

PROBLEMS AND PROSPECTS OF ELEMENTARY TEACHER EDUCATION CURRICULUM

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DECLARATION

I, RamyaPrabha M.K., do hereby declare that this dissertation **PROBLEMS AND PROSPECTS OF ELEMENTARY TEACHER EDUCATION CURRICULUM** has not been submitted by me for the award of a Degree, Diploma, Title or Recognition before.

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CERTIFICATE

I, Dr. T. MOHAMED SALEEM, do hereby declare that this dissertation **PROBLEMS AND PROSPECTS OF ELEMENTARY TEACHER EDUCATION CURRICULUM** is a record of bonafide study and research carried out by **RAMYA PRABHA M.K**, under my guidance and supervision. The report has not been submitted by her for the award of a Degree, Diploma, Title or Recognition before.

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CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER	CONTENT	PAGE NO.
I.	INTRODUCTION	1 – 11
II.	REVIEW OF RELATED LITERATURE	12 – 51
III.	METHODOLOGY	52 – 63
IV.	ANALYSIS AND INTERPRETATION	64 – 80
V.	SUMMARY, FINDINGS AND SUGGESTIONS	81 – 88
	REFERENCES	89 – 91
	APPENDICES	

LIST OF TABLES

Table No.	Title	Page No.
1	Break-up of the sample	54
2	Dimension wise distribution of items in the questionnaire of teacher educators	58
3	Dimension wise distribution of items in the questionnaire of student teachers	60
4	Percentage analysis of the opinion of elementary teacher educators about the structure of the course	65
5	Percentage analysis of the opinion of elementary teacher educator about he core course	67
6	Percentage analysis of the opinion of elementary teacher educators about the optional courses	79
7	Percentage analysis of the opinion of the elementary teacher educators about the practicals	71
8	Percentage analysis of the opinion of student teachers about the core course	74
9	Percentage analysis of the opinion of student teachers about the optional course	75
10	Percentage analysis of the opinion of student teachers about the practicals	76
11	Percentage analysis of the opinion of principals about the problems and prospects of elementary teacher education curriculum	78

LIST OF APPENDICES

Appendix No.	Title
I.	Questionnaire on the Problems and Prospects of Elementary Teacher Education curriculum for teacher educators
II.	Questionnaire on the Problems and Prospects of Elementary Teacher Curriculum for Students Teachers
III.	Interview schedule for D.Ed Principals

INTRODUCTION

- *Need and significance of the study*
- *Statement of the problem*
- *Operational Definition of key terms*
- *Objectives of the study*
- *Methodology*
- *Scope and Limitations of the study*
- *Organization of the report*

Education is the touch stone of the civilization and culture of a country. The progress of a country can be measured/determined from its achievement in education. Pestalozzi says that “Education is natural, harmonious and progressive development of man’s innate power”. Education is the process of facilitating or the acquisition of knowledge, skills, values, beliefs and habits. Right to primary education is a fundamental right in India. It is the duty of the Government to provide free and compulsory education to children.

Elementary education plays an important role in one’s life. It forms the foundation of gaining basic knowledge and skills. The elementary teacher education programme prepares outstanding elementary middle school and special education teachers to meet the challenges of educating today’s diverse student population. The chief reason an elementary school teacher is crucial to each child is that they are some of the first teachers that child will encounter. It is sometimes difficult to instill a love of learning in children. Elementary school teachers must be positive and use fun and unique approaches to learning to help keep each student interested and engaged in learning.

The first adult that a child spends their entire day with who is not their parent is an early childhood educator. It is imperative that he should develop a good rapport with the students so that an environment of mutual trust and respect is created which encourages learning. Elementary education is like the first step we take in life, we will never be able to run if we don’t learn how to walk. Hence

elementary teacher education helps students develop appropriate social skills that will help them throughout their entire education.

Teacher education institutions must have sufficient potential to bring changes within education system that will enhance the knowledge and skill of future generation .A Teacher training institution has the responsibility to develop the quality and excellence of student teachers. The sound curriculum is essential for elementary teacher education. A teacher in the class room has to make adjustments in teaching strategy according to their nature and scope of the curriculum and evaluate the success of teaching in terms of student achievement.

. Kothari Commission(1964-1966) says that “The destiny of India is being shaped in its class rooms”, No doubt a sound programme of education plays a significant role in nation’s development and the quality of teacher education programme is greatly determined by the quality of teachers. Kothari Commission(1964-1966) has remarked that “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 the way in which he himself was taught by his favourite teachers and thus tends to perpetuate the traditional method of teaching. The commission observed that the essence of teacher education curriculum is quality. In its absence the teacher education becomes a financial waste, a source of overall deterioration of educational standards.

Teacher education is a system that ensures the quality of school education of any nation. With the implementation of RTE Act (2009), quality education has

become the right of the child. A timely revision of the teacher education curriculum is then essential. That is, teacher education curriculum has to be get revised in accordance with the changes in the school curriculum. The teacher education curriculum has to revised in accordance with changes in the school curriculum.

The National Council for Teacher Education (NCTE) prepared the National Curriculum Framework for Teacher Education (NCFTE) in 2009 and submitted it for deliberations. SCERT initiated action to disseminate the suggestions made therein. NCTE also published a model syllabis for teacher education. The teacher education curriculum revision was carried out in the light of these frameworks and model syllabis with a national perspective. International perspectives were also discussed during the process of revision and attempts made to incorporate them as well. The new curriculum was designed to solve prevailing issues by availing the services of veteran teacher educators.

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 3-8, in mind.

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 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, 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 curriculum also propose 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.

Need and Significant of the Study

The diploma in elementary 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 fulfill the basic learning needs of all children, and welfare of the individual and society. To attain this aim there should be a proper curriculum because curriculum is considered as one of the parameters of quality education. Further Development of the nation depends on the quality of curriculum for formal education institution. In its comprehensive sense, curriculum refers to all the activities and experiences that are planned and organized for students inside and outside educational institutions for realizing the aims of education.

Quality of elementary teacher education depends upon the adequacy of the curriculum, the ways adopted for transacting the curriculum and the quality of teachers. The D.Ed curriculum is expected to provide the variety of the experiences to the student teachers in different aspects of teaching, so that they can develop the essential knowledge, skills and values related to teaching. Teachers are backbone of education system in any country. National curriculum framework for teacher education, 2010 says that “teachers need to be looked at as crucial mediating agents through whom curriculum is transacted and knowledge is co-constructed along with learner. The need for teacher’s professional development has been accepted significantly for the improvement of education all over the world. Therefore the

expectancy for quality in education is becoming higher with everyday. Role of elementary teachers is to lay the foundation of the maximum development of children and provide them with secure and positive learning environment. The elementary teachers make a magnified influence in the lives of young learners. The learners are not passive recipients in the learning process but active participants and also teacher is not considered as the only source of knowledge. Aim of teacher's education is to mould a teacher personality. So they are to be undergone thorough training on various aspects of teaching.

D.Ed curriculum is expected to focus on child studies education, contemporary studies, curriculum and pedagogy studies and value added courses for holistic development. The programme envisaged the use of ICT as a pedagogical tool for all areas of school curriculum at the elementary state. The curriculum of elementary teacher education need to be improved so that the expectations can be met.

The state has to make further progress in the field of teacher education to implement reforms made in accordance with the changes in the field of school education. The present elementary teacher education curriculum was reframed in 2013. There is a need to revise elementary teacher education curriculum as per the changes in school curriculum and recommendations of various agencies

At the national level, the National Council for Teacher Education (NCTE) brought out the National Curriculum Framework for Teacher Education (NCFTE 2009) and SCERT initiated wider discussions on this. It is essential to revise the teacher education curriculum, incorporating the vision of this document. NCTE has

also brought out model syllabus for teacher education. This can also be a guideline for curriculum revision at the State level.

New perspectives and trends have come up in the field of teacher-education at the global level. It is imperative to take them into consideration while revising the curriculum. Ensuring quality education to every child is our responsibility as education is a child's right (RTE 2009). The role of teachers is very important in this regard. Steps are to be taken to ensure quality education through changes in the teacher education curriculum to mould prospective teachers.

The studies conducted by institutions like DIET and SCERT have indicated that the present curriculum of teacher education has many limitations. Several problems like repetition of activities in various learning areas, the profusion of activities and ineffective transaction of content areas due to insufficient explanation are the shortcomings of the present curriculum. It has become imperative to design a quality elementary teacher education curriculum based on national and international perspectives.

The recent changes in the field of school education demand changes in the field of teacher education as well. The new perspectives on education encourage to focus on the digital media. The possibilities of collectives called learning community, which evolve through social media, can be made use of in teacher education. The knowledge and practical skills that are required for this should be inherent in the curriculum.

The present study mainly conducted to analyze the problems and prospects of existing in elementary teacher education curriculum based on the opinion of student teachers, teacher educators and principals of elementary teacher training institutions.

Statement of the Problem

The study is entitled as “Problems and Prospects of Elementary Teacher Education Curriculum”.

Definition of key terms

Problems

In the present study problems stands for the issues and difficulties in implementing the D.Ed curriculum perceived by teacher educators and student teachers.

Prospects

The term prospects, in the present study means the improvements and advancements needed for present D.Ed curriculum as suggested by the teacher educators, student teachers and principals.

Elementary teacher education curriculum

Here elementary teacher education curriculum denotes the D.Ed curriculum 2013 of SCERT, Kerala.

Objectives of the study

The main objectives are

1. To find out the perception of elementary teacher educators on problems and prospects of elementary teacher education curriculum in Kerala.
2. To find out the perception of elementary student teachers on problem and prospects of elementary teacher education curriculum in Kerala.
3. To know the opinion of principals on existing elementary teacher education curriculum in Kerala.

Methodology

It deals with the precise description of the samples used for the study, tool employed and statistical technique used.

Sample

The study was conducted on a representative sample of 112 teacher educators 619 student teachers and 20 principals taken from 34 teacher training institutions

Tool

1. Questionnaire on the problems and prospects of elementary teacher education curriculum for teacher educators.
2. Questionnaire on the problems and prospects of elementary teacher education curriculum for student teacher trainees.
3. Interview schedule for D.Ed principals.

Statistical Technique used

Data was analyzed and interpreted using percentage analysis.

Scope and limitations of the study

The main purpose of the present study was to analyse the opinion of teacher educators, student teachers and principals about elementary teacher education curriculum of SCERT Kerala. For this study appropriate tools were constructed by the investigator with the help of her supervising teacher. The study focused on the problems and prospects in the elementary teacher education curriculum in detail pertaining to the core, optional and practical courses. The study also sought the problems faced by student teachers and teacher educators in the three mentioned areas. Therefore it is expected that study will yield dependable results that can be generalized.

The study was confined to the problems and prospects of elementary teacher education curriculum. As the study was carried out in a short period of time investigator couldnot go in detail. The sample included 619 student teachers, 112 teacher educators, 20 principals. It is only a minor proportion of the population. Teacher educators and student teachers may not reveal the correct response related to the problem of D.Ed programme.

Organization of Report

The report of the study is organized and presented in five chapters. Details of each chapters are given below:

Chapter 1: Deals with the introduction and the need and significance of the study, statement of the problem, definition of key term, objectives the study, methodology in brief and scope and limitations of the study.

Chapter 2: Presents the theoretical overview of the elementary teacher education curriculum and summary of the related studies.

Chapter 3: Presents the methodology of the study describing in detail, the tool used for the study, selection the sample for the study, data collection procedure and statistical technique employed in the analysis of the data.

Chapter 4: Details of analysis, interpretation of the results and its discussion are explained.

Chapter 5: Summaries the major findings of the study, educational implication and suggestions for further research.

REVIEW OF RELATED LITERATURE

- *Theoretical overview of the study*
- *Review of related studies.*

REVIEW OF RELATED LITERATURE

Review of related literature is an important aspect of any investigation. It helps the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct research. Through the review of related literature the researcher can take decisions about methodology and the tools for the study.

According to Best(1977)by the review of previous literature we can bridge the gap between new and old knowledge and the new researcher will not feel that he has jumped from one shore to another but feels that he is doing his work systematically and correctly.

Best and Kahn notes that effective research is based upon past knowledge, and it helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigation.

The essentiality of the review of literature remains in the fact that it provides the researcher with an indication of the direction, updates information relating to researcher's own problem, avoids the replication of the study, provides the scope for analogy and formulation of hypothesis.

The present study is to find out the problem and prospects of elementary teacher education curriculum. This chapter presents an overall review of related literature about elementary teacher education programme and elementary teacher education curriculum.

Theoretical overview of the study

A curriculum is considered the 'heart' of any learning institution which means that schools or universities cannot exist without a curriculum. With its importance in formal education, curriculum has become a dynamic process due to the changes that occur in our society. Curriculum is the crux of the whole educational process.

The concept of curriculum

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. The term curriculum is derived from the Latin word *currere*, which means path. In this sense curriculum is the path through which the student has to go forward in order to reach the goal envisaged by education.

Every successful concept and project in life requires a proper framework and planning. This relates to all process, including education. Whenever we embark on any new plan or procedure, we need to make sure that we have all the plans drawn up. What is on offer, what are the resources that we have, what are the steps which we need to be looked upon. A similar set of constraints when applied to education in schools and colleges give birth to curriculum. A curriculum is a set of courses including their content, offered at school or University. The curriculum often contains a detailed list of subjects and the elements of teaching them. A curriculum is more than putting together set academically required subjects.

In elementary schools, the curriculum is primarily drawn by the educational boards of some central society. They study the needs of the kids and all other feasibilities before selecting courses and drafting a curriculum. Here the students have least choice in their subjects and study based on a universal curriculum, which works on all sections of the students psych and aid in the total development of the student. Hence the curriculum aids in the proper development, while the child comes to terms with his or her inclination. Therefore at primary school levels, the curriculum aims at providing a structured platform which gives a equal opportunity to excel.

Curriculum and education

School education and teacher education are highly interrelated and interdependent. The goals, curricular areas, pedagogical approaches and evaluation procedures of teacher education are to be designed based on the conceptual and curricular framework of school education.

Educational values affect the formulation of educational aims which determine the curriculum of education and the curriculum thus becomes practical aspect of educational system of the society. While education deals with how and when, curriculum deals with 'what'. While education is the product curriculum is the plan.

The term education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs and habits. The primary aim of education is to enable the child to be resourceful in the solution of the problems connected with his

own needs. Hence, one of the objectives of curriculum is to enable the educand build up a desirable value system.

Education can be acquired only through activity and experience. So curriculum should be child centered .It must be based on the needs, requirements and circumstances of the child. The child needs more experience than instructions.

Two major developments in the recent years from the background to the present reform in teacher education-the political recognition of universalisation of elementary education (UEE) as a legitimate demand and the state commitment towards UEE in the form of the right of the children to free and compulsory education ACT 2009.

The central government and the state government have appointed various commissions and committees for quality education especially for revamping the quality of teacher education and teacher education curriculum.

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 responded to the major thrusts and recommendations highlighted in the National Policy on Education (1986) and the Programme of Action (1992) by incorporating the socio-cultural, political and economic considerations as well as some important pedagogical concerns.

NCF 1988 which 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 training institutions, through DIET's. Also it pointed out the need for a monitoring and evaluation system for teacher training Programmes. of professional education of teachers is necessary

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.

According to the NCF 2000: "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 teacher trainee 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 teacher trainee 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 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.’

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. JRM (2015) 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."

The conclusion of JRM 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 (K. TET).
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.”

Curriculum- Perspectives and Approaches in D.Ed

Teacher education should cater to the changing demands of school education. The National Curriculum Framework puts forward the following suggestions for revising the teacher education curriculum.

- The realization that the need of the learner is the priority: That is, the realization that the learner is not a passive recipient in the learning process, but an active participant.

- The change in the role of the teacher: The notion that the teacher is the source of all knowledge and the manager of the teaching-learning process should change to where the teacher is facilitator transforming information as knowledge. The teacher should be with the child as a person strengthening the learning process through multifold experiences, providing encouragement to the learners and scaffolding them.
- The change in the concept of knowledge: The knowledge that is acquired through observation and experience helps in developing a comprehensive vision, without segregating theoretical know-how and practical experiences.
- The influence of social context on the process of education: The social background and situation of learners and teachers influence education considerably. The social context of the classroom and the school strongly influence the learning process and the process of education. Therefore there is need to shift the focus from emphasis on the psychological peculiarities to the social-cultural-economic and political backgrounds of each learner
- The change from annual evaluation to continuous evaluation in teacher education: It is necessary to be a part of varied activities in order to be a teacher of quality. The excellence in different activities are to be evaluated then and there and the limitations are to be pointed out.

The objectives envisioned in the D.Ed curriculum as stated in the curriculum are:-

- To understand the meaning, significance and perspective of education in the socio cultural context.
- To understand the history, current issues and challenges of Indian education and becomes capable of solving various problem of the society.
- To understand the development process and needs of children.
- To understand the assumptions of ICT, Assessment and evaluation management environment etc and make use of them in practical life and class room instruction.
- To acquire democratic and social values of an ideal teacher and develop skills and competencies in teaching and class room management.
- To introduce the challenging career of teacher with a futuristic perspective, as an agent of social change.
- To develop field based skills and experience in resource development and learning experience designing while transacting the curriculum

The traditional approach in teacher education curricula stresses on teaching competency and the cognitive domain. A contemporary curriculum should aim at forming a holistic teacher personality. Opportunities should be created to make the student teachers acquire values, attitudes and commitment from real life situation, along with teaching competency and knowledge. A wider perspective on values and attitudes must be formed and appropriate methods for their practical implementation should be incorporated in the curriculum. Teachers should have a democratic

approach towards important areas such as equality of status, equality of opportunity, gender justice and approaches towards downtrodden and marginalized groups and individuals. Student teachers should acquire the ability to intervene in areas such as linguistic and cultural differences, by taking into account the complexities in these areas. Teachers should be able to create a classroom atmosphere of trust, love, friendship, recognition and a sense of security and establish a personal relationship with the learners. These aims cannot be achieved through value education at the theoretical level. It is important to understand the problems of the learners by interacting with them, their parents and other teachers. They should understand the problems related to the above-said areas and analyse and discuss their own responses. It is only through such a process that the attitude and commitment required for a teacher can be inculcated. Practical activities should be envisioned in all subjects and areas of the curriculum.

The student teacher should acquire knowledge in the major areas of school curriculum along with pedagogical skills. This should be handled with a view to focus on the central ideas in each subject without limiting them to the content of the school curriculum. Instead of dealing with the content of Environmental Studies, Social Science and Mathematics as separate subjects, these can be presented in connection with pedagogical skills.

Traditionally, teacher education curricula focus on three areas: pedagogic subjects, content of learning areas and practical training. Effective teaching skills can be developed in student teachers only if certain general skills are also emphasised. Language proficiency is important. Proficiency in English and

Malayalam has to be ensured. It is desirable to include them as subjects for learning. Another important area is skills in ICT. ICT skills that student teachers require have to be defined and the practical training and application of these should be related with different subjects. Thinking skills, presentation skills and graphic design skills can be presented linking them with different areas.

At present there is no guidance or support provided during practical skill development, except that a formal opportunity is made available for practice teaching. Instead, there is the need to implement mentoring which should be done under the guidance of experienced teachers, the vision and implementation strategies of practical training need to be revised along with curriculum revision with this in background.

Revised elementary teacher education curriculum in Kerala: Salient features
Curricular areas of elementary teacher education curriculum

Three broad areas are considered for organizing the teacher education in curriculum. That is foundation of Education, curriculum and pedagogy and school internship.

The course under each of this area is follows:

Curricular area – A Foundation of Education

The curricular area: A Foundation of Education covers a) Psychological – child development and learning, learner and knowledge acquisition social.

b) Philosophical – The social, historic and philosophic foundation of education.

This area is concerned with the development of following aspects among student teacher:

- The student teacher must acquire an understanding of the different perspective on educational psychology, mental development of the learner and learning.
- Understanding of the social, historical and philosophical foundations of education.

Curriculum area – B. curriculum and pedagogy

This area includes curriculum of teacher education, their pedagogical perspective and methods of evaluation.

This course aims to develop in student teachers:

- This area introduces the concept of pedagogy and explains the methodology of pedagogical analysis for different subjects. Through mother tongue learning opportunity is provided to gain proficiency in the mother tongue and for effective teaching of language at the primary and upper primary level.
- The paper on English language learning is aimed at equipping the student with skills for using the English language effectively and for making the teaching of English at the primary level more efficient.
- The student teachers also get a chance to acquire skills to make teaching of environmental studies.

- Social science learning, general science and learning of mathematics are the optional subjects. The student teacher opt any one of these subjects. These are discussed in connection with subjects for classes from 6 to 8. The student teacher can select the subject based on his/her specialization at higher secondary level and the he/she likes.
- Mathematics at the primary level, class 1to 5 is discussed as a general subject. All student teachers get opportunity to gain proficiency in content analysis of mathematics, pedagogical strategies and evaluation.
- Art education and work experience are treated as a single paper. In this section basic awareness on various areas of Art education such as pencil sketching, painting, music, dance and acting is given.
- Health and physical education is presented as separate subject. Trough learning these subjects, the student teacher gets a chance to form basic concepts on health education and physical education.

Curricular Area – C School internship

School internship

Provisions for teaching practice related to various subjects have to be made at the lower and upper primary level. Opportunities are provided for teaching practice in the second semester (S2) of the first year at the primary level alone and in the fourth semester (S4) of the second year at the primary level and the upper primary level.

School internship is designed to lead to the development of a broad perspective, professional capacities, teacher disposition, sensibilities and skills. Practice of teaching constitute the hub of the multiple and varied activities comprising the total programme of teacher education.

It is inter connected with theoretical study through filed work and practicum and a wide range of institutional experience involving school students, teachers, student teachers and mentor teacher educators.

Student teachers are equipped to cater to diverse needs of learner in schools. They should have an opportunity to teach in both Govt. and private schools with systematic supervisory support and feedback from faculty. Internship in schools is to be done for minimum duration of 60 days. This should include an initial phase of 15 days for observing regular class room and knowing the child.

The core of any educational process is continuous and comprehensive evaluation. This should reflect in the evaluation of student teachers as well. The practical skills as a student teacher are evaluated as part of the internship. The approach to learning and attitude should be evaluated through various activities and interventions. Therefore, these too have to be given importance along with other factors during continuous evaluation. The process and concept formation have to be considered during continuous evaluation. Evaluation has to be carried out by developing suitable indicators for learning activities.

The written examination can be made use of to assess learning achievements. The written examination must be framed considering higher thinking skills,

perspectives and practical experiences. The student needs only to carry out creative works, make collections and documentation as directed by teachers. Monitoring Report has to be compiled at the end of each semester and submitted to the Education Department and SCERT. The state level committee should visit the selected teacher education institution and evaluate their activities..

Semester system in D.Ed Curriculum

Semester 1

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

Semester 2

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.

In addition to this there is provision for teaching practice at the LP level. The score is fixed at 200.

Semester 3

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 papers related to Mathematics, Social Science and Science need to be studied. The papers that can be selected as optional are given below

- a. Learning and Teaching of Mathematics
- b. Social Science - Content and Transaction
- c. General Science Education

Semester 4

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. Of these only one subject is needed to be studied. The papers that could be selected as optional are given below. a. Teaching of Mathematics - Theory and Practice/ b. Learning of Social Science - Theory and Practice/ c. General Science – Practice

Teaching practice in the fourth semester has to be done at the LP and UP levels. The total score is 200.

Mentoring in Elementary Teacher Education

Mentoring is the process where an experienced hand and a person who requires training, work within co-operation. Through this activity the trainee gets guidance, advice, support and suggestions for improvement. Here, the trainer does not attempt at judging. He/She encourages the student giving him/her a secure feeling and imparting training. The trainer intervenes only as an experienced predecessor and as a model. Both teaching and counseling 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.

Teachers of UP/LP section in the schools that fall into the parameters of the teacher education institution should be selected as mentors. The institution must prepare a list of teachers who have a minimum service of five years and are willing to serve as mentors. The Committee including the Deputy Director for Education of

the district and the DIET Principal has to fix the jurisdiction of each teacher education institution. A mentor can train maximum three students (mentees). The responsibility of dividing the student teachers is vested upon the teacher education institution.

The mentors should be given a detailed training on mentoring. It is the teacher education institution that has to organize this by including experts. The training programme can range from one to three days. Only those who successfully complete the training should be appointed as mentors. Details related to the following must be included in the training

The student teachers usually engage in activities such as class observation, assisting the teacher, developing learning tools, planning, handling classes, assessing, learning and developing different records. In each stage, the duties of the mentor and the mentee should be made clear through training. The students must be able to participate in all the activities of the schools. The mentor should monitor the mentee in all activities. A training which provides necessary advice and support should be ensured. The mentor should submit a Mentoring Report. Formats that adequately record explanatory observations and factual opinions should be developed and given to the mentor.

Community living camp and study tour

Participation in the Community Living Camp is compulsory. Such camps should create opportunities for promoting the sense of co-operation in the student teachers and for making them achieve life skills and for imbibing values. Instead of

making the students participate in a long-termed camp, it would be better to organize workshops with two or three learning objectives. Workshops on theatre, physical education and work education are examples. Steps must be taken under the auspices of the DIETS at the district level to improve the functioning of the camps. SCERT should furnish the general guidelines required.

Study tour will be part of the course. This should not be seen as a leisure trip. Study tours should be organized with a fixed objective. These can be field trips as well. The student teachers must visit institutions /places that provide experiences promoting them as teachers. Trips that range from one to three days could be organized. The student teachers have to prepare and submit a report of the study tour stressing upon the achievements concerning education.

Evaluation of Student Teachers

Evaluation is an inevitable part of the learning process. Along with evaluation of the student, the assessment whether qualitative teacher education is being effectively transacted is fulfilled here. The curriculum envisions continuous and comprehensive evaluation. Steps have been taken to make activities for carrying out continuous evaluation along with terminal evaluation as a part of the learning process.

The Continuous and Comprehensive evaluation method has to be used to evaluate the student teacher. Appropriate evaluation devices and tools related to each subject have to be used to make evaluation of student teachers, continuous. Various devices that provide opportunity for investigative learning, practical

learning, creative activities and performance-based activities may be used. It is possible to evaluate the effectiveness of practical training in producing quality teachers through school experience programmes.

Art Education and Work Experience Education as subjects have been included to create the opportunity for emotional development in the student teachers and also to enable them to inculcate emotional development in school students to develop it among children.. This provides opportunity for finding ways to make learning enjoyable and to make personality development possible. These have to be scientifically evaluated

The student teacher also gains a lot of values through community living camp and study tours which are part of the D.Ed course. They get opportunities to realize the need for strengthening the relation between school and society, understand need for group work, to know the techniques for making relationship between teachers strong and healthy and to realize the importance of learning through experience. SCERT must take steps to develop tools to make continuous and comprehensive evaluation accurate and for consolidating the assessment with accuracy.

Role of SCERT and DIET

State council for the educational and training has been working for quality education in the state. It is an apex body. SCERT is concerned with the academic aspects of school education including formulation of curriculum, preparation of text books, teachers handbook and teacher training. It advises the government on policy matters relating to school education.

SCERT functions as a research and dissemination institute at the state level by providing guidance, support and assistance to the state education department in its endeavour to improve the quality of elementary and secondary education and teacher education. Conducting workshops is the major function of SCERT. SCERT gives training for higher secondary teachers. It offers courses for pre service teacher education curriculum. SCERT evaluate the merit and demerits of current curriculum. It suggests for updating and modifying curriculum. Refresher course given by SCERT is an important in service training for teachers. It prepare text books for class I to XII and also prepare syllabus of technical special scouts and special schools. SCERT conducts research studies, develop information systems, curriculum polices, and instructional material and coordinates in-service education for teacher at all levels through the District Institute of Education and Training.

DIET is district level educational institutes which have been established in each district of India by the Indian Government. This helps in coordinating and implementing government policies at district level. DIETs have been established as centres of guidance for educational institutes and schools of a district. They also work as a platform for research and experimental work in educational domain. It also organizes programmes to train teachers for new innovations. As a part of national policy on education, 1986 and programme of action, the central government decided to set up a district level institution to support academic function especially in the academic planning and teacher empowerment programme in the district. There are 14 DIETs in Kerala. The director of public instruction is the controlling officer of all DIETs in Kerala.

Each district is the nodal centre for coordinating programmes of teacher education. For achieving the objectives of the DPED, the DIET took the active participation in all intervention. The DIET takes a major role in the effective implementation of all quality improvement programmes in pre service and in service DIETS are functioning as resource centre for distance runs the pre service training (2 years TTC course) programmes with a view to be the model for the teacher education programme given by teacher training institutes in the district.

Review of related studies

Ukey (2017) published an article on ‘Quality Teacher Education in 21st century’. This study found that certain key aspects must be taken into consideration for quality development in teacher education.

- (1) Flexibility in place of round and uniform system of educational management because of regional variation and diversity of Indian Society.
- (2) Indian education service should be introduced with Immediate effect considering vast teaching, research and other administrative experiences of in-service teachers of State and Central Cadres.
- (3) Institutional autonomy for experimentation in Teacher education.
- (4) Encourage teacher educators research, innovation, development etc.
- (5) Encourage professional growth of teachers.

Moturi (2017) Conducted a study on implementation of peace Education Hidden in the New B Ed Curriculum. The main conclusion of the study were orientation course should be mounted for peace Education in teacher training

Institution. Re-Orient teacher education programs to ensure the professionalization of every teacher and teacher educator as a peace educator. Incorporate peace education in all curriculum and in the development of teaching and learning materials, including in multimedia facilities.

Rajpurohit and Saxena (2016) in a study on Student Role of ICT in modern teacher education found that teacher education institution need to develop strategies and plan to enhance the teaching learning process to ensure that all future teachers are well prepared to use ICT.

Sebastion (2016) commented that found it requires eminent teacher educators in the NCTE, UGC, University curriculum committee to frame good curriculum for teacher education according to the needs and requirements of the industrial society and modern India, as well as to implement the curriculum at teacher education centers.

Hai (2016) conducted a study on School curriculum and learning experiences and found that it is necessary to select appropriate experiences that are suitable for achieving educational goals. They must be purposed continuous, interactive and with as integration they must be appropriate the total curriculum rather than a part of subject.

Ediger (2013) published an article on innovations in a technological age curriculum and reported that it is important to maintain good teacher pupil relationship though concerns in a polite and respectful manner.

Shasthry(2013) conducted a study on ‘Curriculum Reforms and Construction’.The present study focus on the existing curriculum of degree especially the Bachelor of Arts. The findings were (1) The Syllabus contain what is to be taught and learnt.Subject matter is broken down into different lessons or units based on some Instructional Objectives. It includes methods or approaches in teaching, sequencing and grading of items and activities or projects to provide learning experiences.Syllabus is restricted to the content of one subject area where as curriculum is a combination of all syllabi of all subject areas.

Ediger (2013) conducted a study on ‘ Issues in Curriculum Improvement’. The study found that

- (1) Active involvement of learners in developing ongoing lessons and units of study.
- (2) Pupils working collaboratively in the curriculum.
- (3) Pupils interact with the teacher as in a dynamic social situation.
- (4) Peer mediated instruction. Here pupils work together on an activity with discussions ongoing until the task is completed.
- (5) Pupil judging the completed project in terms of desired criteria.

Chandini(2013) studied to identify the characteristics of new D.Ed curriculum 2013 found that the level of the current and the quantum of syllabus are found to be compared to the time available and one of the major highlights of the new D.Ed curriculum is the inclusion of Internship. It is strongly suggested that this item need more focus and attention for its effective implementation.

Ashraf (2013) conducted a study on opinion of teacher educations towards newly revised B.Ed curriculum of Calicut University with an objective of the study. 1) To analyse the opinion of teacher educators towards newly revised B.Ed curriculum based on structure of the course, core, and optional courses, practicals, process and examination. 2) To list the problems faced by the teacher educators in transacting the curriculum. 3) To propose possible suggestions for strengthening the B.Ed programme based on new curriculum. The tool used for opinionnaire. The sample selected for the study 200 teacher educators. Major finding of the study were 1) necessary to revise the B.Ed curriculum 2) in service course should be provided to teacher education 3) Micro teaching is an important part of curriculum.

Shastri (2013) Conducted a study on curriculum reforms and constriction. This study found that action research should be arranged before bringing up the radical changes in all the areas of degree curriculum. It should be more practical than theoretical and the knowledge can be applied in day to day life.

Nayak, B (2013) studied the issues and challenge of teacher education. Some of the problems concerning teacher education discussed in this study are in proper selection, deficiencies of small time period for teacher's training, incompetency of student, poor research related to teacher education, defects concerning papers and problem of practice teaching.

Kuldeep Sinh (2012) conducted a study on challenges in teacher education. The study reveals that constructivism is a new era in Indian school curriculum and syllabi. Now we want our learners to construct their own knowledge. We want drastic changes in our school, syllabi and environment through constructivism. But

expecting constructivism through only schools and adding content as per constructivism in school syllabi is not sufficient. Hence, there is a strong need for our teacher education system to prepare and orient pupil teachers towards constructivism.

- (1) Provide every opportunity to experience real school, real classroom and real children,
- (2) Create more general teaching competence among the student teachers for better implementation of constructivism.

Yadav(2011) conducted a study on a Comparative Study of pre-service trend in programme at secondary stage in Bangladesh, India, Pakistan and Sri Lanka. This study found that variations in the teacher education programmes in terms of duration, curriculum, weightage, curriculum areas and its implementation at the secondary stage in these four countries.

Bhatia (1987) evaluated new B.Ed Curriculum in the colleges of education affiliated to the University of Bombay. The main objectives were: (1) to study the relevance of the topics in the revised B.Ed curriculum, (2) to study the relevance of practice teaching program, (3) to study the effectiveness of the evaluation scheme in the new B. Ed. Curriculum, (4) to suggest improvements. The study employed the normative and descriptive survey method. The main conclusions of the study were:- There were some important changes in the new B. Ed. syllabus on one hand; while on the other hand; quite a few topics were repeated. Implementations of new curriculum were found to be difficult. Teacher-educators unanimously agreed that

the area of practice teaching was the most important part of B. Ed. program. A large majority found the B. Ed. curriculum mechanical and book-oriented. The study indicated that the theory load should be brought down and the ratio of the theory and practice should be fifty: fifty

Hemabujan (1983) conducted a critical study of Teacher Education at secondary level in Tamil Nadu. The objectives of the study were: (1) To conduct a survey of teacher education at secondary level to make a critical appraisal of the B. Ed. program in Tamil Nadu, at its operational set-up, (2) To report briefly on the historical background, (3) To report a comparative study of the contemporary Teacher Education program at secondary level in advanced countries abroad, with reference to that in India and in Tamil Nadu, (4) To locate the differences in the system here, if any and suggest remedies. The data was collected from all the colleges of education in Tamil Nadu through a comprehensive questionnaire, which collected data regarding the functional aspects of teacher education. The opinions of teacher-educators on various aspects and their suggestion for improvement and remedies for the defects or shortcomings in the program were collected. An interview schedule was also used for collecting data. The Findings of the study were: The state government controlled the recruitment of all teacher-educators. Selection was done on the reservation basis. The service of teacher-educators was secure and their salaries were paid. The comprehensive B. Ed. curriculum was not effectively implemented due to time shortage, semester internal assessment etc. The revised B. Ed. syllabus in force in Tamil Nadu was appropriate and fulfilled the requirements on the professional side, but lacked in the content knowledge of the academic subjects.

Kakkad (1983) studied the Secondary Teacher Education Curriculum as An Analytical Study and Developing Teacher Education Program. The objectives of the study were: (1) to analyze existing B. Ed. curriculum of various representative universities of four different regions of the nation, (2) to study the common and uncommon aspects of secondary teacher education program analytically, (3) to know the changes that were expected in STEP, and (4) to develop a Secondary Teacher Education Program (STEP). The tools used were an interview schedule and a comprehensive questionnaire prepared by the researcher. Main findings were: The duration of the STEP should be two academic sessions. The aspects of STEP should be (a) Educational Theory, (b) Practice Teaching, (c) Community Work, (d) Work Experience, (e) Sessional Work. (f) Co-curricular Activities. There should be two subjects for methodology of teaching and number of lessons should be 15 in each subject. Internship in teaching should be introduced for a period of three months. There should be a provision for urban and rural STEP. There should be examination in theory and practical. Separate results in theory and practical should be declared. Assessment for theory papers should be in marks. Evaluation of practical, sessional work and other aspects may be in grades.

Srivastava (1982) conducted a study on Effectiveness of the Teacher Education Program. The main objectives of study were: (1) To study the actual position of resources, (2) Existing conditions, (3) Working condition of teacher education program, (4) To study the qualitative and quantitative characteristics of the program's end-product, (5) To study opinions regarding quality and sufficiency of existing conditions, (6) Working of the program from the point of view of

organization of professional education of secondary teachers and (7) To ascertain the most desirable changes needed for making the program effective. The study was a normative survey. All Teacher Education Departments of 10 affiliated colleges of Avadh University were included in the study. Data was collected with the help of questionnaire. The major findings were: The ten colleges, having a teacher education department were unequal in size and facilities and none was initially opened with the intentions of providing facilities of Teacher Education. The colleges were on the government grant list; hence there was no problem of staff salary payment. Except SC &ST student trainees, all other were required to pay fees. The Teacher-Educator, Student-Teacher ratio was 1:14. Facilities for non-teaching staff were inadequate. Admission rules, as prescribes by the state government were followed, which had many drawbacks. The whole program comprised theory, teaching practice and sessional work. Average working days were only 118. Immediately desired changes in the program were in its curriculum, organization of practice teaching, admission and evaluation procedures, establishment of independent colleges of education, teacher-educators' orientation and research facilities.

Joshi (1974) conducted a study intending to make comparison of innovative practice of teachers training centres in India and abroad with reference to the objectives of teacher education, curriculum, methods of teaching, in service of education and research. Its findings are 1) The connection with the innovative practice of college of education. It has noted that there is trend to increase the duration of B.Ed course 2) Acceptance or rejection to an innovation depends on

various factors such as situation, facilities, leadership and personal qualifying etc. and 3) The investigator has suggested innovation of teacher education programme in India was poor and has developed a conceptual curriculum development model.

Conclusion

Review of research studies and literature pertaining to the problem broader the general concepts and principles and sharpened the understanding.

Elementary teacher education programme is a comprehensive programme. The present study is made to find out the problems and prospects of teacher educators, student teacher and principals. But the related literature directly to this topic is unavailable. The review of the above given literature and studies helped investigator much to design the methodology of the problem, to construct the questionnaire and to collect the relevant and needed data about each and every dimension of the problem.

To conclude, any effective teacher can curriculum calls for systematic task analysis of teachers at various levels and inclusion of relevant content, which alone can infuse confidence among the prospective teachers to negotiate the School Curriculum in classroom.

METHODOLOGY

- *Objectives of the study*
- *Sample for the study*
- *Tools used for the data collection*
- *Data collection procedures*
- *Scoring and consolidation of data*
- *Statistical techniques*

METHODOLOGY

Methodology is the technique or procedure adopted in a research study or investigation. The success of research depends upon the suitability of methods adopted. The method should always be appropriate to the problem under investigation, feasible, pre planned and well understood. The methodology consists of procedures and techniques for conducting a study. The success of any research work depends largely upon the suitability of the method and the tools and techniques the investigation follows together adequate data.

Research methodology is a way to systematically solve the research problems. It involves systematic procedure starting from the initial identification of the problem to its final conclusion.

The present study is entitled as “Problems and prospects of elementary teacher education curriculum”. The methodology of the present study is classified and presented in the following ways.

- a) Objectives of the study
- b) Sample for the study
- c) Tools used for the data collection
- d) Data collection procedures
- e) Scoring and consolidation of data
- f) Statistical techniques

Objectives of the study

The main objectives are

1. To find out the perception of elementary teacher educators on problems and prospects of elementary teacher education curriculum in Kerala.
2. To find out the perception of elementary student teachers on problem and prospects of elementary teacher education curriculum in Kerala.
3. To know the opinion of principals on existing elementary teacher education curriculum in Kerala.

Sample for the study

According to Best and Kahn (2006) ‘A population is any group of individual that have one or more characteristics in common that are of interest to the research. A sample is a small proportion of population selected for observation and analysis. “Selection of sample is an important aspect of any research. Survey method is used for developing generalizations about population. This method needs a sample that is representative of a larger population and uses the results to generalize about that population as a whole.

The sample of the present study comprises on elementary teacher educators, student teachers and principals of Calicut and Malappuram district

Table 1

Break up of the sample

Sample	Govt	Aided	Unaided	Total
Teacher educators	27	24	61	112
Student teachers	103	104	412	619
Principals	3	4	13	20

Tool Used for Collecting the Data

Tool is the instrument developed or adopted by the researcher to collect data. The tool must collect relevant and appropriate data. The selection of the appropriate instrument or devices required to collect data is the first step in the investigation. The construction of suitable instrument or tool is of vital important for successful research. Different tools are required for collecting various kinds of information for various purposes. For the present study the investigator used questionnaire and interview schedule. The tools used for data collection as listed as follows:

1. Questionnaire on the problems and prospects of teacher education curriculum for teacher educators.
2. Questionnaire on the problems and prospects of teacher education curriculum for student teacher trainees.
3. Interview schedule for D.Ed principals.

Development of tools

For understanding the problems and prospects of elementary teacher education curriculum the investigator collected opinion of major stakeholders of elementary teacher education programme ie from teacher educators, student teachers and principals. The investigator used questionnaire for collecting the opinion of teacher educators and student teachers on problems and prospects of elementary teacher education curriculum and interview schedule was used to gather the opinion of principals.

The dimension used for preparing the questionnaire are classified and described under the categories are given below.

a) **Structure of the Courses**

This dimension deals with the course and structure of the D.Ed programme for a total impression of the course. Three broad areas are considered for organizing the teacher education curriculum.

Area 1 : Foundation of Education

Area 2: Curriculum and pedagogy

Area 3: School internship

The objectives of include Foundations of education include the student teacher must acquire understanding of the different perspective on educational psychology, mental development of the learner and learning. Along with this he/she should also form a clear understanding of the social, historical and philosophical

foundations of education. The curriculum provides opportunity to study educational psychology and the social, historical and philosophical foundations. Curriculum and pedagogy include the details of content to be pedagogical perspective and methods of evaluation are discussed in this sections. This are introduces the concept of pedagogy and explains the methodology and pedagogic analysis for different subjects. Mother tongue learning opportunity is provided to gain proficiency in the mother tongue and for effective teaching of language at primary and upper primary level. The paper on English language learning is aimed at equipping the teachers for using English language efficiently Health and physical education is presented as a separate subject. Through learning this subject, the student teacher gets a chance to form basic concepts on health education and physical education. Art education and work experience are treated as a single paper.

Teaching practice related to various subjects have to be made at the lower and upper primary level. Opportunities are provided for teaching practice in the second semester of the first years at primary level alone and in the fourth semester of the second year and the primary level and the upper primary level.

b) Optional subject

The optional subjects are social science, general science and mathematics. The studentteacher can opt for any one of theses subjects.

c) Core Courses

This dimension discusses the core courses with two broad areas namely foundation of education and curriculum and pedagogy. Foundation of education

include psychological and philosophical foundations, another area curriculum and pedagogy. It includes proficiency in English language, learning of mathematics and its approach, English language teaching theory and practice, Malayalam-History, structure, social context, environment-text book, teaching of language theory and practice, art education work experience, physical and health education, teacher-professional development. Language proficiency.

d) Practicals

Field Engagement courses are designed to give opportunities to acquire a list of professional skills and capacities 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. These school internship programme have the following components.

A minimum of 20 weeks of internship in schools during the course of which 4 weeks would be dedicated to class room observations during the first year, second year of school internship will be for minimum period of 16 weeks in the elementary classes, including primary and upper primary.

Questionnaire on the problems and prospects of elementary teacher education curriculum for teacher educators

One of the major objective of the study is to to know the opinion of elementary teacher educators on problems and prospects of elementary teacher education curriculum. For this a questionnaire was prepared by the investigator under the guidance of supervising teacher. Before preparing the tool, the investigator

made a through review of . D.Ed. curriculum objectives and made discussions with the experts in the field, elementary teacher educators and principals. 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 information and or opinion of teacher educators related to the features of elementary teacher education curriculum

The investigator prepared all questions with the help of supervising teacher the tool consists 38 items administrated among the sample of 112 teacher educators in Calicut and Malappuram District. Questions were prepared on the basis of four dimensions such as structure of the course, optional course, core course and practicals

Table 2

Dimension wise distribution of items in the questionnaire for teacher educators.

Sl.No.	Dimension	Item numbers	Total number of item
1	Structure of the course	1,2,3,4,5,6,7	7
2	Optional subjects	8,9,10,11,12,13	6
3	Core course	14,15,16,17,18,19,20,21,22,23,24	11
4	Practicals	25,26,27,28,29,30,31,32,33,34,35,36,37,38	14

Questionnaire on the problems and prospects of teacher education curriculum for student teachers.

One of the major objectives of the study is to find out the views and perceptions of elementary teacher trainees about problems and prospects of teacher education curriculum. For this purpose, a questionnaire was prepared by the investigator with the help of supervising teacher for administering a sample of 619 teacher trainees.. 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 four dimensions such as structure of the course, optional subject, Core subject, and practicals

The tool consists of 29 items. For evaluate the problems and difficulties faced by student teachers while studying the theories and practicals of D.Ed curriculum. The dimensions used for preparing the questionnaire for student teachers are described under the following heads:

- a. Optional subjects
- b. Core Coursed
- c. Practicals

Table – 3

Dimension wise distribution of items in the questionnaire for student teachers

Sl.No	Dimensions	Item numbers	Total number of item
1	Optional course	1.,2,3,4	4
2	Core course	5,6,7,8,9,10,11	7
3	Practicals	12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29	18

3. Interview Schedule for Principals

The interview schedule is an important data gathering tool, in interview Face to face interview must be done clear idea of what information they are needed.

In the present study the investigator conducted an interview with principals of D.Ed colleges for problems and prospectus of elementary teacher education curriculum. The investigator constructed an open ended interview Schedule for D.Ed principals. The investigator included 10 open ended questions in the interview schedule. The aim of the interview was to find out the problems faced by the principals in Diploma in elementary teacher education.

Planning of the Tools

It is important step for tool construction. Before preparing the tool the investigator reviewed the newly revised elementary teacher education curriculum. The investigator developed the tool with the guidance of supervising teacher, other experts in the field and also with teacher educators from different institutions.

Preparation of the tools

A number of statements were written under four dimensions of diploma in elementary teacher education curriculum. The prepared statements were then discussed with supervising teacher and experts in the field. After a detailed study investigator framed the tools.

Finalization of the tools

Many revision of constructed questionnaire were done before finalization. It was given to the supervising guide and expert in order to make the questionnaire more effective. Necessary instructions were given in the questionnaire to make questions clear. Hence the tool contains 38 items for teacher educators, 29 items for student teachers and 10 items for principals.

Validity of the tool

According to best and Kahn (2002) validity is that quality of data gathering instrument or procedure that enables it to measure what it is supposed to measure. The validity of the present questionnaire is done through face validity. The items in the present questionnaire are prepared in unambiguous way and the meaning of the items are clearly defined. Face validity was ensured by means of discussion and consultation with experts and authorities in the field. To ensure face validity, the investigator discussed various aspects of the issues with the experienced teachers, experts and other concerned authorities.

Reliability of the tool

Reliability of a test refers to the degree of consistency and accuracy with which it measures what it intends to measure.

To ensure the reliability of the questionnaire cronbach alpha is a statistical technique used to determine the internal consistency. The value of cronbach alpha for questionnaire for student teachers is 0.69.hence it is reliable.The value of cronbach alpha for questionnaire for teacher educators is 0.85 hence it is reliable.

Data collection procedure

The questionnaire was administered on 619 student teachers and 112 teacher educators of different government, aided and unaided teacher training institutions. Then the investigator introduced the meaning and nature of the problem and then investigator distributed the questionnaire among the teacher educators and student teachers. The investigator requested them to provide responses in the space provided and answer sheets were collected after completion of answer by the teacher educators and student teachers and also Interview was conducted with principals.

Scoring and consolidation

Scoring and consolidation of answer sheet was done according to the direction provided with each questionnaire.Collected data were consolidated for making interpretation on the basis of percentage analysis of the response. The score sheet was prepared on the basis of two response category (Yes/No). After calculating the total number of each response, the percentage was found out and interpreted accordingly.

Statistical techniques

Statistical techniques are considered the most powerful tools in the researcher's toolbox. It is essential for analysis data. The major statistical techniques used for the present study is percentage analysis.

ANALYSIS

- *Objectives of the study*
- *Percentage Analysis*

ANALYSIS AND INTERPRETATIONS OF DATA

This chapter deals with the statistical analysis of the collected data with its interpretations. The collection of data was done with the help of relevant tools. Analysis is the study of the material in order to determine the inherent facts or meaning. Interpretation is the critical examination of the result of analysis.

The present study attempts to analyze the problems and prospects of elementary teacher education curriculum. After completion of full-fledged survey with questionnaire, analysis and interpretation of the information collected from teacher educators, student teachers and principals of various teacher training institutions was done based on the objectives of the study are given below.

Objectives of the study

The objectives are: -

1. To find out the perception of elementary teacher educators on problem and prospects of elementary teacher education curriculum in Kerala.
2. To find out the perception of elementary student teachers on problem and prospects of elementary teacher education curriculum in Kerala.
3. To know the opinion of principals on existing elementary teacher education curriculum.

In the present study the investigator employed percentage analysis to find out the problems and prospects of elementary teacher education curriculum.

Data collected and consolidated on the basis of five dimensions namely structure of the course, optional course, core course and practicals. Dimension wise analysis is given below.

Structure of the course

The structure of the course deal with course and structure of the D.Ed programme as whole. The investigator prepared seven items about the structure of the course to collect the opinion of teacher educators towards the D.Ed curriculum.

Table 4

Percentage analysis of the opinion of teacher educators about the structure of the course.

Sl.No.	Statements	Responses			
		Yes	%	No	%
1	Need for revising D.Ed curriculum existed before 2013	104	94	8	6
2	Adequacy of new semester system	58	52	54	48
3	Suitability of D.Ed curriculum in developing Academic and professional quality of student teachers	90	80	22	20
4	Orientation programme for effective transaction of revising curriculum	38	40	74	60
5	Change in D.Ed curriculum in response to the changes in school curriculum	75	67	37	33
6	Importance given for theory and practical in the curriculum	101	90	11	10
7	Necessary facilities in the institution transact new curriculum	57	51	55	49

State Council of Education Research and Training (2013) revised the curriculum of TTC programme in Kerala. This programme comprises broad inter

related curriculum areas as perspectives on education. 94 percentage of teacher educators in the sample responded 'yes' to the question on the criticality of revised TTC Curriculum. That is 94 percent of teacher educators perceive that the TTC Curriculum should be reformed. Whereas 6 percentage of teacher educators feel that there is no need of reformation in the curriculum existed before 2013. 52 percentage of teacher educators support to the implementation of semester system in D.Ed. course as it reduce the burden on student teachers. Whereas 48 percentage of teacher educators are opposed the implementation of semester system. On the basis of the opinion of 80 percentage of teacher educators, the revised D.Ed. curriculum is sufficient to improve the academic and professional standards of teacher education. 40 percentage of teacher educators opined that they are getting sound orientation to study the revised curriculum, but 60 percentage of teacher educators are not satisfied with orientation programme.

67 percentage of teacher educators indicated that new D.Ed. curriculum is correlated with the school syllabus, but 33 percentage of teacher educators opined that new D.Ed. curriculum is not meet the expectations from school syllabus. 90 percentage of the teacher educators pointed out that the D.Ed. curriculum give adequate importance to theory and practical. 10 percentage of teacher educators opposed to this opinion. 51 percentage of teacher educators agree that Institution provided adequate facilities for teaching learning process effectively. 49 percentage teacher educators did not agree to this statement, as they are not getting adequate ICT facilities, faculties for physical education and art education.

Optional Subjects

Table 5

Percentage analysis of the opinion of teacher educators about the optional subjects

Sl.No.	Statements	Responses			
		Yes	%	No	%
8	Effective implementation of optional system	88	79	24	21
9	Appropriate guidelines in the curriculum	85	76	27	24
10	Optional subject are cope up with the emerging educational approach.	90	80	22	20
11	Provisions in the optional subject for developing IT related approach	88	79	24	21
12	Optional papers are based on modern pedagogical approach	88	78	24	22
13	Scope for creating efficient teachers	92	82	20	18

The optional subjects are mathematics, social science and general science. The investigator prepared six items in this dimension to collect the opinion of the teacher educators towards the optional subjects of D.Ed. curriculum. 79 percentage of teacher educators responded that they can effectively implement the optional system among student teachers. While 21 percentage of teacher educators disagreed with this view. 76 percentage of teacher educators perceived that curriculum provides appropriate guidelines for training methods in the optional subject. Whereas 24 percentage of teacher educators feel that curriculum did not provide appropriate guidelines for training methods in optional subject.

90 percentage teacher educators opined that the revised curriculum of the optional subjects are adequate with the emerging educational approaches. Whereas 20 percentage of the teacher educators disagreed with this view.

The role of ICT getting more and more important role day by day, especially in the teaching learning process. 79 percentage of teacher educators perceived that the syllabi of optional papers are given adequate importance to IT oriented approach. 21 percentage teacher educators disagreed with this. With regard to the adequacy of optional papers in inculcating modern pedagogical approach, 78 percentage of teacher educators perceived positively while 22 percentage of the teacher educators disagreed with that.

82 percentage of teacher educators responded that content of optional paper as per the revised curriculum is sufficient to improve the efficiency of teachers. But 18 percentage of teacher educators opposed to it.

Core Subjects

Table 6

Percentage analysis of the opinion of teacher educators about the core course

Sl.No.	Statements	Responses			
		Yes	%	No	%
14	Core subject learning teaching theory and practice develops skill related language	38	34	74	66
15	The adequacy of subject Malayalam teaching learning	79	71	33	29
16	Hierarchical arrangement of topics in curriculum	74	66	38	34
17	Directions for imparting English language in the curriculum	100	89	12	10
18	Adequacy of curriculum for ICT enabled teaching and learning	75	67	37	33
19	Adequacy of subject language proficiency in developing skills	87	78	25	22
20	Importance for value education in the curriculum	97	87	15	13
21	Facilities for personality development in the institution as prescribed by curriculum	87	78	25	22
22	Art education and work experience in the curriculum	107	95	5	5
23	Sufficient resources in the curriculum to impart environmental studies	68	61	44	39
24	ICT enabled classroom as directed by curriculum	102	91	10	9

The component of core course includes child development and learning, curriculum and pedagogy, Malayalam, proficiency in English language, environment English language teaching theory and practice, art education and work experience, the social historical and philosophical foundation, language learning and literature, pedagogy of English language, teacher professional development, physical and health education. The investigator prepared 11 items in this dimension

to collect the opinion of the teacher educators towards the D.Ed curriculum. The percentage analysis of opinion regarding core course.

66 percentage of teacher educators didn't agree to develop skill related language can be developed among the student teacher by including the subject like language teaching theory and practice. 34 percentage of teacher educators support the content of language teaching theory and practice. 71 percentage of teacher educators support the content of paper 'Malayalam subject promote the mother tongue in proper way'. But 29 percentage of teacher educators were opined against this.

89 percentage teacher educators support the curriculum include the direction for imparting English language effectively among the student teachers. 67 percentage of teacher educators opined that the present curriculum has equipped to train the student teachers in ICT enabled teaching.

78 percentage of teacher educators have the opinion that content of the language proficiency paper improves the skill of student teachers. 87 percentage teacher educators opined that the core curriculum give importance for value education. 78 percentage of teacher educators agree to that personality development is given adequate importance. 95 percentage teacher educators agree that inclusion of art education and work experience in the elementary teacher education is inevitable for the aesthetic, moral and overall development of student teachers. 5 percentage disagree with this. 61 percentage of teacher educators think that content of paper environmental studies is relevant and it is helpful to acquire sufficient

resources to impart effectively among student teachers. 91 percentage of teacher educators opined that ICT enabled class room is directed by curriculum is essential for teacher education programme. 9 percentage of teacher educators disagree this statement.

Practical

Table 7

The percentage analysis of opinion of teacher educators about the practical

Sl.No.	Statements	Responses			
		Yes	%	No	%
25	Simulation in teaching learning process	101	90	11	10
26	Importance to simulation in the curriculum	83	74	29	26
27	Importance for discussion lesson, criticism classes and demonstration	54	48	58	52
28	Adequate time to conduct the practical work	81	72	31	28
29	Importance of physical health in the teaching learning process	55	49	57	51
30	Field work with community living camp	49	44	63	56
31	Fulfil the learning objectives of community living camp	47	42	65	58
32	Provision for internship in the curriculum	62	55	50	45
33	Extracurricular and co-curricular activities related with practice teaching	85	75	27	24
34	Practice teaching in different sessions	79	70	33	30
35	Adequacy of evaluation technique	87	77	25	23
36	Curriculum prescribed the students to complete all roles as a teacher	49	43	63	56
37	Observation report in school	62	55	50	45
38	Sufficient periods available in school	74	66	38	34

The components in the practical include simulation, discussion lesson, demonstration lesson, criticism, practice teaching, field trip, field work with Community living camp and physical education. The investigator prepared 14 items in this dimension to collect the opinion of the teacher educators towards the D.Ed curriculum.

90 percentage teacher educators agree that simulation helps to develop all the teaching skills of student teachers. 10 percentage of teacher educators feel that simulation cannot help student teachers. 74 percentage of teacher educators agree that curriculum has more importance to simulation as a teacher education programme. 48 percentage of teacher educators support model of teaching through demonstration class. They agree that curriculum gave sufficient importance to discussion lesson, criticism and demonstration. 52 percentage disagree with this statement. 72 percentage teacher educators have the opinion that the adequate time available in practical work. 49 percentage teacher educators opined that physical education is helpful to make aware of the importance of physical health education in educational process. 51 percentage of teacher educators responded that importance given to physical education in D.Ed curriculum is not sufficient.

44 percentage teacher educators say that field work with community living camp are essential to develop social service cooperation and leadership quality among student teachers. 56 percentage of teacher educators disagree with that statement. 58 percentage of teacher educators disagree that duration given for camp activities in the curriculum camp activities are not enough to fulfil the objectives of community living camp. 42 percentage agree on this statement. 55 percentage

teacher educators supported that practice teaching is most important in D.Ed curriculum. 75 percentage teacher educators agree that adequate time as given in the curriculum to understand the extracurricular and co-curricular activities held at school during the practice teaching. 70 percentage teacher educators opined that two phases of practice teaching is beneficial for the student teachers. 77 percentage of teacher educators agree to the pattern of existing evaluation technique adequate to assess the teaching skills of student teachers. 23 percentage disagree to this statement. 56 percentage teacher educators say that student teacher cannot understand other activities happened in the school by doing practice teaching. So, practice should be reconstructed to carry out the entire role of teachers. 55 percentage teacher educators agree that it is practical to prepare the report by the training institution after observing the teacher trainees as directed by the curriculum. 66 percentage teacher educators say that sufficient periods available in every subject at the school for teacher trainees.

II. Percentage analysis of the problems and prospects of elementary student teachers

Data collected and consolidated on the basis of three dimensions namely optional course, core papers and practical.

Optional Subjects

The investigator prepared four items in this dimension to collect the opinion of the student teachers towards the D.Ed curriculum.

Table 8

Percentage analysis of the opinion of student teachers about the optional courses

Sl.No.	Statements	Responses			
		Yes	%	No	%
1	Optional subject as a part of curriculum	558	90	61	10
2	Excess practical work in optional paper	198	32	421	68
3	Availability of time for optional subject	191	31	428	69
4	Suitability of information from optional subject in practice teaching	578	93	41	7

90 percentage of student teachers support to a positive approach to elect optional subject. 32 percentage student teachers agree that in optional paper practical work is an overload. 68 percentage disagree this statement. 69 percentage of student teachers feel that proper time not getting for optional subject. 31 percentage of student teachers opposed to it. 93 percentage student teachers say that they got useful information from optional subjects.

Core subjects

The investigator prepared 7 items in this dimension to collect the opinion of the student teachers towards problems and prospects of elementary teacher education curriculum. The percentage analysis of opinion regarding core course is given below.

Table 9

Percentage analysis of the opinion of student teachers about the core subjects

Sl. No.	Statements	Responses			
		Yes	%	No	%
5	Adequacy of the subject teacher professional development in developing confidence	598	97	21	33
6	Adequacy of subject environmental studies for developing better environmental consciousness	572	92	47	8
7	Clear idea about school curriculum before practice teaching	560	90	59	10
8	Suitability language learning literature to develop aesthetic sense	388	63	231	37
9	Proficiency in English language in developing communication skills	457	74	162	26
10	Facilities in the institution conduct to art education and work experience	268	43	351	57
11	Effectiveness of training in physical education	446	72	173	28

97 percentage of student teachers think that content of the teacher professional development paper can improve their confidence. 92 percentage of student teachers have the opinion that content of the environment paper give the awareness about the surrounding. 8 percentage disagree with this statement. 90 percentage of student teachers opined that idea about the school curriculum before going for teaching practice. 63 percentage student teachers think that content of paper, language learning and literature is relevant. That to develop aesthetic sense. 37 percentage disagree with this statement. 74 percentage student teachers support the content area of paper ‘proficiency in English language’ helps to develop the communication skill. 26 percentage student teachers were against this opinion. 43 percentage student teachers say that sufficient faculty and equipment are there in the institution for art education and work experience. 57 percentage disagree with this

statement. 72 percentage student teachers agree that they are able give to training in school properly. 28 percentage of student teachers were against this opinion.

Practical

The investigator prepared 18 items in this dimension to collect the opinion the student teachers towards the D.Ed curriculum.

Table 10

Percentage analysis of the opinion of student teachers about the practicals

Sl.No.	Statements	Responses			
		Yes	%	No	%
12	Efficient mechanism to evaluate teaching learning process in the curriculum	542	88	77	12
13	Experience given through criticism classes in the practice teaching in schools	581	94	38	6
14	Usefulness of simulation in developing different types of skill	410	66	209	34
15	Conducting of group discussion and other activities in the classroom	594	96	25	4
16	Practical exams in end of each semester	182	29	437	71
17	Internal Mark System	263	42	356	58
18	Adequacy of demonstration and criticism classes	602	97	17	3
19	Facilities in the institution to use ICT	284	46	335	54
20	Record work in developing teaching skills	293	47	326	53
21	Regular conducting of internal exams	569	92	50	8
22	Efficiency of teaching practice in developing confidence	600	97	19	3
23	Anxiety regarding teaching profession	342	55	277	45
24	Adequacy of time allotted for each subject	365	59	254	41
25	Suitability of conventional method	235	38	384	62
26	Sufficient facilities in the teaching practice in schools	329	53	290	47
27	Difficulties in conducting physical education and art education	186	30	433	70
28	Support from school authorities to conduct physical education, art education and work experience	445	72	174	28
29	Conduct group activities in school	143	23	476	77

88 percentage of student teachers agree that systematic structure for assessment to evaluate teaching learning process. 94 percentage student teachers says that it is useful with the experience that getting from the criticism classes. 66 percentage of student teachers support that through simulation gave different types of skills. 34 percentage student teachers opposed to it. 96 percentage student teachers agree that group discussion and other activities are able to conduct in good way. 29 percentage student teachers opinioned that it is difficult in the exam during the end semester system. 71 percentage student teachers opposed to it. 42 percentage student teachers says that internal mark system is depressing. 58 percentage student teachers disagree this statement, 97 percentage of student teachers opined that demonstration criticism activities helps in changing teaching abilities. 46 percentage student teachers support that ICT is available in colleges. 54 percentage disagree to this. 47 percentage of student teachers face continuous record work effect the teaching skill. 53 percentage student teachers opposed to it. 92 percentage student teachers support that internal exams correctly conducted by institutions. 97 percentage student teachers believed that teaching practice helps to develop confidence. 55 percentage student teachers think that teaching profession make anxiety. 45 percentage student teachers disagree this statement. 59 percentage student teachers says that the time which get for each subject is adequate. 41 percentage student teachers opposed to it. 62 percentage of student teachers think that traditional is not making any obstacles. 38 percentage of student teachers is effecting these methods. 53 percentage of student teachers says that, there all facilities able to give scientific learning experience. 47 percentage student teachers opposed this statement. 70 percentage of student teachers opined that there is no

difficulty in manage physical education and art education. 30 percentage opposed to this statement. 72 percentage of student teachers agreed that we are getting all support from the school for physical education and art education. 28 percentage of student teachers disagree this statement. 77 percentage of student teachers opined that there is such difficulties to conduct group activity in the class room. 23 percentage of student teachers opposed to it.

Interview schedule of principals

Table 11

Percentage analysis of the opinion of principals about the problems and prospects elementary teacher education curriculum

Sl.No.	Statement	Percentage of Responses in favour
1	Change in D.Ed. curriculum in response to the changes in school curriculum	58%
2	Conducting of orientation programmes by SCERT	25%
3	Curriculum give any provision for giving awareness about changing curriculum	67%
4	ICT enabled class room	12%
5	Availability of teachers in physical education, art education and work experience	10%
6	Community living camp and field trip prescribed in the curriculum	100%
7	Demonstration, criticism and simulation programme	100%
8	Adequate time for conducting practical examination at the end of the semester	78%
9	Practical difficulty facing for implementing of school internship	54%
10	Availability of reference books in the library	44%

In the present study investigator employed interview schedule for principals of elementary teacher training institutions. 20 principals of D.Ed colleges are interviewed. Out of them 3 are from govt. colleges 4 from aided colleges and 13 from unaided colleges. 10 items are included in interview schedule.

More than half of the D.Ed. principals opined that there is a need for redesigning D.Ed. curriculum by including sufficient theory and practical to develop competent teacher. Even though the curriculum developed well, time schedule is one of the major problem. The subjects in the D.Ed curriculum not suitable to equip necessary pedagogical content knowledge and teaching skills among the student teachers. Only 25% of the principals opined that SCERT and DIET conduct necessary training and orientation programme to transact new curriculum effectively. In the modern era, information and communication technology place a vital role in the effective teaching learning process. But the result of the study reveals that only 12% of the institution have ICT enabled classroom. Regarding the availability of teachers in physical education, art education and work experience only 10% of the principals opined that their institution have separate teachers. Many of the institutions appoints staff on temporary basis for teaching the subject. None of this sampled institution has permanent teacher educators for teaching all subjects.

Community living camp, field trip and field work are essential part of the teacher education curriculum almost all of the surveyed institutions conducted community living camp, field trip and field work and also they regularly conduct simulation, demonstration and criticism as a part of internship. Regarding the availability of time for conducting practical examination. 78% of the principals

responded positively. But as the opinion of unaided college principals is that there is lack of time for preparing for practical examination. Many of the principals suggested that proper evaluation and monitoring is affected by lack of time.

54% of principals opined that they faced some difficulties while implementing school internship. Such as lack of cooperation from mentors of practice teaching schools. Most of the colleges try to keep books for learning as prescribed in the curriculum in their library. Only 44% of the institutions have adequate library facilities.

CHAPTER V

SUMMARY, FINDINGS AND SUGGESTIONS

- *Restatement of the problem*
- *Objectives of the study*
- *Methodology*
- *Statistical Techniques*
- *Major findings of the study*
- *Educational Implications*
- *Suggestions for the further study*
- *Conclusion*

SUMMARY, FINDINGS & SUGGESTIONS

The present study undertaken with a view to explore and bring out the problems and prospects of elementary teacher education curriculum. This section of the report intends to provide an overview of the study. The major findings, conclusions, suggestions for improving the present system and suggestions for further research are included in this chapter.

Restatement of the problem

The study is entitled as “Problems and Prospects of Elementary Teacher Education Curriculum”

Objectives of the study

The main objectives are:-

1. To find out the perception of elementary teacher educators on problem and prospects of elementary teacher education curriculum.
2. To find out the perception of elementary student teachers on problem and prospects of elementary teacher education curriculum.
3. To know the opinion of principals on existing elementary teacher education curriculum.

Methodology

It deals with the precise description of the samples used for the study, tool employed and statistical technique used.

Sample

The study was conducted on a representative sample of 112 teacher educators 619 student teachers and 20 principals taken from 34 colleges.

Tool

1. Questionnaire on the problems and prospects of teacher education curriculum for teacher educators.
2. Questionnaire on the problems and prospects of teacher education curriculum for student teacher trainees.
3. Interview schedule for D.Ed principals.

Statistical Technique Used

Data was analyzed and interpreted using percentage analysis.

Major findings of the study

Findings of the study were:

1. The study reveals that renovation of D.Ed curriculum is a step to strengthen the effectiveness of teacher education. 93.8% teacher educators are strongly support the existing curriculum.

2. The data reveals that 52% of teacher educators support to the implementation of semester system in D.Ed course which will reduce the burden of student.
3. 80% of teacher educators opined that revised curriculum is sufficient to improve the academic and professional standard of education.
4. 66 % of teacher educators are not getting sound orientation for teaching the syllabus of D.Ed programme.
5. 67% of teacher educators opined that new D.Ed curriculum is correlated with the school syllabus.
6. 90% of the teacher educators supported that the D.Ed curriculum give importance to both theory and practical.
7. 97% of the optional teacher educators support that the content of the optional paper is relevant.
8. 76% of teacher educators opined that curriculum provide appropriate guidelines for training teaching method in the optional subject.
9. 90 % of teacher educators expressed that the reformed curriculum of the optional subject are cope up with the emerging educational approach.
10. 78% of teacher educators agree that optional subject are prepared in accordance with the modern pedagogical approach.
11. 82% of teacher educators opined that content of optional papers as per the revised curriculum is sufficient to make a good teacher.

12. 66% teacher educators didn't agree to develop skill related language can be developed among student teacher by including the subject like language to theory and practice.
13. 71 % of teacher educators support the content area of paper Malayalam subject promote the mother tongue.
14. 66 % of the teacher educators opined that D.Ed curriculum enables to understand the lesson of the theory paper from knowledge level to application level.
15. 89 % of the teacher educators expressed their views that the curriculum include the direction for imparting English language effectively.
16. 78% of teacher educators opined that content of language proficiency paper improve the skill of student teacher.
17. 87% of the teacher educators agree that D.Ed curriculum gives more importance to value education.
18. The present study reveals that 95% of teacher educators agree that art education and work experience are essential. Art education and work experience like music, painting and drama helps to develop and work experience went a new teacher appointment.
19. 61 % of the teacher educators opined that the environmental studies is relate and it is helped to acquire sufficient resources to impart effectively.

20. 91 % of the teacher educators opined that ICT enabled class room is essential for teacher education.
21. For improving school internship measures like demonstration, simulation, discussion, criticism. 48% of the teacher educators agree that curriculum gave sufficient important to there practical's.
22. 72 % of teacher educators opined that adequate time available in practical work.
23. 49% of the teacher educators viewed that physical education is very much helpful for bettering the health of the students.
24. School internship designed to the development of perspectives, professional capacities, teacher characters, sensible and skills. Practice of teaching constitute the hub of the multiple and varied activities comprising he total programme of education. 70 % of the teacher educators opined that school internship is considered as the most significant features of teacher education programme. School internship is a main part of teacher education. The present study indicated that duration of school internship will not deteriorate the academic quality of school student.
25. Most of the teacher educators(77%) agree that existing evaluation techniques adequate to assess the teaching skills of student teachers.
26. Majority of teacher educators (55%)opined that it is practical to prepare the report by the training institution after observing the teacher trainees.

27. The result reveals that 90% of student teacher support a positive approach to elect optional subject.
28. The result reflects that 63% of student teacher support the content of core paper is relevant.
29. 97% of student teachers agree that agree that criticism class, demonstration and other activities are able to conduct good way.
30. 92 % of student teachers opined that internal exams are conducted regularly by institutions
31. 97 % of teacher educators opined that teaching practice helps to develop confidence.
32. 72% of students teacher opined that is we are getting all support from the school for physical education and art education.

Educational Implications

The major objectives of the study was to find out the problems and prospects of elementary teacher education curriculum. In the light of opinions obtained from teacher educators and student teachers and principals it can be concluded that all the practice associated with D.Ed curriculum are almost satisfactory.

In the light of the above listed findings the following points are proposing as the Educational implication of the present study.

1. Feeding school is essential attached with every elementary teachers training institutions in order to give practical training for student teachers.
2. For improving school internship measures like demonstration, simulation, orientation to teacher educators and mentors should be given more importance.
3. It is necessary to form a subject council and conduct in service course among teacher educators.
4. Art education and work experience like music, painting and drama helps to develop proficiency of student teacher. Hence it is essential to appoint more teacher educators for teaching these subjects.
5. Field trip/study tour should be organized in order to fulfill the objectives envisaged by the curriculum.
6. Institution should take necessary steps in implementing ICT facilities.
7. Equal importance should be given in curriculum for theory and practical.
8. DIET and SCERT should conduct more training and orientation programme.
9. DIET should give more training to mentors of practice teaching schools.

Suggestions for further study

1. The study may be conducted in other states of D.Ed curriculum.
2. Study on the comparison among the effectiveness of D.Ed curriculum in Kerala and other States can be conducted.

3. The same study can be conducted on secondary teacher education curriculum also.
4. This study can be replicated after two or three years.
5. The study may be conducted on problems and prospects of secondary teacher education curriculum.
6. The study may be conducted on problems and prospects of M.Ed curriculum like attendance of students, collection of fee preparation of registers, conduct of morning assembly conduct of co-curricular activities, preparation of question paper, solution of student problems, and conduct the sports and arts should be included.
7. For ensuring the quality elementary teacher education, the state government and other organization bodies conducting a pilot study. A pilot study can provide valuable insight for elementary teacher education field.

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APPENDICES

APPENDIX I
FAROOK TRAINING COLLEGE
DEPARTMENT OF EDUCATION
PROBLEMS AND PROSPECTS OF ELEMENTARY TEACHER
EDUCATION CURRICULUM
QUESTIONNAIRE FOR ELEMENTARY TEACHER EDUCATORS

Dr. T. Mohamed Saleem
 Research Guide

Ramyaprabha M.K
 M.Ed. Student

നിർദ്ദേശങ്ങൾ

പരിഷ്കരിച്ച D.Ed. കരിക്കുലവുമായി ബന്ധപ്പെട്ട പ്രശ്നങ്ങൾ വിശകലനം ചെയ്യുന്നതിന് വേണ്ടിയുള്ള പഠനത്തിന്റെ ഭാഗമായ വിവരശേഖരണത്തിനായുള്ള ഏതാനും പ്രസ്താവനകളാണ് ചുവടെ നൽകുന്നത്. ഓരോ പ്രസ്താവനയ്ക്കും Yes / No എന്നീ രണ്ട് പ്രതികരണങ്ങൾ നൽകിയിട്ടുണ്ട്. പ്രസ്താവനകൾ ശ്രദ്ധാപൂർവ്വം വായിച്ച് നിങ്ങളുടെ പ്രതികരണങ്ങൾ രേഖപ്പെടുത്തുക. നൽകുന്ന വിവരങ്ങൾ ഗവേഷണാവശ്യത്തിന് വേണ്ടി മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ.

1. 2013 ന് മുൻപ് നിലവിലുണ്ടായിരുന്ന ടിടി.സി.പാഠ്യപദ്ധതി കാലോചിതമായി പരിഷ്കരിക്കുക എന്നത് വളരെ അനിവാര്യമായ ഒരു വസ്തുതയായിരുന്നോ?
2. കരിക്കുലം നിർദ്ദേശിച്ചിട്ടുള്ള ഓപ്ഷണൽ സമ്പ്രദായം വിദ്യാർത്ഥികൾക്കിടയിൽ ഫലപ്രദമായ രീതിയിൽ നടപ്പിൽ വരുത്താൻ സാധിക്കുന്നുണ്ടോ?
3. Language Teaching- Theory, Practice എന്ന വിഷയം പഠിക്കുന്നതിലൂടെ ഭാഷകളുമായി ബന്ധപ്പെട്ട നൈപുണികൾ നേടാൻ വിദ്യാർത്ഥികളെ സജ്ജരാക്കാനുള്ള ശേഷി അധ്യാപക വിദ്യാർത്ഥികൾക്ക് ലഭിക്കുമെന്ന് തോന്നുന്നുണ്ടോ?
4. സാമൂഹിക സേവനം, സഹകരണം, നേതൃത്വപാടവം എന്നിവ വളർത്താൻ ഉതകുന്ന രീതിയിലാണോ Filed work with community living camp കരിക്കുലത്തിൽ വിഭാവനം ചെയ്തിരിക്കുന്നത്.
5. കരിക്കുലത്തിൽ സ്കൂൾ ഇന്റേൺഷിപ്പിന് തൊട്ട് മുൻപേ അധ്യാപക വിദ്യാർത്ഥികളെ കൃത്യമായി തയ്യാറാക്കാനുള്ള വ്യവസ്ഥകൾ നൽകുന്നുണ്ടോ?

6. പുതിയ സമീപനം എന്ന നിലയിൽ സൈമസ്റ്റർ സിസ്റ്റം ഡി.എഡിൽ നടപ്പിലാക്കിയത് വിദ്യാർത്ഥികളുടെ പഠനഭാരം കുറയാൻ സഹായകമാകുമെന്ന് നിങ്ങൾക്ക് അഭിപ്രായമുണ്ടോ?
7. ഓപ്ഷണൽ പേപ്പറിന്റെ ഭാഗമായിട്ടുള്ള അധ്യാപന രീതികൾ ഏതു തരത്തിൽ പരിശീലിപ്പിക്കണമെന്ന് കരിക്കുലം നിഷ്കർഷിക്കുന്നുണ്ടോ?
8. മാതൃഭാഷാ പഠനം മെച്ചപ്പെടുത്തുന്നതിനായി കരിക്കുലത്തിൽ ഉൾപ്പെടുത്തിയിട്ടുള്ള വിഷയത്തിലൂടെ അധ്യാപക വിദ്യാർത്ഥികൾക്ക് കൃത്യമായ പരിശീലനം നൽകാൻ സാധിക്കാറുണ്ടോ?
9. Practice Teaching സമയത്ത് സ്കൂളിലെ മറ്റു പ്രവർത്തനത്തെക്കുറിച്ച് മനസ്സിലാക്കാൻ ഉതകുന്ന വിധത്തിൽ കരിക്കുലത്തിൽ സമയം നിഷ്കർഷിച്ചിട്ടുണ്ടോ?
10. പരിഷ്കരിച്ച ഡി.എഡ് പാഠ്യപദ്ധതി അക്കാദമികവും പ്രൊഫഷണലുമായ നിലവാരം വർദ്ധിപ്പിക്കുവാൻ ഉതകുന്ന രീതിയിലാണ് എന്ന് നിങ്ങൾക്ക് തോന്നിയിട്ടുണ്ടോ?
11. ഓപ്ഷണൽ വിഷയങ്ങളുടെ പാഠ്യപദ്ധതി മറിക്കൊണ്ടിരിക്കുന്ന വിദ്യാഭ്യാസ സമീപനങ്ങൾക്ക് ഒപ്പം നിൽക്കുന്നുണ്ടോ?
12. കരിക്കുലത്തിൽ തിയറി പേപ്പറിലെ പാഠഭാഗങ്ങൾ നോളജ് ലെവൽ എന്നതിൽ നിന്ന് അപ്ലിക്കേഷൻ ലെവൽ എന്ന രീതിയിലേക്ക് എത്തിക്കാൻ സാധിക്കുന്നുണ്ടോ?
13. Community living camp ന്റെ ഉദ്ദേശ്യലക്ഷ്യങ്ങൾ പൂർത്തീകരിക്കാൻ കരിക്കുലം നിർദ്ദേശിച്ച സമയം തികയുന്നുണ്ടോ?
14. പരിഷ്കരിച്ച കരിക്കുലത്തോട് അനുബന്ധിച്ച് നിങ്ങൾക്ക് ഫലപ്രദമായ വിധത്തിലുള്ള പരിശീലനം ലഭിച്ചു എന്ന അഭിപ്രായമുണ്ടോ?
15. പരിഷ്കരിച്ച കരിക്കുലം അനുസരിച്ച് ഓപ്ഷണൽ പേപ്പറുകളിലെ ഉള്ളടക്കത്തിൽ നൽകുന്ന അറിവ് സമർത്ഥരായ അധ്യാപകരെ വാർത്തെടുക്കാൻ ഉതകുന്നതാണോ?
16. English Language എന്ന വിഷയം അധ്യാപക വിദ്യാർത്ഥികളിൽ കാര്യക്ഷമമായി എത്തിക്കാൻ വേണ്ട നിർദ്ദേശങ്ങൾ കരിക്കുലത്തിൽ ഉൾക്കൊള്ളിച്ചിട്ടുണ്ടോ?
17. വിദ്യാഭ്യാസ പ്രക്രിയയിൽ Physical Health വിദ്യാഭ്യാസത്തിന്റെ പ്രാധാന്യത്തെക്കുറിച്ച് ഒരു അവബോധം വളർത്തുന്ന രീതിയിൽ Physical Education സഹായകമാകുന്നുണ്ടോ?

18. സ്കൂൾ പാഠ്യപദ്ധതിക്കനുസൃതമായ വിധം ഡി.എഡ് കരിക്കുലത്തിൽ വേണ്ട മാറ്റങ്ങൾ വരുത്തിയെന്ന അഭിപ്രായമുണ്ടോ?
19. ഐ.ടി. അധിഷ്ഠിത സമീപനത്തിന് വേണ്ടവിധത്തിലുള്ള പ്രാധാന്യം നൽകുന്നതാണോ ഓപ്ഷണൽ വിഷയങ്ങളുടെ സിലബസ്.
20. കരിക്കുലം നിഷ്കർഷിച്ചിട്ടുള്ള രണ്ട് ഘട്ടങ്ങളിലായി നടത്തുന്ന Practice teaching അധ്യാപക വിദ്യാർത്ഥികൾക്കിടയിൽ ഗുണം ചെയ്യുമെന്ന് നിങ്ങൾക്ക് അഭിപ്രായമുണ്ടോ?
21. പരിഷ്കരിച്ച കരിക്കുലത്തിൽ തിയറിക്കും പ്രായോഗിക പ്രവർത്തനത്തിനും വേണ്ട വിധത്തിലുള്ള പ്രാധാന്യം നൽകിയിട്ടുണ്ടോ?
22. ഓപ്ഷണൽ വിഷയവുമായി ബന്ധപ്പെട്ട മൂന്ന് പേപ്പറുകളും ആധുനിക പഠനബോധനങ്ങൾക്ക് സമീപനത്തിന് ചുവടുപിടിച്ച് തയ്യാറാക്കപ്പെട്ടതാണോ?
23. കമ്പ്യൂട്ടർ അധിഷ്ഠിത അധ്യാപനത്തിന് വിദ്യാർത്ഥികളെ പ്രാപ്തമാക്കാൻ നിലവിലുള്ള കരിക്കുലം പര്യാപ്തമാണെന്ന് നിങ്ങൾക്ക് അഭിപ്രായമുണ്ടോ?
24. Discussion lesson, criticisms class, demonstration തുടങ്ങിയ അധ്യാപന പരിശീലന മാർഗങ്ങൾക്ക് വേണ്ടത്ര പ്രാധാന്യം പരിഷ്കരിച്ച കരിക്കുലത്തിൽ നൽകിയിട്ടുണ്ടോ?
25. നിലവിലുള്ള കരിക്കുലം നിഷ്കർഷിക്കുന്ന മൂല്യനിർണ്ണയ രീതികൾ അധ്യാപക വിദ്യാർത്ഥിയുടെ Teaching Skill കൃത്യമായി വിലയിരുത്താൻ ഉതകുന്നതാണെന്ന് നിങ്ങൾക്ക് അഭിപ്രായമുണ്ടോ?
26. പുതിയ പാഠ്യപദ്ധതി അനുസരിച്ച് കരിക്കുലം നിഷ്കർഷിച്ചിട്ടുള്ള പ്രവർത്തനങ്ങൾ നടത്താൻ ഉതകുന്ന എല്ലാ സജ്ജീകരണങ്ങളും നിങ്ങൾക്ക് വിദ്യാലയത്തിൽ ലഭ്യമാണോ?
27. Language proficiency എന്ന വിഷയം പഠിക്കുന്നതിലൂടെ ഒരു മലയാളം ടീച്ചർക്കുവേണ്ട എല്ലാതരത്തിലുമുള്ള നൈപുണികളും നൽകാൻ നിലവിലുള്ള കരിക്കുലം അനുയോജ്യമാണോ?
28. കരിക്കുലത്തിൽ വാല്യു എഡ്യൂക്കേഷന് വേണ്ടത്ര പ്രാധാന്യം നൽകിയതായി നിങ്ങൾക്ക് അനുഭവപ്പെട്ടിട്ടുണ്ടോ?
29. കരിക്കുലത്തിൽ വിഭാവനം ചെയ്തിരിക്കുന്ന പ്രാക്ടീസ് ടീച്ചിംഗ് അധ്യാപക വിദ്യാർത്ഥികളെ അധ്യാപകരുടെ എല്ലാ റോളും നിർവ്വഹിക്കുന്ന വിധത്തിൽ പരിശീലനം നൽകാൻ പ്രാപ്തരാണെന്ന് അഭിപ്രായമുണ്ടോ?

30. സിമുലേഷനിലൂടെ എല്ലാ സ്കില്ലുകളും പരിശീലിക്കാനുള്ള അവസരം നിലവിലുള്ള കരിക്കുലം അധ്യാപകവിദ്യാർത്ഥികൾക്ക് ലഭ്യമാക്കുന്നുണ്ടോ?
31. കരിക്കുലം നിർദ്ദേശിച്ച പ്രകാരം അധ്യാപക വിദ്യാർത്ഥികളെ കൃത്യമായി വിലയിരുത്തുകയും റിപ്പോർട്ട് Training Intuition ലേക്ക് അയക്കുകയും ചെയ്യുക എന്നത് Practice teaching school ന് പ്രായോഗികമാണെന്ന് തോന്നിയിട്ടുണ്ടോ?
32. കരിക്കുലത്തിൽ നിർദ്ദേശിച്ച Practical work നടത്താനാവശ്യമായ സമയം പര്യാപ്തമാണോ?
33. കരിക്കുലത്തിൽ നിർദ്ദേശിച്ച പ്രകാരം ഓരോ വിഷയത്തിലും ഒരു ക്ലാസ് വീതമെങ്കിലും നിർബന്ധമായും ICT ഉപയോഗിച്ച് അധ്യാപക വിദ്യാർത്ഥികൾ എടുക്കണമെന്ന നിർദ്ദേശം മെച്ചപ്പെട്ട അധ്യാപക വിദ്യാഭ്യാസത്തിന് ആവശ്യമാണോ?
34. നിങ്ങളുടെ സ്ഥാപനത്തിൽ കരിക്കുലം നിഷ്കർഷിച്ച രീതിയിൽ വ്യക്തിത്വ വികസനത്തിനാവശ്യമായ പരിശീലനത്തിനുള്ള സൗകര്യമുണ്ടോ?
35. കരിക്കുലത്തിൽ നിർദ്ദേശിച്ച രീതിയിലുള്ള Periods കൃത്യമായി ഓരോ വിഷയത്തിനും സ്കൂളിൽ അധ്യാപക വിദ്യാർത്ഥികൾക്ക് ലഭ്യമാക്കാൻ സാധിക്കുന്നുണ്ടോ?
36. Art Education & Work Experience എന്നിവ കരിക്കുലത്തിൽ ഉൾപ്പെടുത്തിയത് മെച്ചപ്പെട്ട അധ്യാപക വിദ്യാഭ്യാസത്തിന് ഉതകുന്നതാണോ?
37. അധ്യാപന പരിശീലനം എന്ന നിലയിൽ simulation ന് കരിക്കുലം കൂടുതൽ പ്രാധാന്യം നൽകുന്നുണ്ടോ?
38. Environmental Studies എന്ന വിഷയം അധ്യാപകവിദ്യാർത്ഥികളിൽ എത്തിക്കാൻ ഉതകും വിധം കരിക്കുലത്തിൽ വേണ്ട വിഭവങ്ങൾ ലഭ്യമാണോ?

APPENDIX II
FAROOK TRAINING COLLEGE
DEPARTMENT OF EDUCATION
PROBLEMS AND PROSPECTS OF ELEMENTARY TEACHER
EDUCATION CURRICULUM
QUESTIONNAIRE FOR ELEMENTARY TEACHER EDUCATORS

Dr. T. Mohamed Saleem
Research Guide

Ramyaprabha M.K
M.Ed. Student

Suggestions

The following statements are intended to seek information about problems and prospects of elementary teacher education curriculum. For each statements responses yes/no are given. Read each statements carefully and put in the appropriate item. Your responses will be kept confidential and used only for research purpose.

- 1) Is it essential to reform the TTC curriculum existed before 2013
- 2) Do new approach in the semester system reduce the over load of the student teachers
- 3) Is the reformed D.Ed curriculum is adequate to develop the academic and professional quality of student teachers
- 4) Are you agreeing that you have provided with enough training programme to impart reformed curriculum effectively in the classroom.
- 5) Is the D.Ed curriculum reformed as per the school curriculum
- 6) Is there equal provision for theory as well as practical
- 7) Do the Institution provide adequate facilities that helps to complete the teaching learning processs effectively as per the new curriculum

- 8) Is the curriculum functioning effectively among the student teachers the current optional programme
- 9) Do appropriate guideline in the curriculum provide appropriate guidelines for training teaching methods in the optional papers
- 10) Is the revised curriculum of the optional subject are cope up with the emerging educational approach
- 11) Is the optional subjects provides adequate provision for developing IT related approach
- 12) All the 3 optional papers are base on modern pedagogical approach
- 13) Is the reformed curriculum contains scope for creating efficient teachers
- 14) By learning language teaching theory and practice can student teacher be fledged with the language skill
- 15) Is if accurate among the student trainee to promote the mother tongue by including the subject in the curriculum
- 16) Is the topic in the curriculum enable to shift from knowledge level to application level
- 17) Is there any direction for imparting English language effectively among the student teachers
- 18) Do you have the opinion that present curriculum has equipped to train the student in ICT enable teaching
- 19) Is the curriculum enable a Malayalam teacher to develop all the skill by studying the subject language proficiency
- 20) Do you experience that the curriculum has given enough importance for value education

- 21) Is there any facilities as prescribed by curriculum for personality development in your intuition
- 22) Is it essential to include art education and work experience in the curriculum of teacher education
- 23) Do curriculum provides sufficient resources in the curriculum to impart environmental studies effectively among student teachers
- 24) Is it essential for teacher education to provide the facilities to use ICT enabled classroom as directed in the curriculum
- 25) Is there any provision possibility to develop all the skills by practicing simulation in teaching learning process.
- 26) Is the curriculum has given more importance to simulation as a teacher education programme
- 27) Is there given sufficient importance in the reformed curriculum for importance for curriculum discussion lesson, criticism class, and demonstration in the curriculum demonstration
- 28) Is there adequate time given in the curriculum to conduct the practical work
- 29) Is the physical education helps to develop the importance of physical health in the teaching learning process.
- 30) Do the Field work with community living camp enable the student teacher to develop social service, cooperation and leadership quality
- 31) The duration given by curriculum is adequate to fulfill the learning objectives of community living camp
- 32) If there any provision in the curriculum for preparing for student teachers for internship

Appendices

- 33) Is adequate time has given in the curriculum to understand the extracurricular and co curricular activitiesheld at school during the practice teaching
- 34) Is the two phases proposed by the curriculum is beneficial for the student teacher
- 35) Do the existing evaluation technique adequate to assess the teaching skill of the student teacher
- 36) Is the practice teaching prescribed in curriculum enable the student to complete all roles as a teacher
- 37) Is it practical for mentors of practice teaching in school to prepare a report after observing the teacher trainee as directed by the curriculum
- 38) Are you getting sufficient periods as directed by curriculum in every subjects at the school for teacher trainee

APPENDIX III

FAROOK TRAINING COLLEGE

DEPARTMENT OF EDUCATION

**PROBLEMS AND PROSPECTS OF ELEMENTARY TEACHER
EDUCATION CURRICULUM**

QUESTIONNAIRE FOR ELEMENTARY STUDENT TEACHERS

Dr. T. Mohamed Saleem
Research Guide

Ramyaprabha M.K
M.Ed. Student

1. Optional Subject തിരഞ്ഞെടുത്ത് പഠിക്കുന്ന പുതിയരീതി ഗുണകരമായ മാറ്റമായി തോന്നിയിട്ടുണ്ടോ
2. Teacher Professional Development എന്ന വിഷയം പഠിക്കുന്നതിലൂടെ നിങ്ങൾക്ക് അധ്യാപനത്തിൽ ആത്മവിശ്വാസം വളർത്താൻ ഉതകുന്നുണ്ടോ?
3. നിങ്ങളുടെ പഠനപ്രവർത്തനങ്ങൾ നിരന്തരം വിലയിരുത്തുന്നതിനുള്ള കൃത്യമായ പ്രവർത്തനങ്ങൾ കരിക്കുലത്തിന്റെ ഭാഗമായി സംവിധാനിച്ചിട്ടുണ്ടോ?
4. നിങ്ങളുടെ ക്ലാസ് ടൈംടേബിൾ പ്രകാരം ഒരോ വിഷയത്തിനും അനുവദിക്കപ്പെട്ട സമയം പര്യാപ്തമാണെന്ന് നിങ്ങൾക്ക് തോന്നുന്നുണ്ടോ?
5. ഓപ്ഷണൽ പേപ്പറിലുള്ള പ്രാക്ടിക്കൽ വർക്കുകൾ നിങ്ങൾക്ക് പഠനഭാരം അനുഭവപ്പെടുന്നുണ്ടോ?
6. Environment എന്ന ആശയം പഠിക്കുന്നതിലൂടെ നിങ്ങളുടെ ചുറ്റുപാടിനെ കുറിച്ചുള്ള ധാരണ ലഭിക്കുന്നുണ്ടോ?
7. Criticism ക്ലാസ്സുകളിൽ നിന്ന് ലഭിക്കുന്ന പരിശീലനം സ്കൂളിൽ എത്തുമ്പോൾ കൃത്യമായി ഉപയോഗപ്രദമാകാറുണ്ടോ?
8. നിങ്ങളുടെതായ വ്യത്യസ്ത അധ്യാപന രീതികൾ ക്ലാസ് റൂമുകളിൽ അവലംബിക്കുന്നതിന് പരമ്പാരഗതരീതി തടസം സൃഷ്ടിക്കുന്നതായി തോന്നിയിട്ടുണ്ടോ?
9. ഓപ്ഷണൽ സബ്ജക്റ്റിന് അനുവദിച്ച സമയം പര്യാപ്തമല്ല എന്ന് നിങ്ങൾക്ക് തോന്നിയിട്ടുണ്ടോ?

10. കുട്ടികൾക്ക് ശാസ്ത്രീയമായ പഠനാനുഭവങ്ങൾ നൽകുന്നതിന് അനുയോജ്യമായ സൗകര്യങ്ങൾ ടീച്ചിംഗ് പ്രാക്ടീസിന് പോകുന്ന സ്കൂളുകളിൽ ലഭ്യമാകാറുണ്ടോ?
11. ഓരോ സെമസ്റ്ററിന്റെയും അവസാനം നടക്കുന്ന പ്രാക്ടിക്കൽ എക്സാം ബുദ്ധിമുട്ട് അനുഭവപ്പെടുന്നുണ്ടോ?
12. അധ്യാപക ജോലി സാധ്യതയെക്കുറിച്ച് ആശങ്കയുണ്ടോ?
13. ഓപ്ഷണൽ സബ്ജക്റ്റിൽ നിന്നും ലഭിക്കുന്ന അറിവ് പ്രാക്ടീസ് ടീച്ചിംഗ് സമയത്ത് ഉപകാരപ്രദമാകാറുണ്ടോ?
14. സ്കൂൾ പാഠ്യപദ്ധതിയെക്കുറിച്ചുള്ള ധാരണ പ്രാക്ടീസ് ടീച്ചിംഗിന് പോകുന്നതിന് മുൻപ് ഉണ്ടാക്കിയെടുക്കാൻ സാധിക്കുന്നുണ്ടോ?
15. അധ്യാപന പരിശീലനത്തിലൂടെ നിങ്ങളുടെ ആത്മവിശ്വാസം വളർത്താൻ സഹായിക്കുന്നുണ്ടോ?
16. Physical Education and Art and work experience എന്നീ ക്ലാസുകൾ കാര്യക്ഷമമായി നടത്താൻ നിങ്ങൾക്ക് പ്രയാസം അനുഭവപ്പെടുന്നുണ്ടോ?
17. Language Learning and Literature എന്ന വിഷയത്തിലൂടെ സാഹിത്യവാസന വളർത്താൻ ഉതകും വിധം പരിശീലനം നൽകാറുണ്ടോ?
18. Simulation ലൂടെ വ്യത്യസ്തതരത്തിലുള്ള skill കൾ ലഭ്യമാകുന്നുണ്ടോ?
19. Art Education, Work experience എന്നിവ ഫലപ്രദമായി നടത്തനാവശ്യമാ സാധന സാമഗ്രികളും അധ്യാപകരും സ്ഥാപനത്തിൽ ലഭ്യമാണോ?
20. നിങ്ങൾക്ക് കൃത്യമായി internal exam നടത്താറുണ്ടോ?
21. Physical Education, Art Education and work experience എന്നീ ക്ലാസുകൾ എടുക്കുന്നതിന് ടീച്ചിംഗ് പ്രാക്ടീസ് നടത്തുന്ന സ്കൂൾ അധികൃതരിൽ നിന്നും പിന്തുണ ലഭിക്കാറുണ്ടോ?
22. Proficiency in English Language എന്ന വിഷയം പഠിക്കുന്നതിലൂടെ നിങ്ങളുടെ Communication skill വളർത്താൻ സഹായകമായിട്ടുണ്ടോ?
23. നിങ്ങളുടെ അധ്യാപകർ ക്ലാസ്സിൽ ചർച്ചകളും ഗ്രൂപ്പ് പ്രവർത്തനങ്ങളും സജീവമായി നടത്താറുണ്ടോ?
24. സംഘപ്രവർത്തനം ക്ലാസ് റൂമിൽ നടപ്പിലാക്കുന്നതിനെ കുട്ടികളുടെ എണ്ണം നിങ്ങൾക്ക് തടസ്സം സൃഷ്ടിക്കാറുണ്ടോ?

25. **Internal Mark** സമ്പ്രദായം മാനസിക സമ്മർദ്ദം സൃഷ്ടിക്കാറുണ്ടോ?
26. **ICT** ഉപയോഗിച്ച് ക്ലാസ്സ് എടുക്കാൻ പ്രാവീണ്യം നേടാനുള്ള സാഹചര്യം നിങ്ങളുടെ കോളേജിൽ ലഭ്യമാണോ?
27. നിരന്തരമായ റെക്കോർഡ് വർക്ക് അധ്യാപക നൈപുണ്യം വളർത്തുന്നതിന് പ്രതികൂലമായി ബാധിക്കുന്നുണ്ടോ?
28. **Physical Education** ന്റെ ഭാഗമായി നിങ്ങൾക്ക് ലഭിക്കുന്ന പരിശീലനം കൃത്യമായി സ്കൂളിൽ ഉപയോഗിക്കാൻ സാധിക്കാറുണ്ടോ?
29. **Demonstration, Criticism** തുടങ്ങിയ പ്രവർത്തനങ്ങളിലൂടെ നിങ്ങളുടെ അധ്യാപക നൈപുണ്യത്തിന് മാറ്റം വരുത്താൻ സഹായകമായിട്ടുണ്ടോ?

APPENDIX IV
FAROOK TRAINING COLLEGE
DEPARTMENT OF EDUCATION
PROBLEMS AND PROSPECTS OF ELEMENTARY TEACHER
EDUCATION CURRICULUM
QUESTIONNAIRE FOR ELEMENTARY STUDENT TEACHERS

Dr. T. Mohamed Saleem
Research Guide

Ramyaprabha M.K
M.Ed. Student

Suggestions

The following statements are intended to seek information about problems and prospects of elementary teacher education curriculum. For each statements responses yes/no are given. Read each statements carefully and put✓in the appropriate item. Your responses will be kept confidential and used only for research purpose.

- 1) Is it effective to select optional subject as prescribed by the curriculum
- 2) Are you getting over load for the practical work in your optional paper
- 3) Do you feel the time given for optional subject is inadequate
- 4) Is it useful for you during the internship, the knowledge and information that you perceive from the optional classes
- 5) Are you enable to develop confidence by studying teacher professional development
- 6) Are you getting awareness about the surrounding by studying the environment
- 7) Are you getting idea about the school curriculum before going for teaching practice
- 8) Is the language learning and literature enable to develop aesthetic sense among student teachers
- 9) Are you able to develop communication skill by studying proficiency in English language

- 10) Is there enough faculties and equipment in your institution to conduct art and work experience
- 11) Are you able to implement in the training in school, that you had acquired as part of physical education
- 12) Is there systematic structure for assessment to evaluate your teaching learning process.
- 13) Do the practices from the criticism classes helps you during the teaching practice
- 14) Are you able to perceive different type of skills through simulation
- 15) Is the group discussion and other activities functioning actively in your class room
- 16) Are you facing difficulty at the exams of end semester system
- 17) Are you depressed in internal mark system
- 18) Do the activities in demonstration, criticism helps to change your teaching ability
- 19) Is the facilities available in colleges for using ICT during internship
- 20) Is affect continuous record works adversely to develop teaching skills
- 21) Is the internal exams are conducted correctly
- 22) Is the teaching practice helps to develop confidence among you
- 23) Do you have any anxiety regarding teaching profession
- 24) Are you thinking that the given instructional hours in your time table is adequate for every subject
- 25) Is the conventional method hindrance to follow creative teaching learning technique in your class room
- 26) Is the schools possess sufficient facilities to provides scientific learning experience during the teaching practice
- 27) Are you getting any difficulty at the time of physical education and art education
- 28) Are you getting support from the school authorities to conduct physical education art and work experienceduring the teaching practice
- 29) Is the strength of students hindrance to conduct group activity in the class room

APPENDIX V
FAROOK TRAINING COLLEGE
DEPARTMENT OF EDUCATION
PROBLEMS AND PROSPECTS OF ELEMENTARY TEACHER
EDUCATION CURRICULUM
INTERVIEW SCHEDULE FOR PRINCIPALS OF ELEMENTARY
TEACHER TRAINING INSTITUTIONS

Dr. T. Mohamed Saleem
Research Guide

Ramyaprabha M.K
M.Ed Student

Interview Schedule Of Elementary Teacher Training Schools

1. സ്കൂൾ കരിക്കുലത്തിൽ കാലാകാലങ്ങളായി വന്ന മാറ്റങ്ങൾക്കനുസരിച്ച് ടീച്ചർ എഡ്യൂക്കേഷൻ കരിക്കുലത്തിൽ അനുയോജ്യമായ രീതിയിലാണെന്ന് താങ്കൾക്ക് അഭിപ്രായമുണ്ടോ?
2. പരിഷ്കരിച്ച കരിക്കുലവികസനവുമായി ബന്ധപ്പെട്ട് SCERT ഏതെങ്കിലും തരത്തിലുള്ള ട്രെയിനിംഗ് അധ്യാപകർക്ക് നൽകിയിട്ടുണ്ടോ?
3. സ്കൂളിൽ നിരന്തരമായി ഉണ്ടാകുന്ന കരിക്കുലം മാറ്റത്തെക്കുറിച്ച് അധ്യാപകരെയും വിദ്യാർത്ഥികളെയും ബോധവൽക്കാരണതരത്തിലുള്ള വ്യവസ്ഥകൾ കരിക്കുലം നിഷ്കർഷിക്കുന്നുണ്ടോ?
4. പഠനസംബന്ധമായ ICT ഉപയോഗിക്കാനാവശ്യമായ ഭൗതിക സാഹചര്യങ്ങൾ നിങ്ങളുടെ സ്ഥാപനത്തിൽ ലഭ്യമാണോ?
5. Physical education, Art Education and work Experience ഇവ ഫലപ്രദമായി നടത്തുവാൻ ആവശ്യമായ അധ്യാപകരും സാമഗ്രികളും സ്ഥാപനത്തിൽ ലഭ്യമാണോ?
6. കരിക്കുലം നിർദ്ദേശിച്ച രീതിയിൽ Community Living Camp, Field Trip എന്നിവ കൃത്യമായി നടപ്പിലാക്കാൻ സാധിക്കാറുണ്ടോ?
7. Internship ന്റെ ഭാഗമായുള്ള Micro Teaching, Demonstration Class, Criticism class ഇവ കൃത്യമായി കോളേജിന് സാധിക്കാറുണ്ടോ?

Appendices

8. പാഠ്യപദ്ധതിയുടെ ഭാഗമായി എല്ലാ സെമസ്റ്ററുകളിലും നടത്തുന്ന പ്രാക്ടിക്കൽ എക്സാമിന് തയ്യാറെടുപ്പുകൾ നടത്തുവാൻ സമയം ലഭിക്കാറുണ്ടോ?
9. സ്കൂൾ ഇന്റേൺഷിപ്പ് നടത്തുന്നതിന്റെ ഭാഗമായി നിങ്ങൾ നേരിടേണ്ടി വരുന്ന പ്രായോഗിക ബുദ്ധിമുട്ടുകൾ എന്തെല്ലാം?
10. കരിക്കുലത്തിൽ നിർദ്ദേശിച്ച് വിഷയങ്ങൾ പഠിക്കാനാവശ്യമായ ബുക്ക്സ് ലഭിക്കാൻ വേണ്ടതരത്തിൽ ലൈബ്രറി സൗകര്യമുണ്ടോ?

APPENDIX VI
FAROOK TRAINING COLLEGE
DEPARTMENT OF EDUCATION
PROBLEMS AND PROSPECTS OF ELEMENTARY TEACHER
EDUCATION CURRICULUM
INTERVIEW SCHEDULE FOR PRINCIPALS OF ELEMENTARY
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M.Ed Student

- 1) Do you have opinion regarding the change in the Teacher Education Curriculum in accordance with change in school curriculum?
- 2) Do SCERT provided any training programme for teachers in relation to reformed curriculum development?
- 3) Is curriculum instruct any other conditions to realize students and teachers to change curriculum continuously in school?
- 4) Is your Institution have facility using ICT?
- 5) Is Institution have available adequate teachers and instruments for effective Physical Education, Art Education and Work Experience?
- 6) Is Community Living Camp, Field Trip is regularly conducted as per the curriculum instructions?
- 7) Is College have regularly conducted Simulation, Demonstration Class and Criticism Class as a part of Internship?
- 8) Is adequate time available for preparing practical examination in each semester as a part of curriculum?
- 9) Which are the practical difficulties facing as a part of implementation of school internship?
- 10) Is adequate library facilities available for learning books in different subjects as per the curriculum?

FAROOK TRAINING COLLEGE
DEPARTMENT OF EDUCATION
PROBLEMS AND PROSPECTS OF ELEMENTARY TEACHER
EDUCATION CURRICULUM
RESPONSE SHEET

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Name of the institution

Type of the Institution : Govt/Aided/elf

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FAROOK TRAINING COLLEGE
DEPARTMENT OF EDUCATION
PROBLEMS AND PROSPECTS OF ELEMENTARY TEACHER
EDUCATION CURRICULUM
RESPONSE SHEET

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Name of the institution

Type of the Institution : Govt/Aided/elf

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