർത്ഥികളുടെ കൊഴിഞ്ഞു പോക്കിനുള്ള പ്രധാന കാരണം എന്ത്?

19. ഡി.എഡ്. കോഴ്സിന്റെ ജോലി സാധ്യതകളെ പറ്റി നിങ്ങളുടെ അഭിപ്രായം എന്താണ് ?

20. ഡി.എഡ്. സ്ഥാപനങ്ങളുടെ എണ്ണത്തിലുള്ള വർദ്ധനവ് ഗുണനിലവാര തകർച്ചക്ക് കാരണമാകുന്നു എന്ന് നിങ്ങൾക്ക് അഭിപ്രായമുണ്ടോ?

21. സാമൂഹിക സേവന പ്രവർത്തനങ്ങൾ നിങ്ങളുടെ സ്ഥാപനം മുൻകൈ എടുത്ത് നടത്താറുണ്ടോ?

22. ഡി.എഡ്. കോഴ്സിന്റെ ഗുണ നിലവാരം മെച്ചപ്പെടുത്താൻ എന്തെല്ലാം നിർദേശങ്ങളാണ് നിങ്ങൾ മുന്നോട്ടു വയ്ക്കുന്നത് ?

APPENDIX 9

FAROOK TRAINING COLLEGE

Research Centre in education

Interview schedule on quality of elementary teacher education for parents

Dr. T Mohamed Saleem
Assistant Professor
Farook Training College, Calicut

Leema K M
SRF Scholar,
Farook Training College, Calicut

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1. a. Did you face any difficulties during the admission to the D.Ed. institution?
   b. If yes, what are the issues?
2. Does the student joined this course as per your interest?
3. Are you aware about the job prospects of D.Ed. course?
4. Why did you choose this institution for your ward?
5. Does PTA is active in the institution?
6. Does the teacher educator discuss the progress of the student with you?
7. Are you satisfied with the Fee structure of the institution?
8. Do you involve in the activities of the institution?
9. Are you satisfied with the day to day functioning of the institution?
10. Do you ever feel that the student have heavy work load?
11. Are you satisfied with the infrastructure facilities of the institutions?
12. Are you satisfied about the discipline of the institution?
13. Are you satisfied with the transport facilities available in the institution?
14. Do the institution and its premises are safe for the student?
15. Will you suggest this institution for others?

APPENDIX 10

FAROOK TRAINING COLLEGE

Research Centre in education

Interview schedule on quality of elementary teacher education for parents

Dr. T Mohamed Saleem
Assistant Professor
Farook Training College, Calicut

Leema K M
SRF Scholar,
Farook Training College, Calicut

1. എ) സ്ഥാപനത്തിൽ അഡ്മിഷനുമായി ബന്ധപ്പെട്ട് നിങ്ങൾ എന്തെങ്കിലും പ്രയാസങ്ങൾ നേരിട്ടുണ്ടോ?

   ബി) ഉണ്ടെങ്കിൽ എന്തെല്ലാം?
2. നിങ്ങളുടെ താത്പര്യപ്രകാരമാണോ ഡി.എഡ് കോഴ്സിന് ചേർന്നത്?
3. ഡി.എഡ് കോഴ്സ് കഴിഞ്ഞാലുണ്ടാകുന്ന നേട്ടങ്ങളെക്കുറിച്ച് ബോധവാനാണോ?
4. എന്തുകൊണ്ടാണ് നിങ്ങളുടെ കുട്ടിയുടെ പഠനത്തിനായി ഈ സ്ഥാപനം തിരഞ്ഞെടുത്തത്?
5. സ്ഥാപനത്തിൽ പി.ടി.എ കാര്യക്ഷമമായി പ്രവർത്തിക്കുന്നുണ്ടോ?
6. സ്ഥാപനത്തിലെ അധ്യാപകരുമായി നിങ്ങളുടെ കുട്ടിയുടെ പഠന പുരോഗതിയെപ്പറ്റി ചർച്ചചെയ്യാറുണ്ടോ?
7. സ്ഥാപനത്തിലെ ഫീസ് ഘടനയിൽ നിങ്ങൾ തൃപ്തരാണോ?
8. സ്ഥാപനത്തിന്റെ പ്രവർത്തനങ്ങളിൽ നിങ്ങൾ ഇടപെടാറുണ്ടോ?
9. സ്ഥാപനത്തിന്റെ ദൈനംദിന പരിപാടിയിൽ താങ്കൾ തൃപ്തനാണോ?
10. വിദ്യാർത്ഥിയുടെ ജോലിഭാരം കൂടുതലാണ് തോന്നിയിട്ടുണ്ടോ?
11. സ്ഥാപനത്തിലെ ഭൗതിക സാഹചര്യഹങ്ങളിൽ നിങ്ങൾ തൃപ്തരാണോ?
12. സ്ഥാപനത്തിലെ ഡിസിപ്ലിനിൽ നിങ്ങൾ തൃപ്തരാണോ?
13. സ്ഥാപനത്തിലേക്കുള്ള വാഹനസൗകര്യങ്ങൾ നിങ്ങൾ തൃപ്തരാണ്?
14. കുട്ടി പഠിക്കുന്ന സ്ഥാപനവും സ്ഥാപന പരിസരങ്ങളും സുരക്ഷിതമാണോ?
15. നിങ്ങൾ ഈ സ്ഥാപനം മറ്റുള്ളവർക്കായി നിർദ്ദേശിക്കുമോ?

APPENDIX 11

FAROOK TRAINING COLLEGE

Research Centre in education

Teaching Aptitude test for elementary student teachers (Draft)

Dr. T Mohamed Saleem
Assistant Professor
Farook Training College, Calicut

Leema K M
SRF Scholar,
Farook Training College, Calicut

This questionnaire is to measure your teaching aptitude. Read the questions carefully and mark your opinion on the response sheets attached with this questionnaire. Do not mark more than one answer for a question.

1. Which of the following is the most effective method of teaching?
    a Written notes
    b Classroom discussions
    c Explain with the help of familiar examples
    d Mere explanation of lessons
2. What is the most suitable aim of learning process?
    a. Acquisition of Knowledge
    b. Formation of Character and Personality
    c. Skill development
    d. Getting job and earning money

3. In your opinion, which are the most important qualities of a good teacher?
   I. Aptitude in teaching
   II. Subject knowledge and communication skill
   III. Use of modern technology in teaching
   a. I & II
   b. II & III
   c. I & III
   d. I, II & III
4. A good teacher is a good _____
   a. Leader, motivator and friend
   b. Guide, facilitator and friend
   c. Doer and facilitator
   d. Motivator
5. When teaching will become fruitful for learners?
   a. When learners learn, and understand what teacher taught
   b. When teacher hard works
   c. When teacher is able to manger the class
   d. When teacher find interest in teaching
6. Why teacher should be punctual?
   a. Students are also compelled to be punctual
   b. To complete the syllabus on time
   c. To cultivate good habits among children
   d. To find time for co-curricular activities
7. Which of the following is more appropriate, in order to ensure participation of students in teaching learning activities?
   a. By asking questions and discussing with students
   b. By offering gifts
   c. By conducting class tests and giving homework
   d. By punishing the students

8. Which is the most suitable method, that can be adopted by teacher for inculcating Social and moral values?
    a. Being a role model
    b. By using audio visual aids
    c. Ensure participation of students in co-curricular and social activities
    d. By telling moral stories
9. What is the need for using audio-visual aids for teaching?
    a. To make students aware about benefits of technology
    b. To make students active
    c. To make learning effective
    d. To make teaching and learning fruitful and interesting
10. After becoming a teacher _____
    a. Continue learning
    b. Read newspapers only
    c. Read books that are necessary for teaching
    d. Will stop visiting library
11. What is the motivating factor for you to choose teacher training course?
    a. Did not got admission to other courses
    b. Because of the job prospects
    c. Interest in teaching
    d. Teaching profession is suitable for my life situations
12. What measures you will adopt to ensure discipline among students?
    a. Punishment
    b. By becoming role model
    c. By giving students more responsibilities
    d. Offering gifts
13. As a teacher, what kind of students are more welcome?
    a. Those who concentrate only on studies
    b. Those who obey you
    c. Those students who are backward in learning
    d. All type of students

14. How will you handle a situation when a student in your class is depressed and not attentive?
    a. Will ask other students
    b. Inform principal
    c. Inform parents
    d. Will personally discuss the issue with the student and try to help the student
15. How you will react, when a student pointed out a mistake in your teaching?
    a. Punish him
    b. Appreciate him
    c. Try to correct myself secretly
    d. Will accept the mistake publicly and make necessary corrections
16. How will you behave to your colleagues as a teacher?
    a. Will happily cooperate with other teachers
    b. Will mind only my own work
    c. Will compete with other teachers
    d. Will make other teachers role models
17. In your opinion, What is the need for PTA in school?
    a. To collect fund for school developmental activities
    b. To work together for the welfare of school
    c. To inform student progress
    d. A platform for parents to meet each other
18. What is the need for co-curricular activities?
    a. To make children aware about cooperation among themselves
    b. To give relief from monotonous learning activities
    c. To improve the skills and creative attitude among students
    d. To make children active

19. After becoming a teacher, what will be your attitude towards the school programmes?
    a. Wait for principal to assign some duties
    b. Will delegates the duties to others
    c. Will actively participate and coordinate the activities
    d. Will take leave
20. What will you do when enough teaching aids are not available in your school?
    a. Will try to make or gather the teaching aids myself
    b. Will inform the headmaster about this
    c. Tell the students that teaching aids are not available
    d. Will wait for teaching aids before start teaching
21. What will you do if you did not get admission to D.Ed. course?
    a. Will keep on try to become a teacher
    b. Will abandon the desire for joining this course
    c. Will join to some other course
    d. Stop learning and find out some other job
22. If a brilliant student in your class score badly in an exam, as a teacher what will you do?
    a. Console and motivate him
    b. Will give him more mark
    c. Will inform principal
    d. Will inform parents
23. How will you react to a good deed by a student in your class?
    a. Will inform parents about this
    b. Will praise and encourage him to do more such things
    c. Will offer him gifts and tell other teachers also
    d. Will ask him to concentrate more on learning

24. How will you react to a strike by students in your school?
    a. Inform parents
    b. Call police
    c. Will try to understand the reason and help to resolve the issue
    d. Will punish the students
25. After you become a teacher, how will you express your personal problems?
    a. Will try to solve the issue without affecting teaching learning activities
    b. Will take leave till the issue get resolved
    c. Will seek help from colleagues
    d. Will inform students about the problems
26. From Where will you learn more about teaching?
    a. Experiences getting from the interactions with the students
    b. From other teachers who are role models
    c. From principals
    d. From the experiences getting from teacher training
27. When you will teach a class for the first time?
    a. Will explain students about teaching methods and rules of school
    b. Will explain the syllabus
    c. Will start teaching from the first lesson
    d. Will start teaching after creating better rapport with students
28. Why a teacher uses examples for explaining lessons?
    a. To grab the attention of the students
    b. To make learning interesting
    c. To explain the lessons
    d. To spend more time in class
29. What approach you take as a teacher when students are not attentive, and inactive in your class?
    a. Will start talking about other interesting topics
    b. Will leave the class
    c. Will ask students to be attentive in class
    d. Will change teaching method

30. How will you react when a student coming late in your class?
    a. Will inform parents
    b. Will allow him inside the class and ask about it later
    c. Will not allow him to enter the class
    d. Will punish him ideally
31. What is the most important factor in a school?
    a. Teacher
    b. Student
    c. School building
    d. Principal
32. What is the need for providing homework?
    a. To understand student progress
    b. To cultivate the habit of self-learning
    c. To study in home
    d. To make sure student understand the lessons
33. What kind of teacher is more welcome for students?
    a. A teacher with attractive personality
    b. Teacher with deep knowledge in the subject
    c. A teacher who understand the students well
    d. A teacher who can teach interestingly
34. As a teacher, what will you do if you cannot answer a question from your student?
    a. Will ask help from colleagues
    b. Will answer him later after referring
    c. Will tell him the question is wrong
    d. Will punish the students
35. As a teacher, what will you do if you cannot complete the portions before exam?
    a. Will not teach complete syllabus
    b. Will teach the important questions from those portions
    c. Will spend more time in school in order to complete the portion
    d. Will ask students to learn themselves

36. What will you do, when a student become unconscious in your class?
    a. Will inform parents
    b. Call principal for help
    c. Will give him first aid and Take him to the nearest doctor
    d. Will send him home
37. What is the importance of text book in teaching and learning?
    I. A learning aid for students as per syllabus
    II. A teaching aid for teachers
    III. An aid for the exam preparation
    a. I & II
    b. II & III
    c. I & III
    d. I, II & III
38. Teachers day is observed on?
    a. September 5
    b. October 10
    c. November 14
    d. December 10
39. Which is the most essential quality for a student?
    I. Hardworking
    II. Punctuality
    III. Independent thinking
    a. I & II
    b. II & III
    c. I & III
    d. I, II & III

40. What type of activities are need to develop cooperation and social consciousness among students?
    a. Opportunity to participate in art programs
    b. Opportunity to participate in debates
    c. Take part in Quiz competition
    d. Group project works
41. What is the most important goal of conducting examination?
    a. To understand about the progress of the students
    b. To rank the students
    c. To understand the skills of students
    d. To know the weakness of teaching
42. What will be your priority when you handle a class with too many students?
    a. To ensure discipline in class room
    b. To teach in way that is interesting for all students
    c. Use technology in teaching
    d. Divide the students into small groups and teach

APPENDIX 12

FAROOK TRAINING COLLEGE

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- നിങ്ങളുടെ അധ്യാപന അഭിരുചി അളക്കാനുള്ള ഒരു ചോദ്യാവലി ആണ് ഇത്.
- ഇതിലെ ചോദ്യങ്ങൾ ശ്രദ്ധാപൂർവം വായിച്ചു ഇതിനോടൊപ്പം നൽകിയിട്ടുള്ള ഉത്തരക്കടലാസിൽ ചോദ്യനമ്പർ അനുസരിച്ചു അഭിപ്രായം രേഖപ്പെടുത്തുക.
- ഒരു ചോദ്യത്തിന് ഒന്നിലധികം ഉത്തരം രേഖപെടുത്തരുത് .

1. ഏറ്റവും ഫലപ്രദമായ അധ്യാപനരീതിയിയേത്?
   a. എഴുതി തയ്യാറാക്കിയ നോട്ടുകൾ
   b. ക്ലാസ്റൂം ചർച്ചകൾ
   c. കുട്ടികൾക്ക് പരിചിതമായ ഉദാഹരണസഹിതം വിശദീകരിക്കുക
   d. സ്വാഭാവികമായ വിശദീകരണം
2. പഠനപ്രക്രിയയുടെ ഏറ്റവും ഉചിതമായ ലക്ഷ്യമെന്ത്?
   a. അറിവ് സമ്പാദനം
   b. സ്വഭാവ വ്യക്തിത്വരൂപീകരണം
   c. നൈപുണ്യ വികസനം
   d. ജോലിയും ധനസമ്പാദനവും

3. നിങ്ങളുടെ അഭിപ്രായത്തിൽഒരു നല്ല അധ്യാപകനുണ്ടായിരിക്കേണ്ട ഏറ്റവും പ്രധാന ഗുണം?

i) അധ്യാപന അഭിരുചിയുണ്ടായിരിക്കണം

ii) വിഷയപാണ്ഡിത്യവും ആശയവിനിമയശേഷിയുമുണ്ടായിരിക്കണം

iii) അധ്യാപനത്തിൽ നൂതനസാങ്കേതിക വിദ്യകൾ ഉയോഗിക്കണം

   a. i&ii
   b. ii & iii
   c. i & iii
   d. i, ii & iii

4. നല്ല അധ്യാപകൻ ഒരു നല്ല -------- കൂടിയായിരിക്കും
   a. നേതാവും, പ്രചോദകനും സുഹൃത്തും
   b. വഴികാട്ടിയും സഹായിയും സുഹൃത്തും
   c. നിർവാഹകനും സഹായിയും
   d. പ്രചോദകൻ

5. എപ്പോഴാണ് അധ്യാപനം വിദ്യാർത്ഥികൾക്ക് ഫലപ്രദമാകുന്നത്
   a. അധ്യാപകൻ പഠിപ്പിക്കുന്നത് വിദ്യാർത്ഥികൾ ഗ്രഹിക്കുകയും പഠിക്കുകയും ചെയ്യുമ്പോൾ
   b. അധ്യാപകർ കഠിനാധ്വാനം ചെയ്യുമ്പോൾ
   c. ക്ലാസ്റൂം നിയന്ത്രിക്കാൻ കഴിയുമ്പോൾ
   d. അധ്യാപകന് അധ്യാപനത്തോട് താത്പര്യം ഉണ്ടാകുമ്പോൾ

6. അധ്യാപകർ സമയനിഷ്ഠപാലിക്കേണ്ടതിന്റെ ആവശ്യകതയെന്ത്?
   a. വിദ്യാർത്ഥികളും സമയനിഷ്ഠ പാലിക്കാൻ പ്രേരിതരാകും
   b. കൃത്യസമയത്ത് സിലബസ് പൂർത്തിയാക്കുവാൻ
   c. വിദ്യാർത്ഥികളിൽ നല്ലശീലം വളർത്തുവാൻ
   d. പാഠ്യേതര ജോലികൾക്കുള്ള സമയം കണ്ടെത്താൻ

7. അധ്യാപനത്തിൽ വിദ്യാർത്ഥികളുടെ പങ്കാളിത്തം ഉറപ്പ് വരുത്താൻ താഴെ പറയുന്നവയിൽ അനുയോജ്യമായത് ഏത്?
   a. ചോദ്യങ്ങൾ ചോദിക്കുകയും വിദ്യാർത്ഥികളുമായി ചർച്ചനടത്തിയും
   b. വിദ്യാർത്ഥികൾക്ക് സമ്മാനങ്ങൾ വാഗ്ദാനം ചെയ്ത്
   c. വിദ്യാർത്ഥികൾക്ക് ക്ലാസ്പരീക്ഷകളും ഗൃഹപാഠവും നൽകി
   d. ക്ലാസ്ടെസ്റ്റുകൾ നടത്തിയും വിദ്യാർത്ഥികൾക്ക് ഗൃഹപാഠം നൽകിയും

8. സദാചാരപരവും സാമൂഹികവുമായ മൂല്യങ്ങൾ എപ്രകാരമാണഅ അധ്യാപകൻ വിദ്യാർത്ഥികളിലേക്ക് പകർന്ന് നൽകുന്നതിന് അനുയോജ്യമായ രീതി.
   a. സ്വയം മാതൃകകാട്ടി
   b. ദൃശ്യശ്രവ്യ മാധ്യമങ്ങളുപയോഗിച്ച്
   c. പാഠ്യേതര പ്രവർത്തനങ്ങളിലും സാമൂഹിക പ്രവർത്തനങ്ങളിലും വിദ്യാർത്ഥികളെ പങ്കെടുപ്പിക്കുക വഴി
   d. സദാചാരപരമായ കഥകൾ കൊടുത്ത്
9. അധ്യാപനത്തിനായി ദൃശ്യശ്രവ്യമാധ്യമങ്ങൾ ഉപയോഗിക്കേണ്ടതിന്റെ ആവശ്യകത യെന്ത്?
   a. വിദ്യാർത്ഥികൾക്ക് സാങ്കേതികവിദ്യയുടെ ഗുണം മനസ്സിലാവും
   b. വിദ്യാർത്ഥികളുടെ മുഷിപ്പ് മാറ്റുവാൻ
   c. പഠനം ഫലപ്രദമാക്കുവാൻ
   d. അധ്യാപനവും പഠനവും ഫലപ്രദവും രസകരവുമാക്കാൻ
10. നിങ്ങൾ ഒരധ്യാപകനായ ശേഷം ----------
   a. പഠനം തുടരും
   b. ദിനപത്രങ്ങൾ മാത്രം വായിക്കും
   c. അധ്യാപനത്തിനാവശ്യമായ പുസ്തകങ്ങൾ മാത്രം വായിക്കും
   d. ലൈബ്രറിയിൽ പോകുന്നത് നിർത്തും
11. അധ്യാപക പരിശീലന കോഴ്സ് തെരഞ്ഞെടുക്കാൻ നിങ്ങളെ പ്രേരിപ്പിച്ച പ്രധാന ഘടകം?
   a. മറ്റു കോഴ്സുകൾക്ക് അഡ്മിഷൻ ലഭിച്ചില്ല
   b. പഠിച്ച് ഒരു ജോലി കണ്ടെത്തുക
   c. അധ്യാപന ജോലിയോടുള്ള താല്പര്യം
   d. എന്റെ ജീവിത സാഹചര്യങ്ങൾക്ക് അനുയോജ്യമായ ജോലി
12. വിദ്യാർത്ഥികകളിൽ അച്ചടകം ബോധം ഉറപ്പിക്കാൻ നിങ്ങൾ എന്തുനടപടി സ്വീകരിക്കും.
   a. വിദ്യാർത്ഥികളെ ശിക്ഷിക്കും
   b. വിദ്യാർത്ഥികൾക്ക് സ്വയം മാതൃക കാണിച്ചുകൊടുക്കും
   c. വിദ്യാർത്ഥികളെ ഉത്തരവാദിത്വങ്ങൾ ഏൽപ്പിക്കും
   d. വിദ്യാർത്ഥികൾക്ക് സമ്മാനങ്ങൾ നൽകും

13. ഒരു അധ്യാപകൻ എന്ന നിലയിൽ ഏത് തരംവിദ്യാർത്ഥികളെയാണ് നിങ്ങൾ കൂടുതൽ ഇഷ്ടപ്പെടുന്നത്?
    a. പഠനത്തിൽ മാത്രം ശ്രദ്ധിക്കുന്നവരെ
    b. നിങ്ങളെ അനുസരിക്കുന്നവരെ
    c. പഠനത്തിൽ പിന്നോക്കം നിൽക്കുന്നവരെ
    d. എല്ലാ തരത്തിലുള്ള വിദ്യാർത്ഥികളെയും
14. നിങ്ങളുടെ ക്ലാസ്സിലെ ഒരു വിദ്യാർത്ഥി ദുഃഖിതനായിരിക്കുകയും ക്ലാസ്സിൽ ശ്രദ്ധിക്കാതിരിക്കുകയും ചെയ്താൽ ആ സാഹചര്യം എങ്ങനെ കൈകാര്യം ചെയ്യും?
    a. മറ്റു വിദ്യാർത്ഥികളോട് ചോദിക്കും
    b. പ്രിൻസിപ്പളിനെ അറിയിക്കും
    c. വിദ്യാർത്ഥിയുടെ രക്ഷിതാക്കളെ വിവരമറിയിക്കും
    d. കുട്ടിയെ വ്യക്തിപരമായി വിളിച്ച് അന്വേഷിച്ച് മനസ്സിലാക്കി പ്രശ്നങ്ങൾ പരിഹരിക്കാൻ സഹായിക്കും
15. നിങ്ങളുടെ ക്ലാസ്സിലെ ഒരു വിദ്യാർത്ഥി അധ്യാപനത്തിലുള്ള തെറ്റുകുറ്റങ്ങൾ ചൂണ്ടിക്കാട്ടിയാൽ അതിനോട് നിങ്ങൾ എപ്രകാരം പ്രതികരിക്കും
    a. വിദ്യാർത്ഥിയെ ശിക്ഷിക്കും
    b. വിദ്യാർത്ഥിയെ അഭിനന്ദിക്കും
    c. രഹസ്യമായി സ്വയം തിരുത്താൻ ശ്രമിക്കും
    d. തെറ്റുകൾ അംഗീകരിച്ച് തിരുത്തലുകൾ വരുത്തും
16. സഹഅധ്യാപകരോടുള്ള നിങ്ങളുടെ സമീപനം എപ്രകാരമായിരിക്കും?
    a. മറ്റു അധ്യാപകരുമായി സന്തോഷപൂർവ്വം സഹകരിക്കും
    b. സ്വന്തം കാര്യം മാത്രം ശ്രദ്ധിക്കും
    c. മറ്റുള്ള അധ്യാപകരുമായി മത്സരിക്കും
    d. മറ്റുള്ള അധ്യാപകരെ മാതൃകയാക്കും
17. നിങ്ങളുടെ അഭിപ്രായത്തിൽ സ്കൂളിൽ പി.ടി.എ യുടെ ആവശ്യകതയെന്ത്?
    a. സ്കൂളിലെ നിർമ്മാണാവശ്യങ്ങൾക്കാവശ്യമായ ധനം സ്വരൂപിക്കാൻ
    b. സ്കൂളിന്റെ അഭിവൃദ്ധിക്ക് വേണ്ടി ഒത്തൊരുമിച്ച് പ്രവർത്തിക്കാൻ
    c. വിദ്യാർത്ഥികളുടെ പുരോഗതി രക്ഷിതാക്കളെ ധരിപ്പിക്കാൻ
    d. എല്ലാ രക്ഷിതാക്കൾക്കും പരസ്പരം പരിചയപ്പെടാൻ

18. വിദ്യാലയങ്ങളിൽപാഠ്യേതര പ്രവർത്തനങ്ങൾസംഘടിപ്പിക്കുന്നതിന്റെ ആവശ്യകതെയെന്ത്?
    a. പരസ്പര സഹകരണത്തെപ്പറ്റി വിദ്യാർത്ഥികളെ ബോധവൽക്കരിക്കാൻ
    b. വിരസമായ പഠനപ്രവർത്തനങ്ങളിൽ നിന്നും വിദ്യാർത്ഥികൾക്ക് ആശ്വാസം നൽകാൻ
    c. കുട്ടികളിൽ ക്രിയാത്മകമായ മനോഭാവവും കഴിവുകളും വളർത്താൻ
    d. വിദ്യാർത്ഥികളെ ഉത്സാഹമുള്ളവരാക്കാൻ
19. അധ്യാപകനായാൽ നിങ്ങൾ സ്കൂളിൽ എന്തെങ്കിലും പരിപാടികൾ സംഘടിപ്പിക്കുമ്പോൾ സമീപനം എപ്രകാരമായിരിക്കും?
    a. പ്രധാനാധ്യാപകൻ ഏൽപ്പിക്കുന്ന ചുമതല മാത്രം നിർവ്വഹിക്കും.
    b. പരിപാടികൾക്ക് ചുമതലകൾ വിഭജിച്ച് നൽകും
    c. ചുറുചുറുക്കുള്ള പരിപാടികൾ സംഘടിപ്പിക്കുകയും പരിപാടികളിൽ ഭാഗഭാക്കാകുയും ചെയ്യും
    d. അധ്യാപനത്തിൽ മാത്രം ശ്രദ്ധിക്കും
20. അധ്യാപനത്തിനാവശ്യമായ സഹായ ഉപകരണങ്ങളും മറ്റും നിങ്ങളുടെ സ്കൂളിൽ ആവശ്യത്തിന് ലഭ്യമല്ലെങ്കിൽ നിങ്ങളെന്തു ചെയ്യും?
    a. അവ സ്വയം തയ്യാറാക്കുകയോ സംഘടിപ്പിക്കുകയോ ചെയ്യും
    b. പ്രാധാനാധ്യാപകനെ ഇവയുടെ ആവശ്യകതയെപ്പറ്റി ധരിപ്പിക്കും
    c. അധ്യാപന സഹായോപകരണങ്ങൾ ലഭ്യമല്ലെന്ന് കുട്ടികളെ ബോധിപ്പിക്കും
    d. ആവശ്യമായ സാധനസാമഗ്രികൾ ലഭ്യമായതിന് ശേഷം പഠിപ്പിക്കും
21. ഡി.എഡ് കോഴ്സ് പ്രവേശനം കിട്ടിയില്ലായിരുന്നുവെങ്കിൽ നിങ്ങൾ എന്തുചെയ്യുമായിരുന്നു?
    a. അധ്യാപകനാകാനുള്ള വഴികൾക്കായി ശ്രമിച്ചുകൊണ്ടേയിരിക്കും
    b. ഡി.എഡ് കോഴ്സിന് ചേരാനുള്ള ആഗ്രഹം ഉപേക്ഷിക്കും
    c. വേറെ ഏതെങ്കിലും കോഴ്സിന് ചേരും
    d. പഠനം നിർത്തി ഏതെങ്കിലും ജോലിക്ക് പോകും
22. നിങ്ങൾ ഒരധ്യാപകനായാൽ നിങ്ങളുടെ ക്ലാസ്സിലെ ഏറ്റവും സമർത്ഥനായ ഒരു വിദ്യാർത്ഥിക്ക് പരീക്ഷയിൽ കുറഞ്ഞ മാർക്ക് കിട്ടിയാൽ നിങ്ങൾ എങ്ങനെ പ്രതികരിക്കും?
    a. ആ വിദ്യാർത്ഥിയെ ആശ്വസിപ്പിക്കുകയും നന്നായി പരിശ്രമിക്കാൻ പ്രോത്സാഹിപ്പിക്കുകയും ചെയ്യും
    b. ആ വിദ്യാർത്ഥിക്ക് കൂടുതൽ മാർക്ക് നൽകും
    c. പ്രധാന അധ്യാപകനെ വിഷയം ധരിപ്പിക്കും
    d. രക്ഷിതാക്കളെ വിവരം അറിയിക്കും

23. നിങ്ങളുടെ ക്ലാസ്സിലെ വിദ്യാർത്ഥി എന്തെങ്കിലും നല്ല ഒരു പ്രവൃത്തി ചെയ്താൽ നിങ്ങൾ എപ്രകാരം പ്രതികരിക്കും?
    a. രക്ഷിതാക്കളെ ഈ പ്രവൃത്തിയെപ്പറ്റി അറിയിക്കും
    b. വിദ്യാർത്ഥിയെ പുകഴ്ത്തിയും കൂടുതൽ നല്ല പ്രവൃത്തികൾ ചെയ്യാനുള്ള പ്രോത്സാഹനം നൽകുകയും ചെയ്യും
    c. വിദ്യാർത്ഥിക്ക് സമ്മാനങ്ങൾ നൽകുകയും മറ്റു അധ്യാപകരോട് ഇതിനെപ്പറ്റി പറയുകയും ചെയ്യും
    d. പഠനത്തിൽ കൂടുതൽ ശ്രദ്ധിക്കുവാനാവശ്യപ്പെടും
24. നിങ്ങളുടെ സ്കൂളിലെ വിദ്യാർത്ഥികൾ സമരം ചെയ്താൽ നിങ്ങൾ എങ്ങനെ പ്രതികരിക്കും?
    a. രക്ഷിതാക്കളെ അറിയിക്കും
    b. പോലീസിനെ അറിയിക്കും
    c. സമര കാരണം മനസ്സിലാക്കി പരിഹരിക്കാൻ ശ്രമിക്കും
    d. സമരം ചെയ്ത വിദ്യാർത്ഥികളെ ശിക്ഷിക്കും
25. നിങ്ങൾ ഒരധ്യാപകനായ ശേഷം എന്തെങ്കിലും വ്യക്തിപരമായ പ്രശ്നങ്ങളുണ്ടെങ്കിൽ അവ എപ്രകാരം നിങ്ങൾ പ്രകടിപ്പിക്കും.
    a. അധ്യാപന പഠനപ്രവർത്തനങ്ങളെ ബാധിക്കാത്തവിധം പ്രശ്നപരിഹാരത്തിനായി ശ്രമിക്കും
    b. പ്രശ്നങ്ങൾ പരിഹരിക്കപ്പെടുംവരെ അവധിയെടുക്കും
    c. സഹപ്രവർത്തകരുമായി പ്രശ്നങ്ങൾ പങ്കുവെക്കുകയും പരിഹരിക്കാൻ സഹായം ആവശ്യപ്പെടുകയും ചെയ്യും
    d. വിദ്യാർത്ഥികളെയും പ്രശ്നങ്ങളെപ്പറ്റി അറിയിക്കും
26. അധ്യാപനത്തെപ്പറ്റിനിങ്ങൾഏറ്റവും കൂടുതൽ മനസ്സിലാക്കുന്നത് എവിടെ നിന്നാണ്?
    a. വിദ്യാർത്ഥികളുമായി ഇടപെടുമ്പോൾ ലഭിക്കുന്ന അനുഭവങ്ങളിൽ നിന്ന്
    b. മറ്റ് മാതൃകാ അധ്യാപകരിൽ നിന്ന്
    c. പ്രിൻസിപ്പാളിൽ നിന്ന്
    d. അധ്യാപകന് പരിശീലന സമയത്തെ അനുഭവങ്ങളിൽ നിന്ന്
27. നിങ്ങൾ ക്ലാസ്സെടുക്കാൻ ആദ്യമായി പോകുമ്പോൾ
    a. വിദ്യാർത്ഥികളോട് നിങ്ങളുടെ അധ്യാപനരീതിയെപ്പറ്റിയും സ്കൂളിലെ നിയമങ്ങളെപ്പറ്റിയും വിശദീകരിക്കും
    b. സിലബസ് വിശദീകരിക്കും
    c. ആദ്യപാഠഭാഗം മുതൽ പഠിപ്പിക്കും
    d. വിദ്യാർത്ഥികളുമായി നല്ല ബന്ധം സ്ഥാപിച്ചതിന് ശേഷം പാഠഭാഗങ്ങൾ ആരംഭിക്കും

28. എന്തിനാണ് അധ്യാപകൻ ഉദാഹരണങ്ങളുടെ സഹായത്തോടെപാഠഭാഗങ്ങൾ അവത രിപ്പിക്കുന്നത്?
    a. കുട്ടികളുടെ ശ്രദ്ധ പിടിച്ചുപറ്റാൻ
    b. പഠനം രസകരമാക്കാൻ
    c. പാഠഭാഗം വിശദീകരിക്കാൻ
    d. കൂടുതൽ സമയം ക്ലാസ്സെടുക്കാൻ
29. നിങ്ങൾ ഒരധ്യാപകനായ ശേഷം ക്ലാസ്സെടുക്കുമ്പോൾ പലപ്പോഴും വിദ്യാർത്ഥികൾ നി ങ്ങളുടെ ക്ലാസ്സിൽ ശ്രദ്ധിക്കാതെയും ഉത്സാഹമില്ലാതെയും കാണപ്പെട്ടാൽ നിങ്ങൾ എ ന്ത് നിലപാട് സ്വീകരിക്കും?
    a. മറ്റ് രസകരമായ വിഷയങ്ങളെപ്പറ്റി സംസാരിക്കും
    b. ക്ലാസ്സിൽ നിന്ന് പുറത്തുപോകും
    c. കുട്ടികളോട് ക്ലാസ്സിൽ ശ്രദ്ധിച്ചിരിക്കാൻ പറയും
    d. വ്യത്യസ്തമായ അധ്യാപനരീതി സ്വീകരിക്കും
30. ക്ലാസ്സിലെ ഒരു വിദ്യാർത്ഥി നേരം വൈകിവന്നാൽ നിങ്ങൾ എങ്ങനെ പ്രതികരിക്കും?
    a. രക്ഷിതാക്കളെ ഇതിനെപ്പറ്റി അറിയിക്കും
    b. വിദ്യാർത്ഥിയെ ക്ലാസ്സിലിരുത്തിയതിന് ശേഷം പിന്നീട് കാര്യങ്ങൾ അന്വേഷിക്കും
    c. വിദ്യാർത്ഥിയെ ക്ലാസ്സിലിരിക്കാൻ അനുവദിക്കില്ല
    d. വിദ്യാർത്ഥിയെ മാതൃകാപരമായി ശിക്ഷിക്കും
31. സ്കൂളിലെ ഏറ്റവും പരമപ്രധാനമായ ഘടകം എന്താണ്?
    a. അധ്യാപകൻ
    b. വിദ്യാർത്ഥികൾ
    c. സ്കൂൾ കെട്ടിടം
    d. പ്രിൻസിപ്പാൾ
32. വിദ്യാർത്ഥികൾക്ക് ഗൃഹപാഠം നൽകുന്നതെന്തിന്?
    a. വിദ്യാർത്ഥികളുടെ പഠനാഭിവൃദ്ധി മനസ്സിലാക്കാൻ
    b. വിദ്യാർത്ഥികളിൽ സ്വയം പഠിക്കുവാനുള്ള ശീലം വളർത്തിയെടുക്കാൻ
    c. വിദ്യാർത്ഥികൾ വീട്ടിലിരുന്നും പഠിക്കാൻ
    d. വിദ്യാർത്ഥികൾക്ക് അധ്യാപകൻ പഠിപ്പിച്ച പാഠഭാഗങ്ങൾ മനസ്സിലായോവന്നറി യാൻ
33. വിദ്യാർത്ഥികൾ ഏത് തരത്തിലുള്ള അധ്യാപകനെയാണ് കൂടുതൽ ഇഷ്ടപ്പെടുക?
    a. ആകർഷകമായ വ്യക്തിത്വമുള്ള അധ്യാപകനെ
    b. പഠിപ്പിക്കുന്ന വിഷയത്തിൽ നല്ല അറിവുള്ള അധ്യാപകനെ
    c. വിദ്യാർത്ഥികളെപ്പറ്റി നന്നായി മനസ്സിലാക്കുന്ന അധ്യാപകനെ
    d. രസകരമായി അധ്യാപനം നടത്തുന്ന അധ്യാപകനെ

34. നിങ്ങളുടെ ക്ലാസ്സിലെ വിദ്യാർത്ഥി ചോദിച്ച ചോദ്യത്തിനുത്തരം നിങ്ങൾക്കറിയില്ലെങ്കിൽ നിങ്ങളെന്തുചെയ്യും?
    a. സഹപ്രവർത്തകരായ അധ്യാപകരുടെ സഹായം തേടും
    b. ഉത്തരം റഫർചെയ്ത് പിന്നീട് സഹായം തേടും
    c. വിദ്യാർത്ഥി ചോദിച്ച ചോദ്യം തെറ്റാണെന്ന് പറയും
    d. വിദ്യാർത്ഥിയെ വഴക്കുപറയും
35. പരീക്ഷ അടുത്തെത്തിയിട്ടും പാഠഭാഗം എടുത്തു തീർന്നില്ലെങ്കിൽ ഒരു അധ്യാപകൻ എന്ന നിലയിൽ നിങ്ങളുടെ സമീപനം എന്തായിരിക്കും?
    a. സിലബസ് മുഴുവനാക്കില്ല
    b. പരീക്ഷയ്ക്ക് വരാൻ സാധ്യതയുള്ള പ്രധാന ചോദ്യങ്ങൾ വിദ്യാർത്ഥികൾക്ക് പറഞ്ഞുകൊടുക്കും
    c. കൂടുതൽ സമയം സ്കൂളിൽ ചിലവഴിച്ച് പാഠഭാഗം തീർക്കും
    d. വിദ്യാർത്ഥികളോട് തനിയെ പഠിക്കുവാനാവശ്യപ്പെടും

36. ഒരു വിദ്യാർത്ഥി ക്ലാസ്സിൽ വെച്ച് ബോധരഹിതനായാൽ നിങ്ങൾ ആദ്യം എന്ത് ചെയ്യും?
    a. വിദ്യാർത്ഥിയുടെ രക്ഷിതാക്കളെ വിളിച്ച് കാര്യമറിയിക്കും
    b. പ്രിൻസിപ്പാളിന്റെ അടുത്തുപോയി സഹായമഭ്യർത്ഥിക്കും
    c. വിദ്യാർത്ഥിക്ക് ഫസ്റ്റ് എയ്ഡ് നൽകി ഏറ്റവുമടുത്തുള്ള ഡോക്ടറെ കാണിക്കും
    d. വിദ്യാർത്ഥിയെ വീട്ടിലേക്ക് പറഞ്ഞുവിടും
37. പഠനത്തിലും അധ്യാപനത്തിലും ടെക്സ്റ്റ് ബുക്കുകളുടെ പ്രധാന്യമെന്ത്?
    i)വിദ്യാർത്ഥികൾക്ക് സിലബസിനനുസരിച്ചുള്ള ഒരു പഠനസഹായി
    ii)അധ്യാപകർക്ക് അധ്യാപനത്തിനുള്ള സഹായി
    iii)പരീക്ഷക്കാവശ്യമായ തയ്യാറെടുപ്പുകൾ നടത്തുന്നതിന് വേണ്ടിയുള്ളത്
    a. i&ii
    b. ii & iii
    c. i & iii
    d. i, ii & iii
38. അധ്യാപക ദിനമായി ആചരിക്കുന്നതെന്ന്?
    a. സെപ്തംബർ 5
    b. ഒക്ടോബർ 10
    c. നവംബർ 14
    d. ഡിസംബർ 10

39. ഒരു വിദ്യാർത്ഥിക്കുണ്ടായിരിക്കേണ്ട ഏറ്റവും നല്ല ഗുണങ്ങൾ ഏതാണ്?

    i) കഠിനാധ്വാനം

    ii) കൃത്യനിഷ്ഠ

    iii)സ്വതന്ത്രചിന്ത

    a. i&ii

    b. ii & iii

    c. i & iii

    d. i, ii & iii

40. വിദ്യാർത്ഥികൾക്കിടയിൽ സഹകരണ മനോഭാവവും സംഘബോധവും വളർത്തുവാൻ നിങ്ങൾ ഏത് തരത്തിലുള്ള പ്രവർത്തനങ്ങളാണ് അവർക്ക് നൽകുക?

    a. കലാപ്രവർത്തനങ്ങളിൽ ഏർപ്പെടാനുള്ള അവസരം

    b. വാഗ്വാദത്തിൽ ഏർപ്പെടാനുള്ള അവസരം

    c. ക്വിസ് മത്സരത്തിൽ പങ്കെടുപ്പിക്കൽ

    d. പ്രൊജക്ട് വർക്കുകൾ

41. വിദ്യാർത്ഥികൾക്ക് പരീക്ഷ നടത്തുന്നതിന്റെ ഏറ്റവും പ്രധാന ലക്ഷ്യമെന്ത്?

    a. വിദ്യാർത്ഥികളുടെ പഠനനിലവാരത്തേയും കഴിവിനേയും കുറിച്ചറിയാൻ

    b. വിദ്യാർത്ഥികളെ റാങ്ക് ചെയ്യാൻ

    c. വിദ്യാർത്ഥികളുടെ നിപുണതകളെക്കുറിച്ചറിയാൻ

    d. അധ്യാപകന്റെ അധ്യാപനരീതിയിലെ ന്യൂനതകളെക്കുറിച്ചറിയാൻ

42. കൂടുതൽ കുട്ടികളുള്ള ക്ലാസ്സിനെ കൈകാര്യം ചെയ്യുമ്പോൾ നിങ്ങൾ എന്തിനാണ് കൂടുതൽ മുൻഗണന നൽകുക?

    a. ക്ലാസ്സിൽ ഡിസിപ്ലിൻ നിലനിർത്താൻ

    b. വിദ്യാർത്ഥികൾക്ക് എല്ലാവർക്കും ആസ്വാദ്യകരമായ വിധത്തിൽ ക്ലാസ്സെടുക്കാൻ

    c. അധ്യാപനത്തിനായി സാങ്കേതികവിദ്യ ഉപയോഗിക്കാൻ

    d. വിദ്യാർത്ഥികളെ ചെറിയ ഗ്രൂപ്പുകളാക്കി തിരിച്ച് പങ്കാളിത്ത രീതിയിൽ പഠിപ്പിക്കുവാൻ

APPENDIX 13

FAROOK TRAINING COLLEGE

Research Centre in education

Teaching Aptitude test for elementary student teachers (Final)

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Farook Training College, Calicut

Leema K M
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This questionnaire is to measure your teaching aptitude. Read the questions carefully and mark your opinion on the response sheets attached with this questionnaire. Do not mark more than one answer for a question.

1. Which of the following is the most effective method of teaching?
   a Written notes
   b Classroom discussions
   c Explain with the help of familiar examples
   d Mere explanation of lessons
2. What is the most suitable aim of learning process?
   a. Acquisition of Knowledge
   b. Formation of Character and Personality
   c. Skill development
   d. Getting job and earning money

3. In your opinion, which are the most important qualities of a good teacher?

   I. Aptitude in teaching

   II. Subject knowledge and communication skill

   III. Use of modern technology in teaching

   a. I & II

   b. II & III

   c. I & III

   d. I, II & III

4. A good teacher is a good _____

   a. Leader, motivator and friend

   b. Guide, facilitator and friend

   c. Doer and facilitator

   d. Motivator

5. When teaching will become fruitful for learners?

   a. When learners learn, and understand what teacher taught

   b. When teacher hard works

   c. When teacher is able to mange the class

   d. When teacher find interest in teaching

6. Why teacher should be punctual?

   a. Students are also compelled to be punctual

   b. To complete the syllabus on time

   c. To cultivate good habits among children

   d. To find time for co-curricular activities

7. Which of the following is more appropriate, in order to ensure participation of students in teaching learning activities?
    a. By asking questions and discussing with students
    b. By offering gifts
    c. By conducting class tests and giving homework
    d. By punishing the students
8. Which is the most suitable method, that can be adopted by teacher for inculcating Social and moral values?
    a. Being a role model
    b. By using audio visual aids
    c. Ensure participation of students in co-curricular and social activities
    d. By telling moral stories
9. What is the need for using audio-visual aids for teaching?
    a. To make students aware about benefits of technology
    b. To make students active
    c. To make learning effective
    d. To make teaching and learning fruitful and interesting
10. After becoming a teacher _____
    a. Continue learning
    b. Read newspapers only
    c. Read books that are necessary for teaching
    d. Will stop visiting library
11. What is the motivating factor for you to choose teacher training course?
    a. Did not got admission to other courses
    b. Because of the job prospects
    c. Interest in teaching
    d. Teaching profession is suitable for my life situations

12. What measures you will adopt to ensure discipline among students?
    a. Punishment
    b. By becoming role model
    c. By giving students more responsibilities
    d. Offering gifts
13. As a teacher, what kind of students are more welcome?
    a. Those who concentrate only on studies
    b. Those who obey you
    c. Those students who are backward in learning
    d. All type of students
14. How will you handle a situation when a student in your class is depressed and not attentive?
    a. Will ask other students
    b. Inform principal
    c. Inform parents
    d. Will personally discuss the issue with the student and try to help the student
15. How you will react, when a student pointed out a mistake in your teaching?
    a. Punish him
    b. Appreciate him
    c. Try to correct yourself secretly
    d. Will accept the mistake publicly and make necessary corrections
16. How will you behave to your colleagues as a teacher?
    a. Will happily cooperate with other teachers
    b. Will mind only your work
    c. Will compete with other teachers
    d. Will make other teachers role models

17. In your opinion, what is the need for PTA in school?

    a. To collect fund for school developmental activities
    b. To work together for the welfare of school
    c. To inform student progress
    d. A platform for parents to meet each other

18. What is the need for co-curricular activities?

    a. To make children aware about cooperation among themselves
    b. To give relief from monotonous learning activities
    c. To improve the skills and creative attitude among students
    d. To make children active

19. After becoming a teacher, what will be your attitude towards the school programmes?

    a. Wait for principal to assign some duties
    b. Will delegates the duties to others
    c. Will actively participate and coordinate the activities
    d. Will take leave

20. What will you do when enough teaching aids are not available in your school?

    a. Will try to make or gather the teaching aids myself
    b. Will inform the headmaster about this
    c. Tell the students that teaching aids are not available
    d. Will wait for teaching aids before start teaching

21. What you might have donein in case you did not get admission to D.Ed. course?

    a. Will keep on try to become a teacher
    b. Will abandon the desire for joining this course
    c. Will join to some other course
    d. Stop learning and find out some other job

22. If a brilliant student in your class score low marks in an exam, as a teacher what will you do?
    a. Console and motivate him
    b. Will give him more mark
    c. Will inform principal
    d. Will inform parents
23. How will you react to a good deed by a student in your class?
    a. Will inform parents about this
    b. Will praise and encourage him to do more such things
    c. Will offer him gifts and tell other teachers also
    d. Will ask him to concentrate more on learning
24. How will you react to a student strike in your school?
    a. Inform parents
    b. Call police
    c. Will try to understand the reason and help to resolve the issue
    d. Will punish the students
25. After you become a teacher, how will you express your personal problems?
    a. Will try to solve the issue without affecting teaching learning activities
    b. Will take leave till the issue get resolved
    c. Will seek help from colleagues
    d. Will inform students about the problems
26. From Where you will learn more about teaching?
    a. Experiences getting from the interactions with the students
    b. From other teachers who are role models
    c. From principals
    d. From the experiences getting from teacher training

27. What approach you take as a teacher when students are not attentive, and inactive in your class?
    a. Will start talking about other interesting topics
    b. Will leave the class
    c. Will ask students to be attentive in class
    d. Will change teaching method
28. How will you react when a student coming late in your class?
    a. Will inform parents
    b. Will allow him inside the class and ask about it later
    c. Will not allow him to enter the class
    d. Will punish him ideally
29. Which is the most important factor in a school?
    a. Teacher
    b. Student
    c. School building
    d. Principal
30. What is the need for providing homework?
    a. To understand student progress
    b. To cultivate the habit of self-learning
    c. To study in home
    d. To make sure student understand the lessons
31. What kind of teacher is more welcome for students?
    a. A teacher with attractive personality
    b. Teacher with deep knowledge in the subject
    c. A teacher who understand the students well
    d. A teacher who can teach interestingly

32. As a teacher, what will you do if you cannot answer a question from your student?
    a. Will ask help from colleagues
    b. Will answer him later after referring
    c. Will tell him the question is wrong
    d. Will punish the students
33. As a teacher, what will you do if you cannot complete the portions before exam?
    a. Will not teach complete syllabus
    b. Will teach the important questions from those portions
    c. Will spend more time in school in order to complete the portion
    d. Will ask students to learn themselves
34. What will you do, when a student become unconscious in your class?
    a. Will inform parents
    b. Call principal for help
    c. Will give him first aid and Take him to the nearest doctor
    d. Will send him home
35. Teachers day is observed on?
    a. September 5
    b. October 10
    c. November 14
    d. December 10
36. What is the most important goal of conducting examination?
    a. To understand about the progress of the students
    b. To rank the students
    c. To understand the skills of students
    d. To know the weakness of teaching
37. What will be your priority when you handle a class with too many students?
    a. To ensure discipline in class room
    b. To teach in way that is interesting for all students
    c. Use technology in teaching
    d. Divide the students into small groups and teach

Teaching aptitude test

Response sheet

Name of the Student : ……..

Name of Institution: ……..

1	a	b	c	d	20	a	b	c	d
2	a	b	c	d	21	a	b	c	d
3	a	b	c	d	22	a	b	c	d
4	a	b	c	d	23	a	b	c	d
5	a	b	c	d	24	a	b	c	d
6	a	b	c	d	25	a	b	c	d
7	a	b	c	d	26	a	b	c	d
8	a	b	c	d	27	a	b	c	d
9	a	b	c	d	28	a	b	c	d
10	a	b	c	d	29	a	b	c	d
11	a	b	c	d	30	a	b	c	d
12	a	b	c	d	31	a	b	c	d
13	a	b	c	d	32	a	b	c	d
14	a	b	c	d	33	a	b	c	d
15	a	b	c	d	34	a	b	c	d
16	a	b	c	d	35	a	b	c	d
17	a	b	c	d	36	a	b	c	d
18	a	b	c	d	37	a	b	c	d
19	a	b	c	d					

APPENDIX 14

FAROOK TRAINING COLLEGE

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Teaching Aptitude test for elementary student teachers (Final)

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- നിങ്ങളുടെ അധ്യാപന അഭിരുചി അളക്കാനുള്ള ഒരു ചോദ്യാവലി ആണ് ഇത്.
- ഇതിലെ ചോദ്യങ്ങൾ ശ്രദ്ധാപൂർവം വായിച്ചു ഇതിനോടൊപ്പം നൽകിയിട്ടുള്ള ഉത്തര ക്കടലാസിൽ ചോദ്യനമ്പർ അനുസരിച്ചു അഭിപ്രായം രേഖപ്പെടുത്തുക.
- ഒരു ചോദ്യത്തിന് ഒന്നിലധികം ഉത്തരം രേഖപെടുത്തരുത് .

1. ഏറ്റവും ഫലപ്രദമായ അധ്യാപനരീതിയിയേത്?
   a. എഴുതി തയ്യാറാക്കിയ നോട്ടുകൾ
   b. ക്ലാസ്റൂം ചർച്ചകൾ
   c. കുട്ടികൾക്ക് പരിചിതമായ ഉദാഹരണസഹിതം വിശദീകരിക്കുക
   d. സ്വാഭാവികമായ വിശദീകരണം
2. പഠനപ്രക്രിയയുടെ ഏറ്റവും ഉചിതമായ ലക്ഷ്യമെന്ത്?
   a. അറിവ് സമ്പാദനം
   b. സ്വഭാവ വ്യക്തിത്വരൂപീകരണം
   c. നൈപുണ്യ വികസനം
   d. ജോലിയും ധനസമ്പാദനവും

3. നിങ്ങളുടെ അഭിപ്രായത്തിൽഒരു നല്ല അധ്യാപകനുണ്ടായിരിക്കേണ്ട ഏറ്റവും പ്രധാന ഗുണം?

i) അധ്യാപന അഭിരുചിയുണ്ടായിരിക്കണം

ii) വിഷയപാണ്ഡിത്യവും ആശയവിനിമയശേഷിയുമുണ്ടായിരിക്കണം

iii) അധ്യാപനത്തിൽ നൂതനസാങ്കേതിക വിദ്യകൾ ഉയോഗിക്കണം

   a. i&ii
   b. ii & iii
   c. i & iii
   d. i, ii & iii

4. നല്ല അധ്യാപകൻ ഒരു നല്ല -------- കൂടിയായിരിക്കും
   a. നേതാവും, പ്രചോദകനും സുഹൃത്തും
   b. വഴികാട്ടിയും സഹായിയും സുഹൃത്തും
   c. നിർവാഹകനും സഹായിയും
   d. പ്രചോദകൻ

5. എപ്പോഴാണ് അധ്യാപനം വിദ്യാർത്ഥികൾക്ക് ഫലപ്രദമാകുന്നത്?
   a. അധ്യാപകൻ പഠിപ്പിക്കുന്നത് വിദ്യാർത്ഥികൾ ഗ്രഹിക്കുകയും പഠിക്കുകയും ചെയ്യുമ്പോൾ
   b. അധ്യാപകർ കഠിനാധ്വാനം ചെയ്യുമ്പോൾ
   c. ക്ലാസ്റൂം നിയന്ത്രിക്കാൻ കഴിയുമ്പോൾ
   d. അധ്യാപകന് അധ്യാപനത്തോട് താത്പര്യം ഉണ്ടാകുമ്പോൾ

6. അധ്യാപകർ സമയനിഷ്ഠപാലിക്കേണ്ടതിന്റെ ആവശ്യകതയെന്ത്?
   a. വിദ്യാർത്ഥികളും സമയനിഷ്ഠ പാലിക്കാൻ പ്രേരിതരാകും
   b. കൃത്യസമയത്ത് സിലബസ് പൂർത്തിയാക്കുവാൻ
   c. വിദ്യാർത്ഥികളിൽ നല്ലശീലം വളർത്തുവാൻ
   d. പാഠ്യേതര ജോലികൾക്കുള്ള സമയം കണ്ടെത്താൻ

7. അധ്യാപനത്തിൽ വിദ്യാർത്ഥികളുടെ പങ്കാളിത്തം ഉറപ്പ് വരുത്താൻ താഴെ പറയുന്നവയിൽ അനുയോജ്യമായത് ഏത്?
   a. ചോദ്യങ്ങൾ ചോദിക്കുകയും വിദ്യാർത്ഥികളുമായി ചർച്ചനടത്തിയും
   b. വിദ്യാർത്ഥികൾക്ക് സമ്മാനങ്ങൾ വാഗ്ദാനം ചെയ്ത്
   c. വിദ്യാർത്ഥികൾക്ക് ക്ലാസ്പരീക്ഷകളും ഗൃഹപാഠവും നൽകി
   d. ക്ലാസ്ടെസ്റ്റുകൾ നടത്തിയും വിദ്യാർത്ഥികൾക്ക് ഗൃഹപാഠം നൽകിയും

8. സദാചാരപരവും സാമൂഹികവുമായ മൂല്യങ്ങൾ എപ്രകാരമാണഅ അധ്യാപകൻ വിദ്യാർത്ഥികളിലേക്ക് പകർന്ന് നൽകുന്നതിന് അനുയോജ്യമായ രീതി.
   a. സ്വയം മാതൃകകാട്ടി
   b. ദൃശ്യശ്രവ്യ മാധ്യമങ്ങളുപയോഗിച്ച്
   c. പാഠ്യേതര പ്രവർത്തനങ്ങളിലും സാമൂഹിക പ്രവർത്തനങ്ങളിലും വിദ്യാർത്ഥികളെ പങ്കെടുപ്പിക്കുക വഴി
   d. സദാചാരപരമായ കഥകൾ കൊടുത്ത്
9. അധ്യാപനത്തിനായി ദൃശ്യശ്രവ്യമാധ്യമങ്ങൾ ഉപയോഗിക്കേണ്ടതിന്റെ ആവശ്യകത യെന്ത്?
   a. വിദ്യാർത്ഥികൾക്ക് സാങ്കേതികവിദ്യയുടെ ഗുണം മനസ്സിലാവും
   b. വിദ്യാർത്ഥികളുടെ മുഷിപ്പ് മാറ്റുവാൻ
   c. പഠനം ഫലപ്രദമാക്കുവാൻ
   d. അധ്യാപനവും പഠനവും ഫലപ്രദവും രസകരവുമാക്കാൻ
10. നിങ്ങൾ ഒരധ്യാപകനായ ശേഷം ----------
   a. പഠനം തുടരും
   b. ദിനപത്രങ്ങൾ മാത്രം വായിക്കും
   c. അധ്യാപനത്തിനാവശ്യമായ പുസ്തകങ്ങൾ മാത്രം വായിക്കും
   d. ലൈബ്രറിയിൽ പോകുന്നത് നിർത്തും
11. അധ്യാപക പരിശീലന കോഴ്സ് തെരഞ്ഞെടുക്കാൻ നിങ്ങളെ പ്രേരിപ്പിച്ച പ്രധാന ഘടകം?
   a. മറ്റു കോഴ്സുകൾക്ക് അഡ്മിഷൻ ലഭിച്ചില്ല
   b. പഠിച്ച് ഒരു ജോലി കണ്ടെത്തുക
   c. അധ്യാപന ജോലിയോടുള്ള താല്പര്യം
   d. എന്റെ ജീവിത സാഹചര്യങ്ങൾക്ക് അനുയോജ്യമായ ജോലി
12. വിദ്യാർത്ഥികകളിൽ അച്ചടകം ബോധം ഉറപ്പിക്കാൻ നിങ്ങൾ എന്തുനടപടി സ്വീകരിക്കും.
   a. വിദ്യാർത്ഥികളെ ശിക്ഷിക്കും
   b. വിദ്യാർത്ഥികൾക്ക് സ്വയം മാതൃക കാണിച്ചുകൊടുക്കും
   c. വിദ്യാർത്ഥികളെ ഉത്തരവാദിത്വങ്ങൾ ഏൽപ്പിക്കും
   d. വിദ്യാർത്ഥികൾക്ക് സമ്മാനങ്ങൾ നൽകും

13. ഒരു അധ്യാപകൻ എന്ന നിലയിൽ ഏത് തരംവിദ്യാർത്ഥികളെയാണ് നിങ്ങൾ കൂടുതൽ ഇഷ്ടപ്പെടുന്നത്?
    a. പഠനത്തിൽ മാത്രം ശ്രദ്ധിക്കുന്നവരെ
    b. നിങ്ങളെ അനുസരിക്കുന്നവരെ
    c. പഠനത്തിൽ പിന്നോക്കം നിൽക്കുന്നവരെ
    d. എല്ലാ തരത്തിലുള്ള വിദ്യാർത്ഥികളെയും
14. നിങ്ങളുടെ ക്ലാസ്സിലെ ഒരു വിദ്യാർത്ഥി ദുഃഖിതനായിരിക്കുകയും ക്ലാസ്സിൽ ശ്രദ്ധിക്കാതിരിക്കുകയും ചെയ്താൽ ആ സാഹചര്യം എങ്ങനെ കൈകാര്യം ചെയ്യും?
    a. മറ്റു വിദ്യാർത്ഥികളോട് ചോദിക്കും
    b. പ്രിൻസിപ്പളിനെ അറിയിക്കും
    c. വിദ്യാർത്ഥിയുടെ രക്ഷിതാക്കളെ വിവരമറിയിക്കും
    d. കുട്ടിയെ വ്യക്തിപരമായി വിളിച്ച് അന്വേഷിച്ച് മനസ്സിലാക്കി പ്രശ്നങ്ങൾ പരിഹരിക്കാൻ സഹായിക്കും
15. നിങ്ങളുടെ ക്ലാസ്സിലെ ഒരു വിദ്യാർത്ഥി അധ്യാപനത്തിലുള്ള തെറ്റുകുറ്റങ്ങൾ ചൂണ്ടിക്കാട്ടിയാൽ അതിനോട് നിങ്ങൾ എപ്രകാരം പ്രതികരിക്കും
    a. വിദ്യാർത്ഥിയെ ശിക്ഷിക്കും
    b. വിദ്യാർത്ഥിയെ അഭിനന്ദിക്കും
    c. രഹസ്യമായി സ്വയം തിരുത്താൻ ശ്രമിക്കും
    d. തെറ്റുകൾ അംഗീകരിച്ച് തിരുത്തലുകൾ വരുത്തും
16. സഹഅധ്യാപകരോടുള്ള നിങ്ങളുടെ സമീപനം എപ്രകാരമായിരിക്കും?
    a. മറ്റു അധ്യാപകരുമായി സന്തോഷപൂർവ്വം സഹകരിക്കും
    b. സ്വന്തം കാര്യം മാത്രം ശ്രദ്ധിക്കും
    c. മറ്റുള്ള അധ്യാപകരുമായി മത്സരിക്കും
    d. മറ്റുള്ള അധ്യാപകരെ മാതൃകയാക്കും
17. നിങ്ങളുടെ അഭിപ്രായത്തിൽ സ്കൂളിൽ പി.ടി.എ യുടെ ആവശ്യകതയെന്ത്?
    a. സ്കൂളിലെ നിർമ്മാണാവശ്യങ്ങൾക്കാവശ്യമായ ധനം സ്വരൂപിക്കാൻ
    b. സ്കൂളിന്റെ അഭിവൃദ്ധിക്ക് വേണ്ടി ഒത്തൊരുമിച്ച് പ്രവർത്തിക്കാൻ
    c. വിദ്യാർത്ഥികളുടെ പുരോഗതി രക്ഷിതാക്കളെ ധരിപ്പിക്കാൻ
    d. എല്ലാ രക്ഷിതാക്കൾക്കും പരസ്പരം പരിചയപ്പെടാ

18. വിദ്യാലയങ്ങളിൽപാഠ്യേതര പ്രവർത്തനങ്ങൾസംഘടിപ്പിക്കുന്നതിന്റെ ആവശ്യകതെയെന്ത്?
    a. പരസ്പര സഹകരണത്തെപ്പറ്റി വിദ്യാർത്ഥികളെ ബോധവൽക്കരിക്കാൻ
    b. വിരസമായ പഠനപ്രവർത്തനങ്ങളിൽ നിന്നും വിദ്യാർത്ഥികൾക്ക് ആശ്വാസം നൽകാൻ
    c. കുട്ടികളിൽ ക്രിയാത്മകമായ മനോഭാവവും കഴിവുകളും വളർത്താൻ
    d. വിദ്യാർത്ഥികളെ ഉത്സാഹമുള്ളവരാക്കാൻ
19. അധ്യാപകനായാൽ നിങ്ങൾ സ്കൂളിൽ എന്തെങ്കിലും പരിപാടികൾ സംഘടിപ്പിക്കുമ്പോൾസമീപനം എപ്രകാരമായിരിക്കും?
    a. പ്രധാനാധ്യാപകൻ ഏൽപ്പിക്കുന്ന ചുമതല മാത്രം നിർവ്വഹിക്കും.
    b. പരിപാടികൾക്ക് ചുമതലകൾ വിഭജിച്ച് നൽകും
    c. ചുറുചുറുക്കുള്ള പരിപാടികൾ സംഘടിപ്പിക്കുകയും പരിപാടികളിൽ ഭാഗഭാക്കാകുയും ചെയ്യും
    d. അധ്യാപനത്തിൽ മാത്രം ശ്രദ്ധിക്കും
20. അധ്യാപനത്തിനാവശ്യമായ സഹായ ഉപകരണങ്ങളും മറ്റും നിങ്ങളുടെ സ്കൂളിൽ ആവശ്യത്തിന് ലഭ്യമല്ലെങ്കിൽ നിങ്ങളെന്തു ചെയ്യും?
    a. അവ സ്വയം തയ്യാറാക്കുകയോ സംഘടിപ്പിക്കുകയോ ചെയ്യും
    b. പ്രാധാനാധ്യാപകനെ ഇവയുടെ ആവശ്യകതയെപ്പറ്റി ധരിപ്പിക്കും
    c. അധ്യാപന സഹായോപകരണങ്ങൾ ലഭ്യമല്ലെന്ന് കുട്ടികളെ ബോധി പ്പിക്കും
    d. ആവശ്യമായ സാധനസാമഗ്രികൾ ലഭ്യമായതിന് ശേഷം പഠിപ്പിക്കും
21. ഡി.എഡ് കോഴ്സ് പ്രവേശനം കിട്ടിയില്ലായിരുന്നുവെങ്കിൽ നിങ്ങൾ എന്തുചെയ്യുമായിരുന്നു?
    a. അധ്യാപകനാകാനുള്ള വഴികൾക്കായി ശ്രമിച്ചുകൊണ്ടേയിരിക്കും
    b. ഡി.എഡ് കോഴ്സിന് ചേരാനുള്ള ആഗ്രഹം ഉപേക്ഷിക്കും
    c. വേറെ ഏതെങ്കിലും കോഴ്സിന് ചേരും
    d. പഠനം നിർത്തി ഏതെങ്കിലും ജോലിക്ക് പോകും
22. നിങ്ങൾ ഒരധ്യാപകനായാൽ നിങ്ങളുടെ ക്ലാസ്സിലെ ഏറ്റവും സമർത്ഥനായ ഒരു വിദ്യാർത്ഥിക്ക് പരീക്ഷയിൽ കുറഞ്ഞ മാർക്ക് കിട്ടിയാൽ നിങ്ങൾ എങ്ങനെ പ്രതികരിക്കും?
    a. ആ വിദ്യാർത്ഥിയെ ആശ്വസിപ്പിക്കുകയും നന്നായി പരിശ്രമിക്കാൻ പ്രോത്സാഹിപ്പിക്കുകയും ചെയ്യും
    b. ആ വിദ്യാർത്ഥിക്ക് കൂടുതൽ മാർക്ക് നൽകും
    c. പ്രധാന അധ്യാപകനെ വിഷയം ധരിപ്പിക്കും
    d. രക്ഷിതാക്കളെ വിവരം അറിയിക്കും

23. നിങ്ങളുടെ ക്ലാസ്സിലെ വിദ്യാർത്ഥി എന്തെങ്കിലും നല്ല ഒരു പ്രവൃത്തി ചെയ്താൽ നിങ്ങൾ എപ്രകാരം പ്രതികരിക്കും?
    a. രക്ഷിതാക്കളെ ഈ പ്രവൃത്തിയെപ്പറ്റി അറിയിക്കും
    b. വിദ്യാർത്ഥിയെ പുകഴ്ത്തിയും കൂടുതൽ നല്ല പ്രവൃത്തികൾ ചെയ്യാനുള്ള പ്രോത്സാഹനം നൽകുകയും ചെയ്യും
    c. വിദ്യാർത്ഥിക്ക് സമ്മാനങ്ങൾ നൽകുകയും മറ്റു അധ്യാപകരോട് ഇതിനെപ്പറ്റി പറയുകയും ചെയ്യും
    d. പഠനത്തിൽ കൂടുതൽ ശ്രദ്ധിക്കുവാനാവശ്യപ്പെടും
24. നിങ്ങളുടെ സ്കൂളിലെ വിദ്യാർത്ഥികൾ സമരം ചെയ്താൽ നിങ്ങൾ എങ്ങനെ പ്രതികരിക്കും?
    a. രക്ഷിതാക്കളെ അറിയിക്കും
    b. പോലീസിനെ അറിയിക്കും
    c. സമര കാരണം മനസ്സിലാക്കി പരിഹരിക്കാൻ ശ്രമിക്കും
    d. സമരം ചെയ്ത വിദ്യാർത്ഥികളെ ശിക്ഷിക്കും
25. നിങ്ങൾ ഒരധ്യാപകനായ ശേഷം എന്തെങ്കിലും വ്യക്തിപരമായ പ്രശ്നങ്ങളുണ്ടെങ്കിൽ അവ എപ്രകാരം നിങ്ങൾ പ്രകടിപ്പിക്കും.
    a. അധ്യാപന പഠനപ്രവർത്തനങ്ങളെ ബാധിക്കാത്തവിധം പ്രശ്നപരിഹാരത്തിനായി ശ്രമിക്കും
    b. പ്രശ്നങ്ങൾ പരിഹരിക്കപ്പെടുംവരെ അവധിയെടുക്കും
    c. സഹപ്രവർത്തകരുമായി പ്രശ്നങ്ങൾ പങ്കുവെക്കുകയും പരിഹരിക്കാൻ സഹായം ആവശ്യപ്പെടുകയും ചെയ്യും
    d. വിദ്യാർത്ഥികളെയും പ്രശ്നങ്ങളെപ്പറ്റി അറിയിക്കും
26. അധ്യാപനത്തെപ്പറ്റിനിങ്ങൾഏറ്റവും കൂടുതൽ മനസ്സിലാക്കുന്നത് എവിടെ നിന്നാണ്?
    a. വിദ്യാർത്ഥികളുമായി ഇടപെടുമ്പോൾ ലഭിക്കുന്ന അനുഭവങ്ങളിൽ നിന്ന്
    b. മറ്റ് മാതൃകാ അധ്യാപകരിൽ നിന്ന്
    c. പ്രിൻസിപ്പാളിൽ നിന്ന്
    d. അധ്യാപകന് പരിശീലന സമയത്തെ അനുഭവങ്ങളിൽ നിന്ന്
27. നിങ്ങൾ ഒരധ്യാപകനായ ശേഷം ക്ലാസ്സെടുക്കുമ്പോൾ പലപ്പോഴും വിദ്യാർത്ഥികൾ നിങ്ങളുടെ ക്ലാസ്സിൽ ശ്രദ്ധിക്കാതെയും ഉത്സാഹമില്ലാതെയും കാണപ്പെട്ടാൽ നിങ്ങൾ എന്ത് നിലപാട് സ്വീകരിക്കും?
    a. മറ്റ് രസകരമായ വിഷയങ്ങളെപ്പറ്റി സംസാരിക്കും
    b. ക്ലാസ്സിൽ നിന്ന് പുറത്തുപോകും
    c. കുട്ടികളോട് ക്ലാസ്സിൽ ശ്രദ്ധിച്ചിരിക്കാൻ പറയും
    d. വ്യത്യസ്തമായ അധ്യാപനരീതി സ്വീകരിക്കും

28. ക്ലാസ്സിലെ ഒരു വിദ്യാർത്ഥി നേരം വൈകിവന്നാൽ നിങ്ങൾ എങ്ങനെ പ്രതികരിക്കും?
    a. രക്ഷിതാക്കളെ ഇതിനെപ്പറ്റി അറിയിക്കും
    b. വിദ്യാർത്ഥിയെ ക്ലാസ്സിലിരുത്തിയതിന് ശേഷം പിന്നീട് കാര്യങ്ങൾ അന്വേഷിക്കും
    c. വിദ്യാർത്ഥിയെ ക്ലാസ്സിലിരിക്കാൻ അനുവദിക്കില്ല
    d. വിദ്യാർത്ഥിയെ മാതൃകാപരമായി ശിക്ഷിക്കും
29. സ്കൂളിലെ ഏറ്റവും പരമപ്രധാനമായ ഘടകം എന്താണ്?
    a. അധ്യാപകൻ
    b. വിദ്യാർത്ഥികൾ
    c. സ്കൂൾ കെട്ടിടം
    d. പ്രിൻസിപ്പാൾ
30. വിദ്യാർത്ഥികൾക്ക് ഗൃഹപാഠം നൽകുന്നതെന്തിന്?
    a. വിദ്യാർത്ഥികളുടെ പഠനാഭിവൃദ്ധി മനസ്സിലാക്കാൻ
    b. വിദ്യാർത്ഥികളിൽ സ്വയം പഠിക്കുവാനുള്ള ശീലം വളർത്തിയെടുക്കാൻ
    c. വിദ്യാർത്ഥികൾ വീട്ടിലിരുന്നും പഠിക്കാൻ
    d. വിദ്യാർത്ഥികൾക്ക് അധ്യാപകൻ പഠിപ്പിച്ച പാഠഭാഗങ്ങൾ മനസ്സിലായോവന്നറിയാൻ
31. വിദ്യാർത്ഥികൾ ഏത് തരത്തിലുള്ള അധ്യാപകനെയാണ് കൂടുതൽ ഇഷ്ടപ്പെടുക?
    a. ആകർഷകമായ വ്യക്തിത്വമുള്ള അധ്യാപകനെ
    b. പഠിപ്പിക്കുന്ന വിഷയത്തിൽ നല്ല അറിവുള്ള അധ്യാപകനെ
    c. വിദ്യാർത്ഥികളെപ്പറ്റി നന്നായി മനസ്സിലാക്കുന്ന അധ്യാപകനെ
    d. രസകരമായി അധ്യാപനം നടത്തുന്ന അധ്യാപകനെ
32. നിങ്ങളുടെ ക്ലാസ്സിലെ വിദ്യാർത്ഥി ചോദിച്ച ചോദ്യത്തിനുത്തരം നിങ്ങൾക്കറിയില്ലെങ്കിൽ നിങ്ങളെന്തുചെയ്യും?
    a. സഹപ്രവർത്തകരായ അധ്യാപകരുടെ സഹായം തേടും
    b. ഉത്തരം റഫർചെയ്ത് പിന്നീട് സഹായം തേടും
    c. വിദ്യാർത്ഥി ചോദിച്ച ചോദ്യം തെറ്റാണെന്ന് പറയും
    d. വിദ്യാർത്ഥിയെ വഴക്കുപറയും

33. പരീക്ഷ അടുത്തെത്തിയിട്ടും പാഠഭാഗം എടുത്തു തീർന്നില്ലെങ്കിൽ ഒരു അധ്യാപകൻ എന്ന നിലയിൽ നിങ്ങളുടെ സമീപനം എന്തായിരിക്കും?
    a. സിലബസ് മുഴുവനാക്കില്ല
    b. പരീക്ഷയ്ക്ക് വരാൻ സാധ്യതയുള്ള പ്രധാന ചോദ്യങ്ങൾ വിദ്യാർത്ഥികൾക്ക് പറഞ്ഞു കൊടുക്കും
    c. കൂടുതൽ സമയം സ്കൂളിൽ ചിലവഴിച്ച് പാഠഭാഗം തീർക്കും
    d. വിദ്യാർത്ഥികളോട് തനിയെ പഠിക്കുവാനാവശ്യപ്പെടും
34. ഒരു വിദ്യാർത്ഥി ക്ലാസ്സിൽ വെച്ച് ബോധരഹിതനായാൽ നിങ്ങൾ ആദ്യം എന്ത് ചെയ്യും?
    a. വിദ്യാർത്ഥിയുടെ രക്ഷിതാക്കളെ വിളിച്ച് കാര്യമറിയിക്കും
    b. പ്രിൻസിപ്പാളിന്റെ അടുത്തുപോയി സഹായമഭ്യർത്ഥിക്കും
    c. വിദ്യാർത്ഥിക്ക് ഫസ്റ്റ് എയ്ഡ് നൽകി ഏറ്റവുമടുത്തുള്ള ഡോക്ടറെ കാണിക്കും
    d. വിദ്യാർത്ഥിയെ വീട്ടിലേക്ക് പറഞ്ഞുവിടും
35. അധ്യാപക ദിനമായി ആചരിക്കുന്നതെന്ന്?
    a. സെപ്തംബർ 5
    b. ഒക്ടോബർ 10
    c. നവംബർ 14
    d. ഡിസംബർ 10
36. വിദ്യാർത്ഥികൾക്ക് പരീക്ഷ നടത്തുന്നതിന്റെ ഏറ്റവും പ്രധാന ലക്ഷ്യമെന്ത്?
    a. വിദ്യാർത്ഥികളുടെ പഠനനിലവാരത്തേയും കഴിവിനേയും കുറിച്ചറിയാൻ
    b. വിദ്യാർത്ഥികളെ റാങ്ക് ചെയ്യാൻ
    c. വിദ്യാർത്ഥികളുടെ നിപുണതകളെക്കുറിച്ചറിയാൻ
    d. അധ്യാപകന്റെ അധ്യാപനരീതിയിലെ ന്യൂനതകളെക്കുറിച്ചറിയാൻ
37. കൂടുതൽ കുട്ടികളുള്ള ക്ലാസ്സിനെ കൈകാര്യം ചെയ്യുമ്പോൾ നിങ്ങൾ എന്തിനാണ് കൂടുതൽ മുൻഗണന നൽകുക?
    a. ക്ലാസ്സിൽ ഡിസിപ്ലിൻ നിലനിർത്താൻ
    b. വിദ്യാർത്ഥികൾക്ക് എല്ലാവർക്കും ആസ്വാദ്യകരമായ വിധത്തിൽ ക്ലാസ്സെടുക്കാൻ
    c. അധ്യാപനത്തിനായി സാങ്കേതികവിദ്യ ഉപയോഗിക്കാൻ
    d. വിദ്യാർത്ഥികളെ ചെറിയ ഗ്രൂപ്പുകളാക്കി തിരിച്ച് പങ്കാളിത്ത രീതിയിൽ പഠിപ്പിക്കുവാൻ

Teaching aptitude test

Response sheet

വിദ്യാർത്ഥിയുടെ പേര് : .....

സ്ഥാപനത്തിന്റെ പേര് : .....

1	a	b	c	d	20	a	b	c	d
2	a	b	c	d	21	a	b	c	d
3	a	b	c	d	22	a	b	c	d
4	a	b	c	d	23	a	b	c	d
5	a	b	c	d	24	a	b	c	d
6	a	b	c	d	25	a	b	c	d
7	a	b	c	d	26	a	b	c	d
8	a	b	c	d	27	a	b	c	d
9	a	b	c	d	28	a	b	c	d
10	a	b	c	d	29	a	b	c	d
11	a	b	c	d	30	a	b	c	d
12	a	b	c	d	31	a	b	c	d
13	a	b	c	d	32	a	b	c	d
14	a	b	c	d	33	a	b	c	d
15	a	b	c	d	34	a	b	c	d
16	a	b	c	d	35	a	b	c	d
17	a	b	c	d	36	a	b	c	d
18	a	b	c	d	37	a	b	c	d
19	a	b	c	d					

APPENDIX 15

FAROOK TRAINING COLLEGE

Research Centre in education

Check list on the physical facilities of elementary teacher education institutes in Kerala

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PART A

Profile of the instituion

Name of institution :

Year of Establishment :

Locality :

Type of Management :

Vision :

Mission :

Website :

PART B

Infrastructural facilities

Sl. no.				Available	Not Available
1	Infrastructure				
		Own building			
		Class room			
			Desk		
			Chairs		
			Table		
			Black board		
			Fan		
			Light		
			Cleaning provision		
			Ventilation		
		Multipurpose hall			
		Multipurpose play field			
		Principals room			
		Staff room			
			Separate room		
			Attached to office room		
			Furniture		
			Adequate furniture		
			Fan		
			Light		
			Mobile or laptop charging facility		
			Printer		
			Internet/Wi-Fi		
		Administrative office			
			Computers		
			Printer/scanner/copier		
			Phone/fax		
			Internet		
			Furniture		
		Store room			
			Text books,		
			stationary items		

		Art and craft room			
			Equipment, raw material, play material for craft		
			Martials for preparation of charts and models		
		Music room			
			Simple musical instruments		
		Drinking water facility			
			Cooler		
			Purifier		
		common rooms			
			men		
			women		
		toilet facility			
			men		
			women		
		Toilet facility for staff			
			Attached to staff		
			men		
			women		
		Water availability in toilets			
		Cleaning facility			
		Canteen			
		Seminar/conference hall			
			Mic/ amplifier/speakers		
			Projector		
			Computer		
			Fan/light		
		Workshop/work experience room			
			Adequate space		
			Equipment for work		
		Visitors room			
			Furniture		
			Fan/light		
		Parking space			
		Open space for lawns gardens			

		Counselling room			
		Power back-up			
		Prayer hall			
		Demonstration School			

Instructional facilities

Sl. no.			Available	Not Available
1	Library			
		Separate library room		
		Electronic publication		
		Educational encyclopaedia		
		Catalogue system		
		Photocopying and scanning facility		
		Computer with internet facility		
		Dictionaries		
2	E-			
3	Furniture of			
		Periodical rack		
		Almira		
		Table		
		Chair		
		Bench		
		Stool		
		Display board		
		Bulletin board		
		Fan/lights		
4	Laboratory			
5	Psychology			
		Separate room psychology lab		
		Sensory motor tests		
		Intelligence tests		
		Aptitude test		
		Personality inventory		
		Interest inventory		
		Projective tests		
		Achievement tests		

		Creativity tests		
6	Educational			
		Separate educational technology lab		
		Computers		
		Internet connection		
		Educational audio programmes		
		OHP		
		Video camera		
		Still camera		
		Film projector		
		Slide projector		
		LCD projector		
7	Computer			
		Separate computer lab		
		Adequate number of computers		
		Internet facility		
		Printer		
		Scanner		
		Copier		
		Seating capacity		
		Wi-Fi connectivity		
		Air-conditioned lab		
		Latest software availability		
8	Science lab			
		Separate science lab		
		Adequate apparatus for science		
		Sufficient chemicals for experiments		
		Specimens		
		Models		
9	Language			
10	Teaching			
		Educational kits		
		Models		
		Play material		
		Puppets		
		Picture books		
		Photographs		
		Blow ups		

		Charts		
		Maps		
		Flashcards		
		Handbooks		
		Pictures		
		Pictorial representation of		
11	Sports and			
		Play ground		
		Games room		
		Adequate sports goods		
		Facilities for yoga		

Support and progression

Sl. no.				**Available**	**Not Available**
1	Students				
		Hostel facility for student			
			Men		
			Women		
		Scholarship for students			
		Medical assistance for students			
		Career guidance for students			
		Stipends for students			
		Transport facility for students			
		Students union			
		Annual tour			
		Important festival celebrations			
		Councillor			
2	Staffs				

		Room for helpers and non-teaching			
		Are there separate quarters for			
			Principal		
			Teachers		
			Administrative staff		
3	College magazine				
4	Association				
		PTA			
		Staff association			
		Students council			
		Alumni			

Governance and Management Practices

			Available	**Not Available**
1	Records maintained in the institution			
		Teachers attendance register		
		Pupils attendance		
		Admission register		
		Fee collection		
		Acquaintance roll		
		Cashbook and ledger		
		Stock book		
		Observation diary		
		Cumulative record		
		Visitors diary		

Innovative practices

		Available	**Not Available**
1	Student's union		
2	Magazine committee		
3	Cultural club		
4	Grievance redressal committee		
5	Literary club		
6	Anti-ragging cell		
7	Academic calendar		
8	Women cell		
9	Extension club		
10	Mathematics club		
11	Social science club		
12	Science club		
13	Health and fitness club		
14	Disability and inclusive education		
15	Nature club		

APPENDIX 16

Details of Elementary teacher education instituions Selected for the Study and the Number of Teacher Educators and Student Teachers and Principals Selected from each institution

Sl. No.	Name of Institution	District	Management	Student Teacher Count(2nd Year)	Teacher Educator Count	Student Teacher Count (1st Year)	Principal Interview
1	MSS TTI, Thazhakkara	Alappuzha	Aided	9	4	8	Yes
2	DIET Chengnnur	Alappuzha	Govt.	2	4	7	Yes
3	Mss TTI, Chettikulangara	Alappuzha	Aided	0	3	0	Yes
4	Govt. TTI, Mavelikkara	Alappuzha	Govt.	24	2	0	Yes
5	Govt.TTI, Alappuzha	Alappuzha	Govt.	41	2	41	Yes
6	TD TTI, Thuravoor	Alappuzha	Aided	30	3	0	Yes
7	MAM TTI, Mukkam	Calicut	Aided	31	3	35	Yes
8	St vincent colony TTI	Calicut	Unaided	30	4	0	Yes
9	Govt. TTI for men, Calicut	Calicut	Govt.	30	3	0	Yes
10	Govt. TTI (women), Calicut	Calicut	Govt.	33	2	22	Yes
11	AWH TTI, Calicut	Calicut	Unaided	19	3	0	Yes
12	KMO TTI, Koduvally	Calicut	Unaided	37	2	47	Yes

13	KMCT TTI, Calicut	Calicut	Unaided	13	4	29	Yes
14	Farooq ITE	Calicut	Unaided	37	3	36	Yes
15	DIET, Calicut	Calicut	Govt.	6	0	0	Yes
16	St. Joseph TTI	Ernakulum	Aided	0	0	19	Yes
17	DIET, Ernakulam	Ernakulum	Govt.	16	3	16	Yes
18	TD TTI, Mattanchery	Ernakulum	Aided	16	3	19	Yes
19	St.albertsTTI	Ernakulum	Aided	17	3	0	Yes
20	Govt. TTI, Muvattupuzha	Ernakulum	Govt.	23	1	0	Yes
21	SDPY TTI, Palluruthy	Ernakulum	Aided	17	0	0	No
22	OL TTI, Thoppumpady	Ernakulum	Aided	5	0	0	Yes
23	Govt.TTI, Edappally	Ernakulum	Govt.	15	0	21	No
24	Govt. TTI, cheruvatoor	Ernakulum	Govt.	16	2	15	Yes
25	DIET Thodupuzha	Idukki	Govt.	28	1	0	Yes
26	Al-azhar TTI, Todupuzha	Idukki	Unaided	29	4	15	Yes
27	Govt. TTI for women, Kannur	Kannur	Govt.	21	0	19	Yes
28	Govt. TTI for Men, kannur	Kannur	Govt.	22	1	19	Yes
29	Govt. TTI, Mathamangalam	Kannur	Govt.	0	0	0	No
30	DIET, Kannur	Kannur	Govt.	30	3	0	Yes
31	Sn TTI, Neeleswaram	Kasaragod	Aided	18	3	18	Yes
32	DIET, Kasaragod	Kasaragod	Govt.	31	0	0	Yes
33	SNTTI Karunagapally	Kollam	Aided	16	2	25	Yes

34	DIET Kottarakkara	Kollam	Govt.	16	3	28	Yes
35	IHM TTI	Kollam	Aided	18	3	21	Yes
36	St George TTI, Chowallur	Kollam	Aided	28	0	21	No
37	Kastruba TTI, Thevally	Kollam	Unaided	18	2	17	No
38	Govt. TTI, Kollam	Kollam	Govt.	26	2	0	Yes
39	Fathima memorial TTI	Kollam	Unaided	5	2	10	Yes
40	CF TTI, Kottiyam	Kollam	Aided	29	1	0	Yes
41	CNI TTI, Chungam	Kottayam	Aided	20	4	25	Yes
42	Govt. TTI, Ettumanoor	Kottayam	Govt.	18	3	29	Yes
43	St. Joseph TTI, Mannanam	Kottayam	Unaided	22	3	0	No
44	Govt. TTI,	Kottayam	Govt.	17	2	18	Yes
45	St.thomas TTI, Pala	Kottayam	Unaided	15	2	25	No
46	NSS TTI, Edamattom	Kottayam	Aided	19	5	0	Yes
47	DIET, Pambady	Kottayam	Govt.	0	0	26	No
48	St.thomas TTI, Pala	Kottayam	Aided	16	0	0	Yes
49	MIO TTI, kondotty	Malappuram	Unaided	28	2	0	No
50	SSMO thirurangadi	Malappuram	Aided	10	0	0	No
51	Farooq TTI, Kottakkal	Malappuram	Unaided	38	4	36	No
52	JN TTI, Edavanna	Malappuram	Unaided	24	2	0	No
53	RM TTI, Valanchery	Malappuram	Aided	17	1	0	Yes

54	DIET, BP angadi, Thirur	Malappuram	Govt.	34	1	0	Yes
55	Sevamandir TTI,	Malappuram	Unaided	12	3	0	Yes
56	JTI TTI, Thirur	Malappuram	Unaided	17	0	33	No
57	TTKM TTI, Kottakal	Malappuram	Unaided	20	3	32	Yes
58	Sulla muslan TTI	Malappuram	Unaided	26	3	43	Yes
59	JS TTI, pulikkal	Malappuram	Unaided	17	1	0	No
60	Devaki amma memorial TTI, Malapuram	Malappuram	Unaided	38	3	0	No
61	LSN TTI, ottappalam	Palakkad	Aided	26	4	28	Yes
62	Govt. TTI, (w) Kalpathy	Palakkad	Govt.	17	3	0	No
63	GSS TTI, Perur	Palakkad	Aided	17	2	13	Yes
64	Nenmara TTI	Palakkad	Unaided	31	4		Yes
65	Guards TTI, Kuzhalmannam	Palakkad	Unaided	14	0	2	No
66	ASMM TTI, Alathur	Palakkad	Aided	31	2	0	No
67	DIET Anakkara	Palakkad	Govt.	35	2	35	Yes
68	St.thomas TTI, Thiruvalla	Pathanamthitta	Aided	24	2	23	No
69	DIET Thiruvalla	Pathanamthitta	Govt.	16	3	0	Yes
70	PMV TTI, Peringara	Pathanamthitta	Aided	12	2	5	No
71	NSS TTI, Othera	Pathanamthitta	Aided	3	2	0	Yes
72	KVM TTI,	Pathanamthitta	Aided	4	2	18	Yes
73	AM TTI,	Pathanamthitta	Aided	5	2	0	No
74	NSS TTI,	Pathanamthitta	Aided	2	3	11	Yes
75	DIET Ramavarmapuram	Thrissur	Govt.	23	2	24	Yes
76	JPE TTI, koorkanchery	Thrissur	Aided	17	3	0	Yes

77	St. Joseph TTI, kuriachira	Thrissur	Unaided	20	0	0	No
78	LC TTI, Irinjalakuda	Thrissur	Aided	23	1	0	Yes
79	Christ king convent TTI, Pavartty	Thrissur	Aided	22	1	25	No
80	St. Joseph TTI, Pavartty	Thrissur	Unaided	12	2	5	Yes
81	SN TTI, Irinjalakuda	Thrissur	Aided	0	0	0	Yes
82	Govt.TTI, Chalakkudy	Thrissur	Govt.	4	1	0	No
83	MO TTI, Perumbilav	Thrissur	Unaided	23	0	0	Yes
84	St. Joseph TTI, Karukutty	Thrissur	Unaided	12	1	0	No
85	Govt. TTI, Panamaram	Wayanad	Govt.	28	1	32	No
86	Valumel TTI	Wayanad	Unaided	55	5	0	No
87	DIET, Wayanad	Wayanad	Govt.	30	1	0	Yes
88	Mar Baselious TTI	Wayanad	Unaided	12	0	18	Yes
89	PTM TTI	Trivandrum	Unaided	0	0	43	Yes
90	Govt TTI, Mannarcad	Trivandrum	Govt.	22	2	16	Yes
91	Govt TTI,	Trivandrum	Govt.	23	1	0	No
92	DIET Attingal	Trivandrum	Govt.	24	3	28	Yes
93	Thunjan Smaraka TTI	Trivandrum	Unaided	8	1	0	Yes
94	Ezhuthachan TTI,	Trivandrum	Unaided	4	1	0	No
95	BNV TTI	Trivandrum	Unaided	4	1	0	No
96	CSI TTI, Amaravila	Trivandrum	Unaided	11	1	0	No
97	Indian ITE, Kilimanoor	Trivandrum	Unaided	0	1	5	Yes
			Total	1828	185	1127	66

APPENDIX 17

Details of Mentors of Practise Teaching School Taken for The Study

Sl. No.	Institute	District	Management	Locality	Mentor count
1	YLM LPS, Keezhatingal	Trivandrum	Aided	Rural	6
2	GBVUPS,Keezhathingal	Trivandrum	Government	Rural	2
3	Govt. Town UPS, Attingal	Trivandrum	Government	Rural	7
4	DIET school, Thiruvananthapuram	Trivandrum	Government	Rural	10
5	KVSNDPUPS, Kollam	Kollam	Aided	Rural	7
6	Balikamariyam L.P.S Kollam	Kollam	Aided	Urban	8
7	Little flower LPS, Kadappakada	Kollam	Aided	Urban	4
8	KVUPS,Kollam	Kollam	Aided	Urban	10
9	Govt.TTI, Kollam	Kollam	Government	Urban	7
10	GHSS, Koyikal	Kollam	Government	Urban	6
11	Govt.UP school,Kadapra	Pathanamthitta	Government	Urban	3
12	DIET UP school,Thiruvalla	Pathanamthitta	Government	Urban	5
13	Govt. LPS, Kavumbhagom	Pathanamthitta	Government	Urban	7
14	SCSE ALP school, Thiruvalla	Pathanamthitta	Aided	Urban	3
15	GHS, Nedumbrom	Pathanamthitta	Government	Urban	6
16	Yogakshemam Govt.LPS,thiruvalla	Pathanamthitta	Aided	Rural	3
17	Govt. TDLPS, Thuravoor	Alappuzha	Government	Rural	10
18	SNLPS, Ezupunna	Alappuzha	Aided	Urban	3

19	Panchayath LPS Thuravoor	Alappuzha	Governm ent	Urban	3
20	Govt. LPS, Thuravoor	Alappuzha	Governm ent	Urban	4
21	Govt.UP school, Changaram	Alappuzha	Governm ent	Urban	8
22	GUPS, Thuravoor	Alappuzha	Governm ent	Urban	6
23	Govt. LPS, Kodamthuruth	Alappuzha	Governm ent	Urban	3
24	Govt.TTI, Ettumanoor	Kottayam	Governm ent	Urban	6
25	GVHSS, Ettumanoor	Kottayam	Governm ent	Rural	6
26	St.mary's LP school, Athirampuzha	Kottayam	Aided	Urban	10
27	St.aloysiousLPS, Athirampuzha	Kottayam	Aided	Urban	4
28	St.aloysiousHSS, Athirampuzha	Kottayam	Aided	Urban	9
29	CMS HSS,Kottayam	Kottayam	Aided	Rural	4
30	Govt. HS for girls, Ettumanoor	Kottayam	Governm ent	Rural	4
31	GLPB,Thrikkalathoor	Idukki	Aided	Rural	4
32	St. Joseph UPS,Chungam	Ernakulu m	Aided	Rural	7
33	St.Mary's LPS, Kanjoor, Ernakulam	Ernakulu m	Governm ent	Rural	8
34	GHSS,Pezhakkappilly	Ernakulu m	Governm ent	Rural	4
35	Govt. UPS,Keezhillam	Ernakulu m	Governm ent	Rural	6
36	St.JosephG.H.S,Chengal	Ernakulu m	Aided	Rural	15
37	SHCGLPS,Chalakudi	Thrissur	Aided	Rural	5
38	SHCGHSS,Chalakudy	Thrissur	Governm ent	Rural	11
39	M A M H S,Koratty	Thrissur	Aided	Rural	5
40	KECUPS, Potta Thrissur	Thrissur	Aided	Rural	13
41	AUP School, Kanniampuram	Palakkad	Aided	Rural	5

42	AUP School, Manisseri	Palakkad	Aided	Urban	16
43	AUPS,Varode, Ottapalam	Palakkad	Aided	Urban	5
44	MSVMUP School, Chunagad	Palakkad	Aided	Urban	4
45	GHSS Ottapalam East	Palakkad	Governm ent	Urban	8
46	Govt. UP School, Thenjipalam	Malappura m	Governm ent	Rural	4
47	BTM A.M. UPSchool, Pengad	Malappura m	Aided	Rural	5
48	A.U.P.S,Peringave	Malappura m	Aided	Rural	3
49	Vative AUP School, Malapuram	Malappura m	Aided	Rural	8
50	Vennayur AUPB School	Malappura m	Aided	Rural	4
51	AUP School, Kodakkad	Malappura m	Aided	Rural	6
52	AUP School, Thiruthi	Malappura m	Aided	Rural	7
53	AUP School, Azhinhlam	Malappura m	Aided	Rural	5
54	Thenhipalam AUP School	Malappura m	Aided	Rural	7
55	BMO UP School Karuvanthuruthy	Calicut	Aided	Rural	6
56	Ramanattukara Govt. Up School	Calicut	Governm ent	Rural	5
57	Ganapath AUP School	Calicut	Governm ent	Rural	7
58	GHVHSSchool, Feroke	Calicut	Governm ent	Rural	1
59	GSVHSSchool, Feroke	Calicut	Governm ent	Rural	4
60	GUPS Beenachi Sulthan Bathery	Wayanad	Governm ent	Rural	9
61	Assumption AUP School, Sulthan Bathery	Wayanad	Aided	Rural	11
62	Puzhathy North UP School, Kottali	Kannur	Aided	Rural	2

63	GUPS,Muzhathadam, Kannur	Kannur	Governm ent	Rural	3
64	Govt. LPSchool, Kalliassery	Kannur	Governm ent	Rural	2
65	South UPS,Kalliasseril, Kannur	Kannur	Aided	Rural	1
66	GUPS,Puzhuthi, Kannur	Kannur	Governm ent	Rural	13
67	AE AUPBSchool	Kannur	Aided	Rural	1
				Total	404

PUBLISHED RESEARCH PAPERS

LIST OF PUBLISHED ARTICLES

Sr. no	Title	Journal & Year, Volume, pages	Publisher, Date of Publication, (doi, if any)	ISSN & Indexed by
1	Challenges of elementary teacher education in Kerala with special reference to quality	SCHOLARS WORLD, January 2017, Volume V, Issue 1.	Maaz Publications,	Online ISSN-2320-3145, Print ISSN-2319-5789
2	Infusion of Techno Pedagogy In Elementary Teacher Education Curriculum: Perspectives And Challenges	IOSR Journal of Humanities And Social Science (IOSR-JHSS), Volume 22, Issue 1, Ver. 1 (January 2017) PP 06-10	www.iosrjournals.org	e-ISSN: 2279-0837, p-ISSN: 2279-0845
3	Teaching Aptitude of Elementary Teacher Trainees in Kerala	International Journal of Education and Psychological Research (IJEPR), Volume 5, Issue 4, December 2016	www.ijepr.org	2279 - 0179
4	Improving professionalism among Elementary Teacher Trainees and Educators to meet Global Challenges	Journal of Studies in Teacher Education, 2014 , volume 7-p(41-47)	GCTE, Kozhikode, June 2014	2229-502 X
5	Enhancing excellence and addressing the issues and challenges for quality teacher education	Scholarly research journal for inter disciplinary studies. SEPT-OCT 2016, VOL-4/26	www.srjis.com	2278-8808

6	Essential FOSS Tools for Effective Integration of ICT in Elementary Teacher Education Curriculum	Research demagogue, Volume III, Issue I, October 2016, 82-85	www.ycjournal.net	2350-1081
7	Web based learning in teacher education with special emphasize on blogs	Research tracks, Special issue, Jan-June, 2016	Sri sarada college of teacher education, Salem,	2347-4637
8	Integration of health and physical education; Review of elementary teacher education curriculum of Kerala	Edu-reflection, Volume 4, issue 1	DIET-Palakkad	2321-3957
9	Integration of ICT in teacher education; A Review on existing elementary teacher education curriculum of Kerala	Educational herald, Volume 2, issue 2.	Sabari College of education Puducheri	2278-912X

LIST OF EDITED BOOK

1	Infusion of techno pedagogic skills; A review of teacher education curriculum of Kerala	ICT enabled education, Dr. P.S. Sridevi	APH, publishing co-operation	ISBN 978-93-85876-62-2
2	Perception of student teachers on quality concerns in elementary teacher education program in Kerala	Pedagogy of Teacher education, trends and challenges, Dr.. Mumtaz	Farook training College	ISBN 978-93-5267-009-3

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Challenges of elementary teacher education in Kerala with special reference to 'Quality'

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Abstract:

Quality of teacher education is an integral part of the quality of education system. Quality of teacher education would largely depend on the effectiveness of teacher education institutions. This paper tries to gather quality insight of elementary teacher trainees, teacher educators and D.Ed. college principals in Kerala through questionnaires and interview schedule on "quality concerns on elementary teacher education programme" prepared by the investigator. The sample consists of 500 elementary teacher trainees and 45 elementary teacher educators and 20 D.Ed. principals from 5 districts of Kerala. The survey questions were prepared to identify the opinion of elementary teacher trainees, teacher educators and D.Ed. college principals of Kerala about the quality challenges faced by them. The result of this study will reveal the real quality challenges and the current quality of elementary teacher education system.

Keywords: Quality, Elementary teacher education, Challenges.

Introduction:

Plethora of elementary teacher education institutions in the state gives training for a number of pre-service teachers every year. Even, after several decades since independence, education system in Kerala is still under the clouds of concern over the quality. Almost all the commissions and committees established after independence of India have expressed unanimously that quality of teacher education can be the right solution to achieve objective of education and the prosperity of nation and national integrity. In Kerala, during last few years, elementary teacher education system is fighting with a series of critical issues. National curriculum framework 2009 suggested several modifications for the elementary teacher education curriculum, including the increasing the minimum qualification of teacher trainees and teacher educators. State also made modification in the syllabus based on the same. But the bigger question is how far the elementary teacher education system is successful in the implementation these changes.

Singh (2005) commented that, India had been facing the challenge of paramount expansion of education system including teacher education. During 2002-03, there were about 5.5 million teachers in India. The admission in teacher education institutions was more than 2,00,000 every year and the number had gone too high. There were approximately 2000 teacher education institutions during 2000-03. The reason behind this fast rate expansion is because of privatization of teacher education. There were twelve types of teacher education courses being run in these institutions. Up to 2005, around 180 teacher education institutions have been accredited by NAAC with the assigned grade ranging from C+ to A+. However, the teacher education institutions quality had suffered much with rapid expansion both in number and size.

K.S.V. Nair (2003) in his study tried to reveal the problems and prospects of secondary teacher education in Kerala. The selection procedure of student teachers and the procedure for appointment of teacher educators were found defective. The investigator pleads for the lengthening of the duration of the course

R.K. Nair (2003) reported that the student teachers of primary teacher education institutions face numerous problems regarding teaching practice, curriculum, availability of time, library and laboratory facilities and co-curricular activities.

George (2006) conducted a study on the government, aided and unaided teacher training institutes in Kottayam district of Kerala and revealed that majority of these institutions are not equipped with satisfactory infrastructural facilities and instructional resources.

NCTE identified many regulations, in-order to improve the quality of elementary teacher education system. But the reality is, most of the elementary teacher education institutions in Kerala lacks even basic facilities. The current article tries to investigate the quality challenges faced by the elementary teacher education system through collecting the opinion from trainee's teachers and principals of the D.Ed. colleges.

Quality of teacher education:

The success of a student depends mostly on the quality of the teachers from whom he/she learns. with the advent of global and electro accelerated reforms raising the quality of teachers in par with the demands has become a major concern and challenging for the policy makers, universities and colleges and this responsibility is burdened further on the colleges of teacher education, and the public in general. The question of quality assurance and relevance gained some urgency as a result of NPE (1986). Quality assurance needs to be pursued in all fields of education particularly teacher education by finding empirical basis for relevant and efficient teacher preparation programme. It is in this context, the research in this areas explores not only what exists today but what is required for the future become a priority.
Teachers are the greatest assets and backbone of any education system. The National Policy of Education 1986 rightly accepted the influence of teachers in these words, "The status of the teacher reflects the socio cultural ethos of a society. It is said that no people can rise above the level of its teachers" Teacher quality is therefore crucial and has been globally accepted to be significantly associated with the quality of education in general and students learning outcomes in particular. The role of Teacher Education Institutions in providing quality teachers for national development is well established, by providing the teachers with the opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity and equipping them with specialized knowledge and skills to help the young learners to tackle these problems. The most effective way to develop quality teachers in a dynamic and changing environment is to begin with a well-developed pre-service teacher education programmes and with continuous professional development opportunities. Teacher education Institutions play an important role in shaping the destiny of the country. The success of any educational system depends largely on a sound programme of teacher education and quality of teachers produced by Teacher Education Institutions. It is important that the right kinds of teachers are engaged in the teaching profession with the best possible training to ensure students achievement and progress. (Aggarwal, 1988). Hence enhancing the quality of teacher education programme to ensure quality education is the need of the hour. The existing teacher education programme however is not being considered adequate to meet the demand for quality education
Teacher education is the process of providing teachers and potential teachers with the skills and knowledge necessary to teach effectively in a classroom environment. Quality of education plays important role in the process of development of nations. Hence, quality concerns in education are national priorities for all nations. The dimensions of quality in education include achieving pre-determined targets and objectives. Enlightened, emancipated and empowered teachers lead communities and nations in their march towards better and higher quality of life. They reveal and elaborate the secrets of attaining higher values in life and nurture empathy for the fellow beings. They not only disseminate knowledge but also create and generate new knowledge. They are responsible for acculturating role of education.

Quality indicators of teacher education:
NAAC has identified the following seven quality criteria's as the basis for its assessment and accreditation of teacher education institution with an assumption that these seven criteria encompass all the processes of an institution:
Curricular aspects:
This aspect requires information on how the curriculum design of the institution offers diversity and flexibility to trainees and teacher educators. It also seeks information on the practices of the institution in initiating and redesigning teacher education courses that are relevant to the regional and national needs
Teaching Learning and evaluation:
This criterion deals with the efforts of the institution in providing appropriate teaching-learning experiences through curriculum transaction to trainees. It also looks at the adequacy and competency of the faculty who handle the various programmes of study as well as the efficiency of the evaluation

methodology of the institution. Besides, this criterion deals with educational innovation, attainment of specific mission and goals, plan for institution growth in future.

Research, consultancy and extension:

This aspect seeks information on the activities of the institution with reference to research, development and extension. It also deals with the facilitating aspects of the institution to promote research, development and extension related activity and their outcomes.

Infrastructure and Learning Resources:

This aspect requires data on the adequacy and optimal use of the facilities available in the institution to maintain the quality of the academic and other aspects of the campus life. It also seeks information on how every constituent of the institution – teacher trainees, teachers and staff, benefit from these facilities.

Student Support and Progression:

The highlights of this criterion are the efforts of the institution to provide the necessary assistance for good student experiences in the campus and to facilitate their progression. It also seeks information on the student and alumni profiles.

Governance Leadership and management:

This criterion requires data on the policies and practices of the institution in the matter of planning, human power requirement, recruitment, training, performance appraisal and finance management.

Innovative Practices:

This aspect deals with Internal Quality Assurance System Inclusive Practices Stakeholder relationships

Objectives:

- To understand teacher trainees and teacher educator's opinion about quality aspects and challenges of elementary teacher education programme in Kerala
- To know the opinion of principals of D.Ed. centres about quality aspects and challenges of elementary teacher education programme in Kerala
- To list down the suggestions of the teacher trainees, teacher educators and principals of elementary training colleges in order to improve the quality of elementary teacher education programme

Methodology:

The method used for the study was survey and the type of sampling followed was Random purposive sampling. Data were collected from 500 elementary teacher trainees and 45 teacher educators and 20 principals from 20 elementary teacher training institutes covering Malappuram, Calicut , Trissur and Palakkad districts of Kerala.

For collecting data, the investigator developed and used the following tools

- Questionnaire on status and challenges of elementary teacher education programme for teacher trainees
- Questionnaire on status and challenges of elementary teacher education programme for teacher educators
- Interview schedule for principals on status and challenges of elementary teacher education programme

Discussion and results:

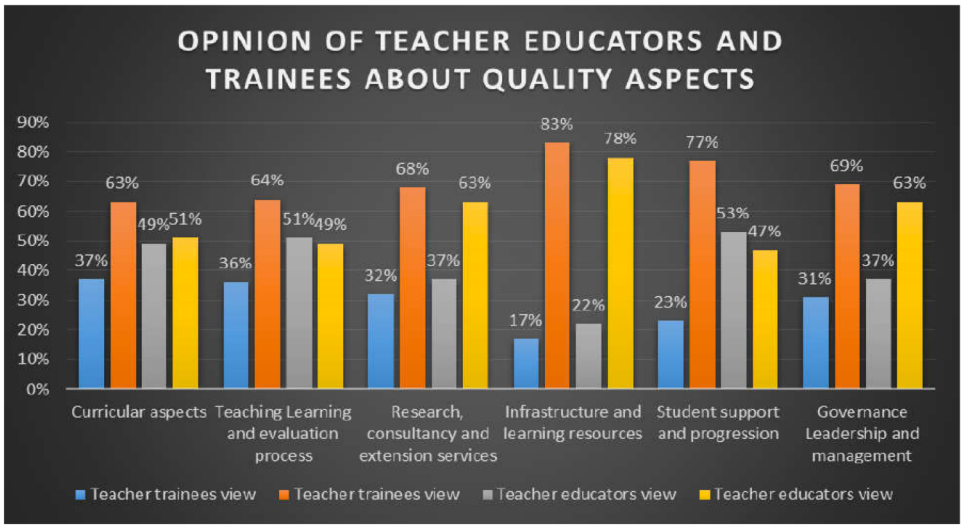
In order to understand the challenges that comes in the way of quality assurance certain quality indicators are to be considered. In this paper investigator tries to gather opinion of elementary teacher educators and teacher trainees on major six quality parameters selected from NAAC and NCTE norms for teacher training institutes. The major six quality parameters selected for the study includes

- Curricular aspects
- Teaching Learning and evaluation
- Research, consultancy and extension
- Infrastructure and learning resources
- Student support and progression
- Governance Leadership and management

Table I: Teacher trainees and teacher educators view on major quality aspects of elementary teacher training

ITEM	Teacher trainees view		Teacher educators view	
	Adequate	Inadequate	Adequate	Inadequate
Curricular aspects	37%	63%	49%	51%
Teaching Learning and evaluation process	36%	64%	51%	49%
Research, consultancy and extension services	32%	68%	37%	63%
Infrastructure and learning resources	17%	83%	22%	78%
Student support and progression	23%	77%	53%	47%
Governance Leadership and management	31%	69%	37%	63%

Graph I: opinion of teacher educators and teacher trainees about quality of elementary teacher education programme



The above results show that teacher trainees are not satisfied with the quality of elementary teacher training in Kerala. Teacher educators think Teaching, learning, student support and progression have adequate quality. Teacher educators shares same view with teacher trainees in case of curricular aspects, research, consultancy, extension services, infrastructure, Governance, leadership and management. Following are the abstract view of the teacher trainees and teacher educators on the quality aspects of elementary teacher training in Kerala.

- Teacher educators and teacher trainees agree on the fact that, quality improvement is necessary for feedback mechanism and Institution-school-communication in curriculum design and planning.
- Teacher trainees are somewhat satisfied with evaluation scheme but they are disappointed in the quality of professional development programs, teaching-learning innovations, appraisal techniques and personality development programs in elementary teacher training institutes. As per teacher trainee perspective there is a deep void in quality aspects of curriculum transaction and evaluation.
- Teacher educators think research related activities are highly in adequate in their institutes while extension activities like contribution to NGO's, GO's, NSS and NCC are somewhat enough. But teacher trainees evaluate as extension activities are very few in their training college.

- Teacher educators are not satisfied with the availability and optimal use of infrastructural facilities also, majority of teacher trainees opined that the availability and quality of infrastructural facilities in the institutions were not satisfactory.
- Teacher educators view on student support and progression is of average quality except placement services, but teacher trainees think otherwise. As per teacher trainees, quality improvement is required for feedback mechanism, counselling, placement assistance and recreational facilities in their teacher training centre.
- Trainees and trainers are mostly not satisfied with quality of organization management, except teachers think faculty recruitment; welfare and collaboration with SCERT, NCERT and NIEPA are satisfactory.

D.Ed. principals view on status and challenges of elementary teacher education programme in Kerala:

Based on the interviews conducted with the heads of elementary teacher training institutes, following issues or challenges are existing in current elementary education system.

- The curriculum is too difficult to complete in the prescribed time.
- Current curriculum gives more importance to theory over practical.
- Proper study materials are not available.
- Teaching aptitude of recently joining teacher trainees is all time low in the history of this course.
- The curriculum increases the burden on teacher educators.
- With current strength of teacher educators in Teacher training institutes, most of the teacher educators has to handle multiple subject, even some subjects they are not familiar with.
- The ICT facilities available in the teacher training institutes are inadequate.
- Most of the teacher educators unhappy with their wages.
- Local governing bodies are neglecting teacher training institutes.
- Trainings given by DIET and SCERT are not enough to fulfil the requirements in the latest curriculum.
- Quality of public education system is very low, which is directly reflected on the quality of trainees.
- The majority of people in the society treats public education system and syllabus in Kerala is not adequate.
- Elementary teacher training institutions are the most neglected area of education neglected by the governing bodies of education in the state.
- Number of students available in the practicing schools is very less, which is deeply impacting the quality of practice teaching.
- The frequent syllabus changes in the public education system in Kerala, contributed in lowering the quality of education system.
- The valuation system of secondary and education system in Kerala is too liberal that, it is passing the students they are not able to read and write properly.

Suggestions for enhancing the quality of elementary teacher education programme:

Teacher educators and prospective teachers are not confident about the quality aspects of their institution. To save elementary teacher education system from deterioration of quality, should act swiftly. The following suggestions, investigator formulated based on the study will help the quality assurance of our elementary teacher education institutions.

- The method of teaching in the teacher education institutions should be reorganized according to the changing demand of education system and innovative measures should be introduced.
- The admission procedures of D.Ed. course should be completely restructured so that only those who have aptitude of teaching are able to take admission in this course as the increasing number of colleges of D.Ed. has made this course accessible for everybody.
- Now a day the number of self- financing colleges are mushrooming like shops and they have made it as their money making factory which detrimental for education in future. Therefore, for regular inspection should be done to ensure quality in teacher education. The affiliating bodies for teacher education should frame such parameters which can enhance the teacher education program in qualitative aspect rather than quantitative aspect.

- The training or the teaching practice of teacher trainees held in the school should be closely associated with teaching staff in education collages in planning the content to be covered and method to be used by the teacher trainees to have useful implications for school rather than disturbing their routine schedule. Moreover, the real teaching practice should be supervised by the teachers in a systematic way so that it fulfils the objectives of teacher training.
- The whole system of education is changing at a greater speed. The teacher education department should conduct research on teaching curriculum and evaluation procedure in the regular university departments.
- Teacher educators must be well qualified and experienced with language proficiency. Teacher educators to be trained in the use of ICT.
- Professional development of teacher educators should be given more importance Refresher course should be organized frequently for teacher educators.
- Availability and condition of infrastructural and instructional facilities should be improved.
- The declining number of students in government schools also badly impacting the quality of practice teaching. Government should take necessary steps for attracting more students to government schools.

Conclusion:

From the current investigation it is clear that the elementary teacher education system in Kerala is suffering series of critical quality challenges, starting from the quality of freshly joined student teachers, in adequate qualification of teacher educators, to disregard from the governing bodies. With liberalisation and globalisation of economic activities, the demand for teacher education having quality at nationally and internationally acceptable standards has increased. Quality is not an act; it is a habit. It generally signifies the degree of excellence. Quality process should begin very early in the teacher training institutions to nurture qualified professional teachers. Based on the opinion of our teacher educators and trainees, we need to improve quality from recruiting faculty, selecting students to implementing modern managerial practices in institutions. Collective efforts from NCTE, SCERT, managers, principals, teacher educators and teacher trainees will undoubtedly improve the quality of our elementary teacher education system. Qualified professional teachers from good quality institutions will contribute greatly in building an excellent elementary education system as well.

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Infusion Of Techno Pedagogy In Elementary Teacher Education Curriculum: Perspectives And Challenges

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Abstract : - Acquiring techno-pedagogical proficiencies will make teaching and learning a pleasurable exercise *as it* would minimize the pressure on the teachers and enable the students to delve deeper into domain of knowledge. Teacher education curriculum is responsible for imparting such abilities to modern teachers. This paper is an effort to review newly revised and restructured elementary teacher education curriculum of Kerala for contents to improve techno pedagogical skills of student teachers. And the paper will try to perform analysis on the effectiveness of the current contents enabling techno pedagogical skills, in the teacher education curriculum of Kerala and also, it will try to identify the challenges in transaction of technological contents in current syllabus. Despite the existing contents for enabling techno pedagogical skills, there are still many areas need improvement, the paper will also provide suggestions for further development in those sections.

Keywords - *infusion, techno pedagogy, elementary teacher education curriculum*

I. INTRODUCTION

During last few decades the educational scenario is undergoing a paradigm shift in teaching techniques with the introduction of information and communication technologies. Teaching, hard to imagine theories with the help of simulations and other such ICT enabled methods is becoming very common. For inculcating such things in the classroom activities, teachers have to become techno-pedagogue. Imagine teachers teaching theories, by giving up the mechanical approach and making it interesting by simulating problems and finding solutions to such imaginary issues. Teachers with appropriate techno-pedagogical skills can make teaching a pleasurable experience without feeling much of pressure. Transformation from teachers to techno-pedagogue would not only increase the capability of the teachers but would also widen the knowledge base of students so as make them competitive in the international arena. It will be interesting to know; how present teacher education curriculum will motivate and facilitate pre-service teachers to evolve as a techno-pedagogue. This paper will review elementary teacher education curriculum in Kerala with that motive.

Beaudin and Hadden (2004) revealed in their study that techno-pedagogical skill helps the students for further development, accomplishment of learning outcomes and preserve the context of designing classroom based resources through the use of ICT by the teachers. Therefore, techno-pedagogy method was an essential component of teacher education. Koehler and Mishra (2005) found in their study that better teaching was not simply adding technology rather the introduction of technology causes the representation of new concepts and needs developing sensitivity to the dynamic, transactional relationship among technology, pedagogy, content and knowledge. The National Curriculum Framework (2005), identified that "ICT if used for connecting children and teacher with scientist working in universities and research institutions would also help in demystifying scientist and their work". However, research findings have shown that there exist socio-economic, cultural, time and geographical blockades for people who wish to pursue higher education. Innovative use of Information and Communication Technology can possibly solve this problem (Bhattacharya and Sharma, 2007). Techno-pedagogical knowledge carried out based on to increase the effectiveness of learning and teaching process for professional development by technology integration (Archambault & Crippen, 2009; Cox & Graham, 2009). The National Curriculum Framework (2009) stated that "ICT can be imaginatively drawn upon for professional development and academic support of the pre-service and in-service teachers." Lee and Tsai (2010) found that meaningful use of ICT in the classroom demands the teachers to integrate technological affordances with pedagogical approaches for the specific subject matter to be taught. Yurdakul (2011) exposed in his study that pre-service teachers need to provide opportunities to get practical knowledge and skills to use current technology during their training process. For that courses techno-pedagogical knowledge need to be added in teacher training programs. The technology centers in teaching and learning must be started in higher education institution.

Report of the working group on higher education for the XII five-year plan (2011), entitled that "Information and Communication Technology is a mission mode project to provide connectivity, valuable

content and low cost computing devices to all the Institutions of higher learning in the country. A National Knowledge Network will interconnect all universities, libraries, laboratories, hospitals and agricultural institutions for sharing data and computing resources across the country over a high-speed information network having gigabit capabilities. Every teacher should understand how to use technology, pedagogy and subject area content effectively in their daily classroom teaching. It is clear that merely introducing technology to the educational process is not sufficient. One must ensure technological integration since technology by itself will not lead to change. Rather, it is the way in which teachers integrate technology that has the potential to bring change in the education process. For teachers to become fluent in the usage of educational technology means going beyond mere competence with the latest tools to developing an understanding of the complex web of relationships among users, technologies, practices, and tools. Teachers must understand their role in technologically-oriented classrooms. Sathiyaraj and Rajasekar (2013) found in their study that the techno-pedagogical expertise needs to be improved in order to equip teachers to face the students belong to the digital era and also to face the challenges in the modern classroom. Monsiváis, McAnally and Lavigne (2014) disclosed in their study that the integration of ICTs in the classroom depends on the teachers' ability to scaffold the learning environment by using effective ICT-based pedagogies.

II. OBJECTIVES

- To review the newly revised elementary teacher education curriculum of Kerala
- To give suggestions for effective integration of techno pedagogical skills in elementary teacher education curriculum

III. METHODOLOGY

- content analysis

IV. REVIEW OF THE ROLE OF TECHNOLOGY IN ELEMENTARY TEACHER EDUCATION SYLLABUS

The elementary teacher education curriculum is organized into three broad areas such as psychological and philosophical foundations of education, curriculum and pedagogy and school internship. Curriculum and pedagogy comprised of languages, art education, health and physical education, and optional subjects like mathematics, general science and social science. All these areas are further sub divided into twenty-two papers across four semesters. The techno pedagogical contents are distributed across these four semesters. A detailed analysis of semester wise presence of technological content is provided below.

1.1. First semester

In child development and learning paper have following transaction methods, using ICT. First one is about making presentation on how to select concept areas of various subjects can be prepared for students of various developmental stages. Second is, with the help of one or two simple cartoon films, analyses how cartoon films influence character formation, behavior and learning of children, based on the responses gathered. In Curriculum and pedagogy paper, running thread section suggests that ICT must be used for data collection mentioned in the syllabus so it mandates to teach, the basic lessons of I.C.T and their scope in teaching, through different units in this section. Also, one of the teacher competency item is identified as skills in ICT, Video analysis of classes taken by self and peers added as one of the transaction method. Teaching materials section gives introduction of use of computers, laptop and LCD projectors and also, it talks about the application of ICT Fifth Paper in first semester is completely dedicated for the introduction of ICT in the teaching/learning process. This unit discusses following things, Historical background of ICT and Education such as, The origin of ICT, The entry of computers, Software and Open Software and Use of ICT in learning activities. ICT and the society section deals about the possibilities in various fields (Health, Vocation, Industrial), Learning approach for familiarising ICT, Using finding, Visual equipment, With the help of computers, Qu live possibilities and E-learning. ICT in teaching process section talks about preparing and presenting PowerPoint presentations, Utilize Video clips, Use of Internet and Use of social networking. The role of ICT in making the teachers' vocation excellent is a section debates on data collection utilising Internet and other modes of technology, Internet, Websites, Blogs, Wikipedia and Online libraries. Information Processing section is about preparation of mark list, grading, collecting data on students, preparation of ETM, preparation of ETB and Digital portfolio. Transactional methods section dedicated to (For making the students hard over information on the school to the society and other related institution), Internet, Blogs, School Blogs, Social networks and Websites. Cyber Crime unit discuss about cybercrimes, such as Email harassment, Hacking and cracking, Misuse of internet etc. This paper also gives information on Hardware, Software, Utilizing video camera LCD and Digital Camera for the purpose of learning, Application Software. The information and skills gathered though ICT is applied through concept formation and communication. Presentation, Video clippings, Images, Text files, Audio files, Internet, blogs and websites

This paper identifies the following transaction points such as, understanding that the effective use of ICT is essential in the teaching /learning process. Analyze various learning approaches which use ICT. Understands the possibilities of ICT in the teaching process. Conduct online discussions using social networking service. Identifies the use of ICT in data collection, identify the facilities when ICT is made use of in data collection. Construct a page in Wikipedia related to science. Understands that the skill for processing information increases teaching skill. Store the information collected using ICT in digital portfolio. Identifies that knowledge of ICT is the best way to share information on school with others. Use of blogs to share news in school. Understand expertise in ICT helps in excellence in vocation and utilising ICT for the improvement of teaching/learning process. Gathers data from internet on a science lesson and uses in teaching. Identifies that even abstract ideas can be effectively transacted with the help of audio visual indicators and though ICT. How can ICT be utilized in idea formation and transaction in the teaching/learning process. Prepare an Electronic Teaching Manual by making a Lesson Plan on a Science Lesson, using ICT. You tube videos and web links are added in language learning papers in first semester.

1.2. Second semester

In the paper for English language teaching, ICT was used in the following areas like, strategies for making learning more authentic using ICT and web resources. Transaction section of English language learning paper provide various web recourses that can be utilized for the same and also asks to prepare a presentation on 25 most useful websites that can be used for elementary level learners. YouTube links are provided for classroom transaction and strategies, multiple intelligence, language acquisition, concepts of mentoring and collaborative learning strategies. The Environmental studies paper have a transaction for Understanding new trends and contemporary developments through ICT & reference and about use of ICT in Daily planning of teaching manual processes. In teaching Mathematics paper, observations using ICT is added. In Art education paper, ICT is suggested to use for construction of teaching tools, gathering folk paintings and Rangolies, organising vocal workshops and expert classes, and for constructing experiences. Visual Aids and ICT tools are included in all possible sections for the transaction of work education and health and physical education units.

1.3. Third semester

Even though ICT is identified as a transaction method in the introduction of the paper 'Learner and acquisition of Knowledge', no specific transaction item or syllabus content is present. In Social, Historical and Philosophical foundations of Education paper specifies a transaction item for Prepare tools (Panel, PowerPoint, Documentary) required for generating awareness by collecting photographs, video clips and reports on ICT enabled classroom facility. In art education and work experience paper following transaction like, assess presentation of drama using ICT and Analysis of text - planning of lesson- production of teaching learning materials finding possibilities of ICT, are present. In Work education, a unit is dedicated for possibilities of ICT which comprises of Preparation of video documentary and editing, Computer assembling and repair, and Preparation of software for presentation. Visual aids and ICT is mentioned for most of the teaching activities for health and physical education paper in this semester. In the optional mathematics/Social science/General science paper following transaction items make use of ICT such as Promotes, appreciation of geometrical aesthetics using ICT possibilities, using ICT possibilities explore and appreciate beauty and mobility of geometry, Finding Biographies of scientists by using ICT and Exhibition of video clippings of good Science classes.

1.4. Fourth semester

Language proficiency paper in this semester uses technology in following locations: record video and evaluates one minute speeches of student teachers, understand use of language in media such us Visual media (Short films, documentaries etc.) and social media (Blog, twitter etc.). Practical training in Mother tongue computing, computerizing documents, Formulating activities, using equipment's for children requiring special consideration and using different software and familiarizing various software for educational purpose are also present in language papers. In teaching English paper, a section of unit two is dedicated for the use of ICT with topics like: Basic computer literacy, preparing presentations, accessing websites such as wikis, creating blogs, accessing YouTube, Teacher Tube, podcasts, downloading, uploading, editing resources and Hypertext. YouTube or Web resources were provided for changing roles of teacher as mentors, learning passive voice etc. Evaluating Websites for Authenticity, Accuracy, themes, intended audience, feature etc. is another topic. Optional subject papers (Teaching Mathematics/Teaching Social Science/Teaching General Science) in fourth semester, make uses ICT in following items like, usage of ICT possibilities to enhance appreciation of geometrical patterns and identify the dynamic nature of geometry. Using the tools like, Dr. Geo and Geogebra. Made use of ICT possibilities be to identify dynamic nature of geometry. Conducts ICT presentation to explain the concept that history is the study about continuity and change. Use of Geographic gird, GPS, GIS, Maps. Social science teaching techniques using E-learning, blogging, Multimedia approach, ICT integrated learning.

Prepare presentation on the stages of growth in the fields of biotechnology, information and communication technology by conducting ICT reference.

From the review of newly revised syllabus we can find that there occupy enormous potentialities for the use of technology in the new syllabus.

V. CHALLENGES FOR IMPLEMENTATION OF TECHNO PEDAGOGY IN ELEMENTARY TEACHER EDUCATION SYLLABUS

According to NCFTE 2009 elementary teacher education is the most critical but mostly ignored field of teacher education by the authorities. Elementary teacher education needs critical review for many of the aspects, ICT is the most important one. The entry qualification for the elementary teacher education is upgraded to higher secondary level. The technology content provided in the syllabus can be learned by the student with higher secondary level of knowledge. But the ability teacher educators transacting this curriculum is a concern. Even though qualification of student teachers were increased but teacher educators are still having qualifications for teaching secondary level. Most of the teachers have more than fifteen years of experience and doesn't studied ICT at any level of their college education. So, without increasing qualifications of teacher educators, it will be difficult for them to teach the technology contents in the curriculum. Proper in-service teacher education can decrease this knowledge gap up to a certain level, but still the effectiveness of the transaction done by re-educated teacher educators is par below the requirements of the curriculum. The recourse availability for techno pedagogy is another critical issue we have to deal with. There are around one fifty D.Ed. colleges in Kerala, out of which only a handful are having enough computers, projectors and other audio visual equipment. Availability of internet, is another important factor. Most of the colleges doesn't have their own website or even internet connection. So, it will be difficult for the teacher educators to perform most of the transaction items that require ICT. The paper that introducing ICT is part of the first semester. In Kerala, the D.Ed. admissions are delayed up to two three months. This will directly impact the quality of teaching and learning of the papers allotted to first semester. So, ICT education also impacted in this manner. Ensuring timely completion of D.Ed. admissions is complicated by many social and political reasons starting from availability of interested students to delayed decision making by concerned authorities. Motivating teacher educators and student teachers for using ICT in classrooms is another big challenge. Teacher educators in government and aided colleges are mostly promoted from secondary schools after completing ten to fifteen years in service. The have the tendency to train the ways they followed. The education authorities have a tendency to ignore D. Ed. Teachers from the ongoing trainings. In unaided colleges, the situation is even worse. Only the head of the institution can help in this situation. But how much the head of the colleges are motivated in this matter is another unanswered question.

VI. SUGGESTIONS FOR THE BETTER INFUSION OF TECHNO PEDAGOGICAL SKILLS FOR TEACHER EDUCATION

The review of the teacher education syllabus reveals that; the revised and restructured teacher education curriculum gives enough importance to technology integration. As far as improving techno pedagogical skills of teacher trainees are concerned, there are still many doubts will arise on the effective implementation. Some of the concerns are availability of technology infrastructure, skills needed for teacher educators to teach technology related elements, availability of time, motivation, quality of resources etc. Following are few of the suggestions to improve the techno pedagogical skill of prospective teachers, derived from the review of the syllabus.

- Increase qualification of teacher educators and conduct more in-service teacher training courses on ICT
- Make sure the availability of technology resources and Internet in each and every D.Ed. college.
- Timely completion of admission process
- Familiarize with the government's ICT framework and policy Documents, Understanding and participating in government initiatives like it@school.
- Study of high quality sources – academic books on ICT and sources that give practical ideas about how to proceed
- Motivation and initiation for ICT integration (usually comes from principals of the colleges)
- Keep your ICT competency development goals simple and flexible. When setting your goals, think about the areas of learning and development
- While selecting, resources check SCERT/Government regulations
- Build ICT labs based on manageability, safety, practicality, and flexibility
- ICT professional development is a continuous lifelong process of personal growth.
- Estimate or evaluate the actual level of the ICT competency of your teachers and how much they are motivated to develop further

- Develop your personal strategy for planning, observing and evaluating the long-term process of the professional development of your staff.
- Create and support the atmosphere of the learning community within your center, where people value expertise, where they learn from each other on daily basis, value expertise and support each other

VII. CONCLUSION

Like all the other aspects of human life, education also significantly contributed by modern day technologies. Elementary school teachers have a new responsibility to use ICT in their day to day teaching life, to enrich the lives of children they teach. The present investigation revealed that, techno pedagogy has given outstanding weightage in the newly revised elementary teacher education syllabus. But to facilitate pre-service teachers to improve their techno pedagogical skills, the present teacher education scenario has to improve upon most of the impeding factors. Government, teacher educators, teacher training institutions and other accreditation or facilitating agencies should co-operate and realign their current efforts and improve upon them to mentor and facilitate teacher trainees to develop their techno pedagogical skills.

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