**PROFESSIONALISING SECONDERY TEACHER EDUCATION**

**PROGRAMME IN KERAL: REFLECTIONS OF POLICY MAKERS**

**ABDUL RASHEED.P**

**Dissertation**

**Submitted to the University of Calicut**

**in partial fulfillment of the requirements**

**for the Degree of**

**MASTER OF EDUCATION**

**FAROOK TRAINING COLLEGE**

**UNIVERSITY OF CALICUT**

**2013**

 **DECLARATION**

 I, ABDUL RASHEED. P do here by declare that this dissertation **“PROFESSONALISING SECONDERY LEVEL TEACHER EDUCATION PROGRAMME:REFLECTION OF POLICY MAKERS”** has not been submitted by me for the award of a Degree, Diploma, Title or Recognition before.

Farook College **ABDUL RASHEED.P**

23.12.2013

**CERTIFICATE**

 I, Dr JESA.M., do hereby certify that this dissertation **“PROFESSONALISING SECONDERY LEVEL TEACHER EDUCATION PROGRAMME: REFLECTION OF POLICY MAKERS”** is a record of bonafide study and research carried out by **ABDUL RASHEED. P** under my supervision and guidance. The report has not been submitted by him for the award of a Degree, Diploma, title or Recognition before.

Farook College  **Dr. JESA. M**

30.10.2013 Associate professor,

 Farook Training College

**ACKNOWLEDGEMENT**

At the very outset the investigator thanks the most benevolent God Almighty who enabled him to successfully complete the task.

The investigator is deeply indebted to his supervising teacher **Dr. JESA.M**, associate professor, Farook Training College, for her constant encouragement, generous help and valuable suggestions combined with expert criticism.

The Investigator would like to express his profound gratitude to
**Prof. A Faziluddin**, Principal, Farook Training College, for his whole hearted co-operation in extending facilities and encouragement to conduct this study.

The investigator is highly thankful to Dr .Manoj Praveen assistant professor, for his help to carry out the study.

The Investigator expresses his thanks to the faculties, the librarian and the supporting staff of the college for their co-operation extended to complete the present study.

The Investigator acknowledges with utmost pleasure his friends and family members who have whole heartedly co-operated with the study.

Farook College

30.10.2013 **ABDUl RAHeed. P.**

 **CONTENTS**

LIST OF TABLES

LIST OF APPENDICES

Chapter Page

 I **INTRODUCATION** 1 – 12

 II **REVIEW OF RELATED LITERATURE** 13 – 25

 III **METHODOLOGY** 26 – 36

 IV **ANALYSIS AND INTERPRETATION OF DATA** 37 – 51

 V **CONCLUSIONS AND SUGGESTIONS** 52 – 56

 **BIBLIOGRAPHY APPENDICES**

 **LIST OF TABLES**

|  |  |  |
| --- | --- | --- |
| **Table No.** | **Title** | **Page No.** |
| 1. | Details of sample selected for the study | 28 |
| 2. | Major reasons for non participation of students in group activities | 39 |
| 3. | Reasons for non availability of resource material for teachers | 41 |
| 4. | Reasons for avoiding Creative Activities | 42 |
| 5. | Reasons for avoiding Issue based Discussion | 43 |
| 6. | Reasons for inadequacy related to IT Facilities | 44 |
| 7. | Reasons for failure of continuous and Comprehensive Evaluation  | 45 |
| 8. | Reason for special training for teacher in Tribal School. | 46 |

**LIST OF APPENDICES**

|  |  |
| --- | --- |
| **Appendix No.** |  ***Title***  |
| 1. | Details Of Tribal Schools visited for Data Collection |
| t | Interview Schedule |

**CHAPTER I**

**INTRODUCTION**

* Need and significance of the study
* Statement of the problem
* Definition of the key terms
* Objectives of the study
* Methodology in brief
* Scope and limitations of the study
* Organization of the report

**INTRODUCTION**

Education is considered as the most important input for the development of an individual, society and nation. In the age of globalization, there is over whelming concern over quality and relevance of education has direct relation with the quality of teachers which in tern depends on the effectiveness of teacher education programme.

 The teacher education is the base and an integral part of the educational systetrem“Teacher education means all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively”. (Good, c.v.1959). Teacher education system through its initial and continuing professional development programme is expected to ensure adequate supply of professionally competent teachers to run the nation’s schools.

Teacher Education seeks to prepare good teachers providing them with a sound foundation of theoretical knowledge, competent, skills. For effective teaching it should inculcate the trainees the desired ideals and behavioral patterns of society in which we live. It also develops certain attitudes, values and interest in conformity with the ideals of democracies, socialism and secularism. The ultimate aim of teacher education is to prepare right of teachers with adequate consciousness, conscience and concern for the society and individuals under his responsibility. Teacher education is no longer a training process, but in education strategy for enabling teachers not only to teach successfully, but also to inspire and infuse the student with commitment and certain skills for their well-being are needed. Teacher should be closely interacting with the community has to go and teacher has to be made an integrated part of social as well as educational system. Teacher education has to strive to achieve social and professional accreditation on par with other distinguished profession.

Various commissions and committees appointed by the government in recent decades have invariably emphasized the need for quality teacher education suited to the need of the educational system. The secondary education commission (1953) observed that major factor responsible for the educational reconstruction at the secondary stage is teacher’s professional training. The education commission (1964) stressed that ‘in a world based on science and technology it is education that determines the level of prosperity, welfare and security of the people’ and a sound programme of professional education of teachers is essential for the qualitative improvement of education. A number of organizations like ,National Council For Teacher Education (NCTE), National Council of Educational Research and Training (NCERT),State Council of Educational Research and Training (SCERT),District Institute of Education and Training (DIET) etc have been established to monitorial regulate teacher education with aim of achieving quality education for teachers. The National Council for Teacher Education has initiated steps to prepare Teacher Education Frame Work in 1978 and an attempt was made to revise the Curriculum Frame Work in 1988.Another pioneering effort for qualitative improvement in teacher education was ‘Teacher Education Curriculum Framework’ in 1998. NCTE under took a major exercise of developing a new national curriculum framework for teacher education in 2009.

This commission and agencies played an important role in the field of teacher education, because it is considered as the most important input for improving the quality of school education since the policies prepared for schools are to be implemented by teachers.

The teacher is the back bone of society. He is the foundation of all education and of the whole civilization of mankind, present or future. Teachers have a crucial role to play in the education of the students as well as educations of nations. The roles of teacher are not static, but dynamic as they have to change with as the demands of the society.

**NEED AND SIGNIFICANCE OF STUDY**

 In the modern society the role and responsibilities of teachers have been multifarious and multidimensional. The Teachers have to manage the class properly and plan lessons adequately for ensuring effectiveness of teaching. They are required to evaluate students’ performance and achievement objectively and comprehensively for properly guiding their teaching – learning process. The modern teachers should acquire the role of counselor to solve the day to day life problems of students. They need to conduct studies ranging from action research to sophisticated doctoral and post-doctoral research for solving and school problems and for improving all the educational system.

The present teachers are also required to organize different co-curricular activities in and outside the school campus for promoting all- round development of students’ personalities. Teachers cannot operate in isolation from the society. They are to play emerging roles in providing not only education to the future citizen of country, but can help implementation of developmental programmes of society. They are to be conscience keepers, friends, and guide of the social workers and leaders of community. They are to assert and equip themselves for properly discharging their new roles in educational arena in particular and national development in general. So the teacher must be properly equipped with necessary knowledge competent, skills, abilities, to deal with students and society. From this context, the quality of teacher education programmes becomes most important in any country.

The success of teacher education programs depends on the key factors such as the objectives, assessment system, and management in the curriculum. Among these teacher education curriculum plays an important role to produce quality teachers to our nations. Curriculum is the pivot and hub around which all activities in the educative process move. “Curriculum is that, which the pupil is taught, it involves more than the act of learning and quiet study. It involves occupation, productions, achievement, exercise and activity” (H.H.Horne, 1979)

It is an attempt to communicate the essential features of an educational proposal in such a form that it is open to critical scrutiny and enable them for effective translation in to practice. Teacher education curriculum will remain the most important aspect in the educative process. Todays’s knowledge based society demands socially relevant teacher education curriculum which must be sufficiently flexible for future needs .The content of teacher education curriculum must not meet the present needs but also future demand of society as the needs and problems a nation faces, go on changing with time.

The teacher education curriculum should have provision for in –built creativity and flexibility .It reflects the realities of the national life, strive to realize the interdisciplinary goal of theory and provide varied educational experiences needed by a teacher in his work. Education of the would be prospective teachers could be successfully performed only through a teacher education curriculum which is compressive and innovative. Teacher education programme should provide an innovative curriculum to the threats from the globalization of education.

The professional preparation of teacher is crucial for the qualitative improvement of education .The teacher in the 21th century will have to develop professional competency which develops out of teacher education curriculum. “Towards preparing professional and humane teacher” is the title theme of National Curriculum Frame work for Teacher education 2009. Teacher education for preparing human and professional teachers needs to be holistic. An analysis of the multifaceted roles of a teacher reveals that along with content and methodology there is also a need to integrate emotional competencies, such as self-awareness and self management .It is also essential to integrate life skills and teacher –pedagogic skill .Teacher education program is required to integrate human development climate ,and spiritual intelligence dimensions .It should help realize the sensitivity towards basic and cultural values such as cleanliness, punctuality, equality, co-operation affection home and community and personal responsibility.

 Education should be value added and character building should be one of the primary aims of education system. So the teacher education programs or curriculum needs to integrate .Skills and competencies to develop professional and human teacher. It is doubtful whether the existing B.Ed curriculum in Kerala does not considered performance based counseling areas, which help them to handle physical and mental stress of students. Field practice in inclusive education, communication skill IT enabled teaching, classroom management, community based activities etc should form core mound from the cone of teacher preparation programme.

**STATEMENT OF THE PROBLEM**

Thestudy is titled “PROFESSIONALIZING SECONDARY LEVEL TEACHER EDUCATION PROGRAMME IN KERALA: REFLECTIONS OF POLICY MAKERS”

OPERATIONAL DEFINITION OF KEY TERMS

**Professionalizing**

Professionalizing is defined as the process of developing learned skill and conforms to ethical standard of the profession in which the person practices the skill.

**Secondary teacher education programme**

 The secondary teacher education programme refers to one year programme designed and develops, to train and educate the prospective teachers to the needs of secondary school students.

**Policy makers**

Policy makers are the members of Board of Studies in the universities, Deans of education, Heads of Department of Education, Principals and teacher educators of Government and Aided Training Colleges.

**OBJECTIVES OF THE STUDY**

The objectives of the study were:

1. To analyze the course objectives and content of teacher education programmes in India
2. To analyze the existing B. Ed curriculum of Calicut, Kannur and Mahatma Gandhi University in Kerala with reference to the course objectives content and mode of transaction
3. To study the opinion of policy makers on the existing B.Ed curriculum in Kerala

**METHODOLOGY IN BRIEF**

Methodology of the present study is discussed with the deals precise description of the method adopted for the present study, sample selected for the study, tool employed for the study and techniques used for analysis of data.

**Method**

The investigator adopted the document analysis cum survey method for data collection.

**Sample selected**

The study was conducted among 28 policy makers actively involved in the curriculum developments in the three Universities in Kerala.

**TABLE 1**

Details of sample selected for the study

|  |  |  |
| --- | --- | --- |
| **Sl. No** | **Name of the universities**  | **No. Interviewees** |
| 123 | Kerala University Calicut university Kannur University | 7174 |

**Tool used for the study**

“An interview schedule on reflections on B. Ed curriculum of Kerala” was prepared by the investigator with guidance of supervising teacher for collect reflections from the policy makers. A semi structured interview schedule consisted of twenty items which are organized in an open-ended format.

**Analysis used in the study**

 Based the objectives of the study descriptive analysis was done at three levels. The first level was to analyze course objectives and content of teacher education programme in India. The second level was to analyze to existing B.Ed curriculum in Kerala with reference to course objectives, content and mode of transaction. Based on the interpretations the third level of analysis was done based on the objectives of the study the reflection of policy makers on the existing B.Ed curriculum in Kerala.

**SCOPE AND LIMITATIONS OF THE STUDY**

The present study was an attempt to analyze the B.Ed curriculum of Kerala and to seek opinions, suggestion, and recommendation from policy makers. First the investigator analyzed the documents of certain national agencies like NCTE, NCERT, NCF, and NCFTE and identified objectives of teacher education programmes. From this analysis the investigator identified the objectives which are needed for today’s teacher education programmes. The investigator analyzed the content and learning experiences in B.Ed curriculum of Calicut, Kannur, Mahatma Gandhi Universities of Kerala in order to find out to what extent these are reflected to fulfill the relevant objectives of teacher education. Then researcher identified the absence of appropriate content, programme and transactional strategies to realize the important objectives. The identification of defects in the present curriculum willlead to the restructuring of the curriculum and it results in better teacher training programmes and molding of better teacher. In the light of the government policy to extent the duration of B.Ed programme to two year and the decision to re-structure the programme, pooling the reflections from the experienced policy makers in the field will be of immense application. The findings of the study may be helpline for future curriculum development.

For this study investigator prepared ‘Interview schedule on B.Ed curriculum of Kerala’ and conducted an interview with policy makers to collect opinion and suggestion regarding the content and mode of transaction to realize the objectives.

Even though precautions have been taken to make the study as perfect as possible, some limitations have crept into the study. They are:

1. The study was conducted within a limited time by investigator. The policy makers of Mahatma Gandhi University were not available during the period of data collection since therefore the sample was limited to only three universities in Kerala.
2. The major sources of data in the present study were an open-ended interview with policy makers in the field of educational curriculum development. Even though investigator managed to conduct interview with a few policy makers in the field, due to time limit, he could not consult all the policy makers in the field. This is another limitation of the study and the sample was limited to 28.

**ORGANIZATION OF REPORT**

The research report of the study is arranged in five chapters.

**Chapter I**

 The first chapter contains a brief introduction, need and significance of the study, definition of the key terms, objectives of the study, scope and limitation of the study.

**Chapter II**

 The second Chapter presents the theoretical overview of teacher education and review of relevant literature relevant for the present study.

**Chapter III**

 This chapter describes the methodology of the study describing in detail, the tool used for the study, tool preparation of the study, selection sample of the study, data collection procedure.

**Chapter IV**

 Analysis and interpretation of data collected is discussed in chapter 4

**Chapter V**

 Summary, major findings, conclusions and suggestions made for further research in the area are presented in the fifth chapter

**CHAPTER II**

**REVIEW OF**

**RELATED LITERATURE**

 **Theoretical overview**

**Review of related literature**

**REVIEW OF RELATED LITERATURE**

“The survey of related literature is crucial aspect of planning of the study and the time spent in such a survey in variable is a wise investment” (Mouley, 1963).The literature review is an integral part of the entire research process and it makes a valuable contribution to almost every operational step. It has value even before the first step ;that is when we are merely thinking ,about a research question that we may want to find answers to, through research .It helps to establish the theoretical roots of study, clarity ideas and develop methodology, but letter on the literature review serves to enhance and consolidate knowledge base and helps to integrate finding with the existing body give clarity and focus to research problems, improve methodology, broadens knowledge based in the research area and contextualize the findings.

The present study is to find out the reaction of policy makers towards the existing B.Ed curriculum of Kerala. A brief review of theoretical perspectives of the problem and abstract of related studies are presented in this chapter following headings.

1. **Theoretical overview**
2. **Review of related studies**

**THEORETICAL OVERVIEW**

**Teacher Education**

The quality of nation depends on the quality of its citizens; quality of its citizens depends more than any other features on the quality of their education, which in turn depends to a great extent upon the quality importance of their teachers? Dr. Radhakrishnan, our former president and chairman of the university education commission (1949) rightly observed that the teacher’s place in the society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning.” The National policy in Education-1986 has rightly remarked, the status of teachers reflects the socio- cultural ethos of the society and no people can rise above the level of teachers”.

National Curriculum Frame work- 2005 observed, “The media and educational technologies are recognized as significant, but the teacher remain central….”Teachers are therefore regarded as the custodians of the present as well as future. They prepare the citizens to shape destiny of the country. They are therefore called the architects of the society and the makers of mankind. In this way, teachers need to be educated and facilitated in training programmes according the changing demands of society.

Teaching is one of the oldest and most respected professions and teacher education is a process of professional preparation of teachers. The purpose of teacher education is to produce teachers who have professional competencies. Teacher education needs to build capacities in the teacher to construct knowledge, to deal with different contexts and to develop the abilities to discern and judge in moments of uncertainty and fluidity, characteristics teaching learning environment. Teacher education programmes should also develop reflective teachers with positive attitude, values, commitment and perspective along with skill for the craft of teaching. Along with the skills, certain teacher qualities both personal and professional must be developed during the teacher preparation programme. The personal qualities include patients, positive attitude, co-operation, commitment, integrity, responsibility and role model. The professional qualities are deep knowledge, expertise in methodology in teaching, sound professional ethics, teaching technology mastery of teaching skill and punctuality.

**Teacher education in India**

India has one of the largest systems of teacher education in the world. In the recent years, there was remarkable progress in the educational field in India. The educational expansion, universalisation of elementary education, vocationalisation of secondary education, Right to Education Act, higher and professional education and overall quality of education are major challenges before the country. The country has to address the need of supplying well qualified professionally trained teachers in large numbers in the coming years. The National Knowledge Commission (NKC) has observed that teachers are the single most important element of the school system and the country is already facing a severe shortage of qualified and motivated school teachers at different levels. The report entitled Learning without Burden (1993.P.5) observed that majority of the teachers neither know nor have the necessary skills realize the goal of education. Teacher quality is a function of several factors: teacher’s status, remuneration and condition of work, teacher’s academic and professional education. Evidently the quality of education is a direct consequence and outcome of the quality of teachers and teacher education system. The National Curriculum Frame Worke-2005 places different demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. All the national bodies and commissions emphasize the need for quality teacher training programme, because teacher education system through its initial and continuing professional development programme is expected to ensure adequate supply of professional competent teachers to run the nation’s schools.

 Just after independence the university Education Commission was appointed under the chairmanship of Dr. s. Radhakrishnan. The commission was mainly concerned with the university education but it has on teacher training programme also made several recommendations on teacher training programme. The commission observed that the training colleges had no basic orientation in the essentials. For improvement of teacher training, it suggested that the theory and practice should support each other trainees should not be considered as well experienced teachers and we should not expect efficiency in their teaching from the beginning. Therefore the theory of education must be flexible based on learner factors and adaptable to local circumstances.

 Secondary Education commission (1953) observed, we are, however, convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualification, his professional training, and the place he occupies in the school as well as community. It is indeed matter of concern that teacher education programme should upgrade the standard of teacher education, enhance the professional and social status of teachers and develop amongst them a sense of commitment.

 The education commission under the chairmanship of Dr .S. Kothari (1964-66) has noted the need for teacher education to be brought into the mainstream of the academic life of the universities on the one hand and of school life and educational developments on the other. The National Policy on education, 1986 and revised NPE, 1992 laid emphasis on revamping Teacher Education Programme for bringing about qualitative improvement in education.

 The NCERT (2000.PP 109-10) has aptly observed. “Teacher’s role in the development and implementation of curriculum is vital. All the changes and developments taking place in school curriculum therefore, have necessarily to percolate in the teacher education programmes”. In this context, teacher education is said to be very significant investment for bringing qualitative improvement in education. If a revolution in education has to be indented, it is the teacher education which can be taken as a starting point.

**Teacher education curriculum**

Curriculum is considered as the parameters of quality education. Curriculum is a medium through which the pupils make an effort to achieve the objectives of education. Campbell defined curriculum as being composed of all the experiences children have under the guidance of the teachers. “a curriculum is an attempt to communicate the essential features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective transaction in to practice.” Stenhoause (1975).In the comprehensive sense, curriculum refers to all the activities and experiences that are planned and organized for students. The aims of education should be realized in and out side the school environment.

 Teacher education curriculum is one of the most important assets of teacher training programmes which include the subject matter and experiences intended to develop appropriate knowledge, skills, positive attitude and values among the perspective teachers. It is the live experiences given to the prospective teachers during their training period. Preparing teachers professionally competent and committed to the cause is the responsibility of teacher education curriculum. Teacher education curriculum must develop teaching competency and provide the different experiences to the prospective teachers in different aspects of teaching.

 During the succeeding years nationwide discussions were made on formulation of new curriculum for teacher education. A fame work then emerged and was published by NCERT in 1975.Nationa policy of Education (1986) implemented a variety measures for improvement in the status of teachers, along with effective teacher accountability and substantial up gradation in the quality of teacher education. The establishment of National Council of Teacher Education (NCTE) and its curriculum framework has been welcomed as a dynamic step in teacher education. NCTE has initiated steps in preparing teacher for global world and organized a discussion in 1998.NCFTE (2009) highlighted the importance of reorienting teacher education curriculum to cope up with the challenges of globalization and complex socio economic process. Towards this, it is necessary therefore that prospective teacher’s education should be given new orientation and improved qualitatively and adjusted properly with the demands of new curriculum.

**CURRICULUM AREA OF TEACHING SKILL SUGGESTED BY NCERT**

* Skill of classroom management and stimulus variation
* Skill of writing instructional objectives
* Skill of introducing lesson
* Skill of questioning
* Skill of illustration with examples
* Skill of reinforcement, feedback
* Skill of use of teaching aid
* Skill of using black board
* Skill of explaining
* Skill of evaluation
* Skill of closure
* Skill of organizing the content

**CURRICULUM AREA OF TEACHER EDUCATION-NCFTE (2009)**

NCFTE (2009) suggested a flexible and context-specific curriculum and course design to emerge from the frame work without compromising on the basic principle contained in the vision of the document. The lay out of this curriculum can be conceived as comprising three broad curricular areas.

**Area I: Foundation of Education**

 It includes courses under three broad rubrics namely;

**Child studies**

Understanding the learning and growing child is the basic foundation on which a programme of teacher education needs to be built. The foundational learning in this area involves establishing links between developmental constructs and principles in psychological theory and the larger socio-political realities in which children develop.

**Contemporary studies**

This broad subject of the studies should include teacher and learner in society and other critical social issues such as human and child right, environmental and development and reservation. Curricular profession such as class room in a social context, issues and concerns of contemporary Indian society and ideas of educational thinkers must be given in the contemporary studies.

**Educational studies**

This curricular area should be focused on philosophical thinkers in education, theoretical construct that helps to question and debate issue around aims of education and questions of epistemology.

**Area II: Curriculum and Pedagogical Theory**

It includes courses under two broad rubrics, namely curriculum studies and pedagogic studies.

**Curriculum studies**

It is important engage prospective teachers with the conceptual knowledge with subject-content. Several theoretical concepts learnt during general education in school and college be revisited and reconstructed in this course.

**Pedagogic studies**

The purpose of this course is to understand school subjects and their pedagogic studies in the concrete context of the school and learner by forging linkage among learner, context, subject discipline and pedagogical approaches.

**Area III: Practicum and School Internship**

 Practice teaching and associated rigorous theoretical studies play a crucial part in teacher education programmes. NCFTE (2009) proposes a process-based teacher education. It presupposes a school internship and a sustained engagement with children and school.

**Kerala teacher education**

Kerala is well known and prominent in the Indian union become of its high literacy rate. Teacher education in Kerala started much earlier than in many other state of India. There are classifications of teacher training institutions

* Government
* Aided colleges
* Unaided
* University teacher education centre.

 There are different types of teacher training programmes in Kerala state both graduate and post gradate level. The major teacher training programmes

* Master of education (M.Ed)
* Bachelor of education (B.Ed)
* Teacher training course (TTC)
* Pre-primary teacher training course (PTTC)

**Secondary teacher** **education programme**

 Secondary teacher education programme is one of the important teacher education programmes in Kerala. It is specially focused on the preparation of teachers to teach in secondary teacher education. The B.Ed course will teach a person about teachers and various aspects associated with teaching.

 The programme aims at developing the understanding and competencies required by prospective teachers for effective teaching-learning process at secondary level. The secondary teacher training programmes provides knowledge and develops in them an understanding of areas, such educational valuation, relevance of subject areas, assessment procedures, classroom management and origination, education purposes and values. The programme should provide space for student teachers to reflect in their own experiences and assumptions as part of the course and classroom enquiry for critical observation and reflective analysis of the practice teaching of the teachers. The quality and effectiveness of B.Ed programmes depend on the course subjective of B.Ed programmes various national and state agencies like NCTE, NCRT, NCF, NCFTE and SCERT suggested course objectives in B.Ed programmes.

**COURSE OBJECTIVES FORMULATED BY NCF-2005**

 The course objectives formulated by National Curriculum Framework 2005 can be listed as:

1. The way learning occurs, possible way of creating Understand conducive condition for learning, differences among students in respect of the kind, pace and style of learning.
2. View knowledge as personal experiences constructed in the shared context of teaching learning rather than embedded in the external reality of the text books.
3. Student-teachers are to be sensitive to the social professional and administrative context in which they are to operate.
4. Develop appropriate competencies to be able to not only understand the actual situation but also be able to create them.
5. Prospective teachers to attain a sound knowledge base and proficiency in language.
6. Understand the children with the social, cultural and political context.
7. Develop an artistic and aesthetic sense in children (prospective teachers through arts education).
8. Understand the learning needs of all children including those who are marginalized and disabled.
9. Develop the needed counseling skill and competencies to be a facilitator for and helper of children needing specific kind of health in finding solutions for day to day problems related to educational, personal and social situations.
10. Learn how to make productive work a pedagogic medium or acquiring knowledge in various subjects developing values and learning multiple skills.

**COURSE OBJECTIVES OF NATIONAL CURRICULUM FRAMEWORK FOR TEACHER EDUCATION (2009)**

1. The objectives as presented in the document of National Curriculum Framework for teacher education-2009 are:
2. Teacher education is not a prescriptive endeavor. It should be open and flexible.
3. The concern is to make teacher education liberal, womenistic and responsive to the demands of inclusive education.
4. It acknowledges the diversity of learning spaces and curriculum sites a part from the classroom.
5. Pedagogical knowledge has to constantly undergo adaption to meet the needs of diverse contexts through critical reflection by the teacher on his/her practices.
6. To be a professional and humane teacher.
7. Concerned with integrating theory with practice by providing appropriate weightage for theory and practice.
8. Need for enhancing language competency and communication skills language cuts across the entire curriculum.
9. Emphasis on teacher as a reflective practitioner.
10. Mover towards a longer duration course.
11. For modern teaching approach such as constructivism, comprehensive learning, contextual pedagogy and ICT integration need to be highlighted in the teacher education programme

**OBJECTIVES OF SECONDARY LEVEL TEACHER EDUCATION PROGRAMME FORMULATED BY NCTE (1998)**

The objectives are:

1. To enable the prospective teachers to understand the nature, purpose and philosophy of secondary education.
2. To develop among prospective teachers and understanding of the psychology of their education.
3. To develop skills for guidance and counseling.
4. To develop communication skill and use the modern information technology.
5. To acquaint them with educational need of special group of pupils.
6. To develop aesthetic sensibilities.
7. To acquaint them with research in education including action resources.

**COURSE OBJECTIVES FORMULATED BY KERALA CURRICULUM FRAME WORK-2005**

1. There should be change in teacher education in accordance with the changed perspective.
2. Experimental pedagogy should be at first in teacher education.
3. Teacher education should be the field that incorporates a latest trend in education with a critical approach.
4. The methodology in teacher education programme should lay stress on experimental activity that constructs a new insight in pedagogy.
5. The trainees should be able to critically analyze the educational process that he/she goes through.
6. There should be opportunity to evaluate the teacher trainees during practice teaching and this should be natural and democratic.
7. All prospective teachers should get in-depth training in the use of ICT.

**REVIEW OF RELARED STUDIES**

 Santhosh (1995) investigated study which aimed to compare the teacher education programme at secondary level in south Indian states the primary objective was to compare the curriculum of secondary teacher education programs of south Indian states .Normative survey method was followed and eight universities were selected for the study at the rate of two universities from each state. Tool employed in the study was questionnaire result should that deferens exist among the universities under the study with regard to the components of content –cum-methodology is theory bound in all universities and recent developments in field of education are rare in the syllabi of optional papers in majority of the universities .

Sudeesh (2003) conducted a study on competency based B. Ed curriculum (physical science education) of university of Calicut . The major objectives were to suggest certain relevant topics that could be incorporated in the B. Ed curriculum of university of Calicut for the development of competencies of physical science teacher and to provide learning experiences for the development of competencies related to the suggested topics .The investigator conducted an interview schedule for collect data through content analysis and interview method. The important findings were modification in theory and practical part of the present B. Ed curriculum of Calicut.

 Bhosale (2005) conducted a study on local wisdom qualitative improvement in teacher analyzed the existing curriculum in teacher education program at the B.Ed level taking in to account aspect like the essential core characteristics of a teacher the essential special characteristic of a teacher in relation to his subject study found out that there is very little provision in the theory paper for providing information about the structure of subject ,and basic concepts in the subject practical related to the essential characteristics, critical thinking use of teaching aid, basic concept ie practice teaching and curriculum.

Muhammad (2009) explored the opinions of teacher trainees about the B. Ed curriculum of university of Calicut .The explorative survey method was adopted tool used for this study was an opinionnaire .The major findings me the total sample of the trainees and ten sub groups of the sub samples remarked that among the identified 13 dimensions in the present B. Ed course ,the dimension which is the most meritorious and in agreement one is the 11 dimension; ie the co-curricular activities of the courses .Of the total samples different sub sample have the same opinion about the curriculum totally and all the dimensions.

Shamim (2010)conducted a study entitled ‘prospective teacher’s responses on secondary teacher education program the main objective was to study the prospective teacher’s response regarding secondary teacher education program and to analyze the prospective teacher’s responses on existing curriculum of secondary teacher education program. Survey technique of descriptive method of research was used to conduct the study. A simple random sampling technique was applied to select the sample of122 prospective teachers. Tool was used questionnaire which consisted of 32 items representing seven major dimension of secondary teacher education program .findings of the study revealed that the existing secondary teacher education programs require more improvement especially the frame work of curriculum.

Yadav (2011) connected a study on comparative study of pre-service teacher education programme at secondary stage, in Bangladesh, India, Pakistan and Srilanka .The major objective was to compare different components of pre- service teacher education program in Bangladesh ,India, Pakistan and srilanka .

Tool employed in the study was questionnaire the data were collected from 24 principals 88, teacher education and 157 student teachers from institution and universities survey method was used for the purpose of this study. Finding suggested that one year duration of B.Ed programs was fond inadequate in India, Bangladesh, and Pakistan, graduation was minimum qualification for admission in B. Ed course in all countries except Srilunka. The curriculum and syllabus of B. Ed course was not revised during last five year in Bangladesh, Pakistan and Srilunka. This course more laminated in theory than practical in all four countries.

Geetha (2012) focused the study to find out reaction of teacher educations and M. Ed students towards the existing practical in B. Ed curriculum. The objectives of the study were to analyze the reaction of teacher education and M. Ed students regarding the existing practical in B. Ed curriculum and to suggestions certain measures for strengthening the existing practical in B.Ed curriculum.150teacher education and 250 M.Ed students were the sample of the study. Investigator designed a questionnaire for collecting data and survey method was employed. Major findings of the study are child centered approach does not decrease the importance of micro teaching. Response of teacher educations and M. Ed students show that this practical work help to improve the teaching competency of the student teachers majority of the teacher educations and M. Ed students say that the practical sessions are a mechanical process.

Pattanaik (2013) conducted a study on pre-service teacher educations program at secondary level of Utkal University. The main objectives were to study the admission criteria between the year and two year B. Ed courses and two compare the course content evaluation techniques. It the study random sampling procedure was followed .The size of sample was confined to 120 pre- service student teachers. For the collection of data the researcher used a questionnaire statistical techniques used for the study was percentage analysis. The major finding of this study, were both one year and two year B. Ed course the basis of carrier making up to B.A(+3),both the one year ad two year B.Ed syllabus has been formulated as per the objectives both one year and two year B. Ed courses have disagreed that the topics included in their syllabus was up to date. About one year B. Ed respondents agreed that time is not adequate to complete the course.

**CONCLUSION**

From the above mentioned studies the investigator understands that the

Study focusing on secondary teacher education curriculum is very less number. Thus the present study has significance in the area of education. In this study the investigator tries to reveal the opinion and responses of the policy makers towards the existing teacher training programme at secondary level in Kerala.

.

CHAPTER III

METHODOLOGY

* Objectives of the study
* Research design of the study
* Tool employed for the study
* Sample selected for the study
* Preparation of tool
* Selection of items for the tool
* Data collection procedure

**METODOLOGY**

Methodology is the great important procedure of research process. “Method is an established or systematic order for performing any act or conducting any operation.’’ (Good.1959) .Methodology of research involves the procedure or technique adopted in a research study. The role of methodology is to carry out the research work in scientific and valid manner. The success of any research work depends upon the suitability of the method, tool and techniques that research follows to gathered adequate data. The method to be adopted depends upon the nature of the study and the type of the data required.

The methodology adopted for the present study is described under the headings:

1. Ojectives of the study
2. Research desing of the study
3. Tool employed for the study
4. Sample selected for the study
5. Preparation of tool
6. Selection of items for the tool
7. Data collection procedure

**OBJECTIVES OF THE STUDY**

The objectives of the study were:

 (i) To analyze the course objectives and content of teacher education programmes in India

1. To analyze the existing B. Ed curriculum of Calicut, Kannur and Mahatma Gandhi University in Kerala with reference to the course objectives content and mode of transaction
2. To study the opinion of policy makers on the existing B.Ed curriculum in Kerala

**RESEARCH DESING OF THE STUDY**

“Research design as a master plan specifying the methods and procedures for collecting and analyzing the needed information.”(Zikmund willium.1988:41) Research design is a plan for collecting and analyzing evidence that will make it possible for the investigator to answer whatever questions he/she has posed. The design of an investigation touches almost all aspects of the research, from the minute details of data collection to the selection of the techniques of data analysis.

Qualitative research has become, particularly relevant in the last decades of the 20th century and at the beginning of the 21th century. Qualitative researches have conducted in many field of contemporary research. It can be used to explore, describe or understand the reasons for certain phenomenon. The qualitative research is presumed to go beyond the obvious of constructs and variables that are not visible or measurable; rather they have to be deduced by various methods.

Qualitative research is based on the phenomenological paradigm, which uses a variety of interpretive methods consist the kind of data collection: In-depth open-ended interview direct, observation, and written documents.

Qualitative research design can be complicate depending upon the level of experience a researcher may have with a particular type of methodology. As researchers, may aspire to grow and expand their knowledge and experiences with qualitative design in order to better utilize a variety of research paradigm. One of the more popular areas of interest in qualitative research design is that of the interview protocol. Interview provide in- depth information pertaining to participants experiences and view points of particular topic. Often items, interviews are coupled with other forms of data collection in order to provide researcher with well-rounded collection of information for analyses.

For the present study the investigator followed qualitative research design. Interview cum document analysis method was suitable means through which the investigator could understand the nature of the B.Ed curriculum in kerala and to collect the opinion from the policy makers in the field.

**SELECTION OF SAMPLE**

The study was conducted among 28 policy makers actively involved in the curriculum developments in the three Universities in Kerala.

**TOOL AND DOCUMENTS USED FOR THE COLLECTION OF DATA**

The selection of suitable tool is an important aspect for a successful research, because an accurate and reliable tool can supply the correct data which is inevitable for a study to be valid.

 The present study aimed at collecting the opinion of the nature of the existing B.Ed curriculum in Kerala from the policy makers in the filed of teacher education. Then investigator analyzed the content, objectives and mode of transaction in existing B.Ed curriculum in the three universities in Kerala. For this he depended on the documents. It gives over emphasis to theoretical aspects than practical work, lack of innovative transactional strategies and learning experience.

For the present study the investigator prepared an open ended schedule to collect information from curriculum policy makers in the interview educational field of Kerala. ’Interview as a two person conversation, initiated by interviewer for the specific purpose of obtaining research-relevant information and focused by him on the content specified by the research objectives of description and explanation.’’(Gardner.1968:527)

Interview schedule is an important research tool for the collection of data. Qualitative interview have been categorized in a variety of ways with many contemporary text differentiating qualitative interviews as un- structured, semi-structured and structured.

Semi- structured interview are often the sole data sources for qualitative research report and are usually scheduled in advance at designated time and location out side of every day events. They are generally organized around a set of pre-determined open-ended questions, with other questions emerging from the dialogue between interviewer and interviewees. Semi- structured in-depth interview are the most widely used interviewing format for qualitative research and can occur either with an individual groups.

For the present study, the investigator prepared semi-structured in-depth interview schedule. In depth interview are used when we want to explore new issues in-depth interview are offer used to provide context to other data, offering a more complete picture in the program. The primary advantage of semi-structured in-depth interview is that they provide much more detailed information that what is a valuable through other data collection methods such as surveys. They also may provide a more related atmosphere in which collect information.

**PREPARATION OF TOOL**

 For the present study investigator followed the document analysis cum survey method. The documents of apex bodies such as National Curriculum Frame Work -2005(NCERT), National Curriculum Frame work for Teacher education,2009(NCTE),Teacher Education for curriculum Renewal (NCERT), Kerala curriculum frame work Frame Work,2007(SCERT),were clearly examined and identified the relevant objectives of teacher education programmes. Then investigator analyzed whether these objectives could be realized through the existing B.Ed curriculum of Kerala.

In this study, the investigator checks to what extent the relevance of the present B.Ed curriculum to develop professionally competent teachers. The investigator analyzed theoretical and practical programs of B.Ed curriculum in Kerala on the basis of essential objectives suggested by important agencies. The investigator identified the lacking of new innovative content and programmes in the existing B.Ed curriculum of Kerala.

The general discussion and researchers in the field show that the existing B.Ed curriculum is mostly theoretical in nature. The new technologies are taught only theoretically. There is no opportunity for the trainees to get a real feel of these techniques. It is also understood that present B.Ed curriculum and training colleges training is transacted mostly through lecture -cum discussion method. It does not foster innovative and interactive transactional strategies. The reason behind this may be that teacher educators have to cover prescribed over –burdened syllabus within a short duration or they themselves are not competent to incorporate innovations in their transaction mode.

Teacher Education Curriculum should be closely related to the community .it should emphasis on surveys, field visit, and community work, so that student would be familiar with realities of social milieu. But community based or outreaching programmes are lacking in the present B.Ed curriculum of Kerala. The curriculum should be pay special attention on basic social and unique local problems, such as awareness health related problems, environmental issues, child rights and gender issues. But the present B.Ed curriculum gives not due attention into these areas.

The existing one year B.Ed program of one-year lays stress on uniform teaching-learning methodology for all students and hardly takes care of multi level teaching and problems such as; problems of large classes, problems of slow learners and talented children adequately. The present Bed curriculum of Kerala is to be analyzed in the light of these important problems.

The existing B.Ed curriculum is inadequate to address diversity in class room. It does not include the perspective, concept and strategies of inclusive education. Planning and management are emerging areas and curriculum should bring out the importance of these areas. Unfortunately, a basic training in management and administrative techniques are lacking in the current B.Ed curriculum of Kerala.

Today the teachers not imparter of knowledge any more, but a good counselor. So the teachers must be training to handle physical and mental stress and they must be able to meliorate and alleviate the impact of these problems on students. Since the present B.Ed curriculum had exist only theoretical part of counseling, a wide absence of practical part. The investigator point out the existing practice teaching programme is stereotyped. Duration of teaching practice too short to provide scientific experience and opportunity to the pupil teachers to understand all the aspect of the school programmes. The evaluation session is also frequnce criticized stake holders. of teaching practice was not a proper sequence and systematic way. Art education does not find in the curriculum.Need for change in existing one year programme has been recommended by various commissions and educationists.Secondary Education Commission(1953), the committee on educational integration(1961),Indian Education Commission(1964-66),National Commision Of Education (1985),National Policy of Education(1986)and National Curriculum Framework for Teacher Educatio have recommended two year B.Ed programme.But the duration programme remains unchanged.In view of primarily discussion with teachers and others cyhe investigator felt that the existing B.Ed curriculum of Kerala fails to achieve desired objectives and aims of teacher education.It doubtful whether we could inculcate required competencies and skills for prospective teachers.

**SELECTION OF ITEMS FOR THE TOOL**

 Teacher education curriculum, the life line of teacher education process not only derives its shapes indentify and direction from education objectives and aims but also reflects them. The curriculum should be purposive and functional so that it could attain the objectives of the teaching profession. Making teachers professionally competent and committed to the cause in the responsibility of teacher education curriculum. Thus the first item could develop rapport between interviewer and interviewee and enter topic with general question about the framework of existing B.Ed curriculum of Kerala. The investigator tried to seek opinion of the respondents on the existing B.Ed curriculum whether it is adequate to generate professionally competent and committed teachers.

 The present B.Ed curriculum is transacted mostly through lecture-cum discussion method. Most of teachers are averse to innovative and modern method of teaching and continue to traditional method. A teacher education programme does not follow innovative transactional strategies like brain storming session, problem solving, practical work on development of evaluation tools and learning materials, demonstration by policy makers teacher educators as role models followed by skill development through practice, practical exercise when the trainee is given the opportunity to put into practice the knowledge gained from theories, self learning package and analysis of problems following action research approach etc. Using lecture method in training programme and expecting prospective teachers to adopt child centered approach in their own classrooms is neither realistic nor desirable. Therefore the second item focused on including innovative transactional strategies to develop skilled and component teachers.

It is not hyperbole to say that we cannot imagine quality output without quality input. This is correct incase of teacher education also. The most important prerequisites for teachers is teaching aptitude and subject competent. One of the chief problems that teacher training colleges have to face is the selection of right type of candidate or teaching profession. Thus existing criteria of entry qualification need to be changed. The admission should be merit based and not on any other criteria. Merit may be determined by state level selection test. Entrance test should be criteria for selection of students for the B.Ed programme, which should thoroughly assess mental faculties, teaching aptitude and content mastery of the perspective teachers. Moreover by organizing regress counseling section by the policy makers to know the genuine interest of the candidate in teaching profession. In this sense the third item pointed to testing the aptitude and subject competency of the student teachers while entering into the B.Ed programme.

 Teacher education should pay special attention to the community based programme, basic social and unique local problems. But the existing B.Ed curriculum of Kerala pays less attention to these areas. Thus the investigator in the fourth and fifth item focused on the practice of community based programme and the practical application of basic social and unique local problem.

 The existing B.Ed programme of one year lays stress on uniform teaching learning methodology for all students. Finding solution of the problems of the marginalized would require preparation of teachers for multilevel teaching. The entire teacher need to be prepared who can teach is an inclusive setting, meeting the needs of all students. The inclusive education now widely accepted that the most effective way to improve the quality and effectiveness of education programme in inclusive setting. There is need for strengthening knowledge, skill and attitudes of teachers or creating inclusive ethos and learning environment in schools. The triangulated effect of knowledge, skill and attitudinal building develop the awareness among

Teachers and comprehensive prospective of inclusive education as the part of their roles and responsibilities. Therefore the perspective teachers may be trained to handle marginalized and differently abled students. But we have to check whether the existing B.Ed curriculum is adequate to address diversity in classroom. It does nto include the perspective, concept and strategies of inclusive education. Thus the investigator in the sixth and seventh item enquired about the skills to be acquired for handling marginalized and inclusive education.

 As regards the communication skills a teacher is basically a communicator. Communication skill training is essential for teachers. A teacher education curriculum includes effective communication strategies and variety of activities are to integrate into daily class work to help perspective teachers improve their communication skills. Different communication skills related to new technology based teaching, proper preparation and presentation of PowerPoint and skill of handling multimedia communication and language proficiency are to be major curriculum component of B.Ed curriculum of Kerala. The sixth item focused on different communication skills related to new technology based teaching as well as training programme.

 A teacher can perform the role of a counselor well if he is provided with good training. Teachers are one of the important stake holders in the school counseling process. Counseling is basically a teaching technique, thus teachers must be trying to handle physical and mental stress and they must be able to ameliorate and alleviate the impact of these problems on students. The present B.Ed curriculum of Kerala include only theoretical part of counseling, a wide absence of practical part is seen. Therefore the investigator focused tenth item this aspect.

 Practice teaching has been conceived the most powerful intervention in the teacher’s professional preparation, which has remained unchanged over a period of time. At the present time practice teaching is neither taken seriously nor is supervised sincerely and systematically. The investigator realized that there are problems related to indifference attitude of supervisions towards supervision of the lesson, lack of co-operation and support from practice schools, lack of peer group observation, time allocation for teaching practice, absence of freedom to experiment, innovative and scientific individual technique, systematic supervision of practice teaching through observation schedule. The teaching practice session does not follow the adaption of reflective teaching strategies in a meaningful way.

 Micro teaching has been found to be an effective and rewarding technique for trainees by research and also by practice. It should be from an integral part of training programme. A serious of video films on each of the skills can eb shown as perceptual model before micro teaching session are the arranged. Moreover there are limited skills in microteaching, which are inadequate for the present B.Ed curriculum. The relevant skills such as class management skill, disciplinary skill, skill of handling technology etc. are completely absent in the present B.Ed curriculum. Thus 11th, 12th, 13th, 18th items representing these aspects.

 The task of inculcating values can only be accomplished thorough teacher education programme. The rapid erosion of values in the society is causing concern, necessitating, imparting value education. It is also expected of the students to be well versed with values enshrined in our constitution and the values that have the cultural contexts and can be derived from our heritage. Only theoretical part of value education is specified in the existing B.Ed curriculum of Kerala. It does not include the practical programme and significant strategies of meaningfully imbibing the value among perspective teachers. Thus the investigator has seventh item about the inclusion of teaching, learning experience in the curriculum for value based education.

 Arts education plays on inevitable role school level. But now a days the B.Ed programme does not give any importance to Art education. This made the investigator raise the fourteenth item of inclusion of Art education. The most important aspect in field of teacher education is lifelong learning and research aptitude. The sixteenth item is focused on these areas.

Professionalism is the combination of serious commitment to the task at hand, competence and measure of self directedness with a high concern for exclusive self-interest. Or a professional teacher should acquire the professional qualities such as accountability, fairness, integrity, commitment and service to the public etc. The content and programmes related to life skill and soft skill are almost absent in the existing B.Ed curriculum. These skills are enhancing to become professional teachers. Now a days teachers lack these important skills. Therefore the investigator focused on the content and programmes required to make professional teachers in the twentieth item.

For the present study the investigator prepared a semi-structured interview schedule consisting of 20 items, which are organized open ended format. The items covered the theoretical and practical part of the present B.Ed curriculum of Kerala. The investigator conducted a semi-structure in-depth interview with policy makers in the field of secondary level teacher education curriculum for gathering valuable information about the relevant objectives, content and mode of transaction to be included in the existing B.Ed curriculum of Kerala.

**DATA COLLECTION PROCEDURE**

The investigator prepared a list of 28 policy makers for the purpose of conducting interview in the field of teacher education in Kerala. The investigator selected three universities of Kerala, namely Calicut, Kannur Kerala universities for the data collection. After finalizing the sample and tool investigator had received a letter from the principle of Farook Training College to be given to the policy makers for data collection. The investigator employed the interview technique for data collection. So in advance, the investigator the permission for interviewing the policy makers fo teacher education colleges in Kerala. After that investigator explained the aim and scope of the study to the policy makers and appealed their participation and co-operation. During the interview the investigator noted the responses and valuable suggestions were noted.

CHAPTER IV

**ANALYSIS AND INTERPRETATION**

***Objectives of the study***

***Analysis of the data based on interview schedule on reflections B.Ed curriculum of Kerala***

**ANALYSIS AND INTERPRETATION**

The analysis and interpretation for data involve the objective material in the possession of the researcher and is objectives reaction and desires to derive from the data, the inherent meaning in their relations ot the problems. The analysis the ordering of data in to constituent part in order to obtain answers research questions. The data collected are to be analsyed systematically with regard to the objectives of the study. The objectives of the present study to analyze existing B.Ed curriculum in Kerala with reference to the course objectives content and mode of transaction, to study the opinion of policy makers and to collect suggestion and recommendation of enriching the existing B.Ed curriculum in Kerala. The study was conducted on thirty teacher educators actively involved in B.Ed curriculum development in three universities in Kerala.

The analysis of collected data is done on the basis of objectives of the study.

**Objectives of the study**

The objectives of the study were;

1. To analyze the course objectives and content of teacher education programs in India.
2. To analyze the existing B. Ed curriculum in Kerala with reference to the course objectives content and mode of transaction.
3. To study the opinion of policy makers on the existing B.Ed curriculum in Kerala.

Analysis of documents and data collected through the interview was done systematically based on the objectives of the study. The details of analysis are presented under the headings

1. Analysis of course objectives of enunciated by national curriculum frame work, National council for teacher education and Kerala curriculum frame work.
2. Analysis of the course objectives, content areas and mode of transaction of the B.Ed curriculum of Mahatma Gandhi, Calicut and Kannur Universities in Kerala.
3. Analysis of the reflection of policy makers on the existing curriculum of B.Ed programme in Kerala with respect to the programme objectives.

**Analysis of course objectives of enunciated by national curriculum frame work, National council for teacher education and Kerala curriculum frame work.**

* Teacher education programme must be open and flexible rather than rigid and prescriptive.
* Address the learning needs of all children including those who are marginalized and disabled.
* Develop the counseling skill and competencies to be a ‘facilitator’ and helper of children, who need specific help in finding solutions for day to day problem related to educational, personal and social situation.
* Develop critical awareness on social and environmental issues.
* To promote capabilities for inculcating national values enshrined in the constitution of India.
* Emphasis on teacher as a reflective practitioner.
* To develop professional and humane teacher.
* Four modern teaching approaches such as constructivism, comprehensive learning, contextual pedagogy and ITC integration need to be highlighted in teacher education programme.
* Teacher education programmes must be integrated and eclectic.
* Understand the way learning occurs and create the plausible situations conducive to learning.

Analysis of the course objectives, content areas and mode of transaction of the B.Ed curriculum of Mahatma Gandhi, Calicut and Kannur Universities in Kerala.

 **Details based on the objectives of inclusion of marginalized and disabled as well as counseling.**

It was found that theoretical part of inclusive education and counseling was included in the curriculum. But there are no practical programmes for proper training required for them. Lecture method, assignment, seminar are the methods adopted for its implementation. In counseling, these assignment and case study do not demand meaningful application and cannot be considered as real experience to the students.

Table……………….

**Inclusive education and counseling**

|  |  |  |
| --- | --- | --- |
| **Core objectives** | **Content**  | **Transactional mode**  |
| Address the learning needs of allchildren including those who aremarginalized and disabled | Meaning, relevance practice practices ofinclusive education. | Lecture |
| Develop the counseling skill andcompetencies to be ‘facilitator’ for children needing specific of help in finding solutions for day today problems related to educational, personal and social situation | Meaning, nature,need, objectivesof counseling | Lecture,assignment,seminar, case study |

**Details based on the objectives of critical awareness on social issues and inculcating national values.**

Related to the objective, it was found that theoretical points were adequate but the practical programs were not properly implemented. For critical awareness lecture and process methods were transacted at the same time lecture method, discussion method and problem solving were adopted for transacting the content of value education. The chances for inculcation are limited.

Table II

**Critical awareness on social issues and inclusion to national values**

|  |  |  |
| --- | --- | --- |
| **Core objectives** | **Content** | **Transactional mode** |
| To develop criticalawareness on social andenvironmental issues. | Meaning, scope,environmental educationsustainable developmentchild right education,gender issues, lessonplanning.  | Lecture methodDiscussionPlanning lesson |
| To promote capabilities for inculcating national values enshrined in the constitution of India. | Meaning, crisis,classification, strategies of values. | Lecture,problem solvingprepare lesson plan |

**Details based on the objectives on reflective learning strategy and professionalism.**

In these objectives, it was found that the programmes were adopted for developing reflective practitioners. Even though provided as one term during practice teaching, no theories are presented in the curriculum. But in case of professionalism, the theoretical part is given less importance and having no practical programmes to develop teachers into a professional. The mode of transaction for lecture, discussion, assignment and seminar.

**Table…….**

**Reflective learning strategy and professionalism**

|  |  |  |
| --- | --- | --- |
| **Core objective** | **Content** | **Mode of transaction** |
| Emphasis on teacher as reflective practitioner | \_\_\_\_\_\_\_\_\_ | Practical process onpreparation of reflective journal  |
| To develop professional and humane teacher | Teaching asProfession,Ethics andqualities ofprofessional teachers | Lecture method |

**Details based on the objectives on approaches and integrated programmes.**

It was found that in case of developing modern teaching approaches or theoretical part of constructivism comprehensive learning, IT integrated teaching were seen in the curriculum. But the training programme for developing skill FO comprehensive learning strategies and contextual pedagogy were absent. The mode of transaction used to attain these objectives is lecture method and assignment. But in the case of integrated programme it was found that adequate content covering methods and techniques like co-operative method, lecture method, problem solving method and project method. The practical phase based different techniques were not successfully implemented. Lecture, discussion, project method were implemented for transacting this content.

**Table…..**

**Teaching and learning approaches and integrated programme**

|  |  |  |
| --- | --- | --- |
| **Core objective** | **Content** | **Mode of transaction** |
| For modern teachingapproaches such asconstructivism, comprehensivelearning, contextual pedagogy, and IT integration  | Constructive learning:Meaning, conceptscope, impact ICT in education,E-assignment, create web page | Lecture,Process on Submission of E-assignment |
| Teacher education programmes to be integrated and eclectic | Method, approaches,techniques ofteaching | Lecture,discussion,Project method |

**Details based on the objective of enhancing communication skill**

By analyzing these objectives researcher found that theory related to communication skill is presented but no concrete technique of chances for tryout are included. Practice session and real classroom situations are there. Lecture, assignment, seminar are the methods adopted for transacting these content. Even though assignments are there they could be completed mechanically.

Table…….

**Enhancing communication skill**

|  |  |  |
| --- | --- | --- |
| **Core objectives** | **Content** | **Transactional mode** |
| Need forenhancing language competence and communication skills | Meaning, concept, teaching as aCommunication process,communication cycle,communication elements inteaching, processes ongroup wise presentation of using non-verbal communication strategies | Lecture, assignment,Seminar through process |

**Details based on the objectives of understanding the way learning occurs and create plausible situations conductive to learning**

By analyzing these objectives the investigator found that relevant theoretical part was presented in the existing B.Ed curriculum. But practical part was completely absent. There were not enough practical programmes for attaining these objectives. Lecture, brain storming session is transmitted for realizing these objectives.

Table…..

**Learning occurs in plausible situations in conducive to learning**

|  |  |  |
| --- | --- | --- |
| **Core objectives** | **Content** | **Transactional mode** |
| Understand theWay learningoccurs and create plausible situationconducive tolearning | Concept oflearning, factorinfluencing learning, theories of learning | Lecture, brain storm session, discussion |

**Details based on the objective to develop managerial and organizational skill**

By analyzing these objectives the researcher found that the theoretical part was substantial. But the practical programmes were completely absent to attain these objectives. Strategies used for transacting the content were lecture, process and discussion method.

**Table…..**

**Develop managerial and organizational skill**

|  |  |  |
| --- | --- | --- |
| **Core objectives** | **Content** | **Transactional mode** |
| To developmanagerial andorganizational skill | Concept, need, scope functions ofeducational management, role ofHeadmasters and School Management Committee, important principles of time table | Lecture method,Discussion,Process |

Analysis of the reaction of policy makers on the existing curriculum of B.Ed programme in Kerala with respect to the programme objectives.

**The opinion of curriculum policy makers towards B.Ed curriculum of Kerala**

The study was conducted to find out the response the policy makers towards the existing B.Ed curriculum of Kerala. The investigator prepared the interview schedule on the basis the important objectives of the teacher education programme after studying the objectives enunciated by NCF, NCFTE, and NCTE.

Adequacy of existing B.Ed curriculum in Kerala to develop quality secondary level teachers.

In the process of imparting B.Ed programme, curriculum plays a very important role. Due to the change global order, in the context of globalization, there is a drastic change in the B.Ed curriculum and it is continuous process of change. The design of B.Ed curriculum for the present day emphasizes the fact that curriculum must incorporate multiple knowledge and skills, promote inventive thinking, active learning and must also address student’s diversity. Preparation of professionally competent and committed teachers is the responsibility of B.Ed curriculum.

21 policy makers opined that the existing B.Ed curriculum of Kerala was inadequately designed to develop professionally competent and committed teachers. They argued that the present B.Ed curriculum was concentrated only on the theoretical part rather than practical part. 9 policy makers argued that the curriculum was somewhat adequately designed but it fails at the implementation stage.

Appropriateness of transactional strategies to develop teachers skills and competency.

There is a great link between quality attribute of teachers and curriculum transactions in teacher training institutes and quality of curriculum transaction teacher training programme largely depends upon the effectiveness of the utilization of the resources by teacher educators. The existing curriculum incorporates the training transactional mode like, demonstration fo skills and competency by the teacher educators, group discussion, seminar reading, brain storming session, problem solving, practical works on evaluation tool etc. the components transactional strategy included in B.Ed curriculum for developing different teaching skills and competency of the perspective teachers. 22 policy makers responded that lecture method was used as the main transactional strategies in the teacher education programmes. 23 opined that there are many strategies like group discussion, brain storming, problem solving, demonstration of skill by policy makers etc, suggested in the curriculum, but not at all implemented. The reason behind is that teacher educators have to cover prescribed over-burdened syllabus in such a short duration or that they themselves are not competent to incorporate the innovations in training transactional mode. 26 policy makers opined that teacher educators were not offered any type of refresher courses or organized by academic staff colleges at time of inclusion of new transactional strategies in the curriculum. They also argued that most of teacher educators stand against to innovational and modern method of teaching and continued to traditional method of ‘lecturing’ and ‘dictating notes’ from examination point of view. 22 policy makers suggested innovative transactional strategies like preparation self-learning materials, E-learning materials, online teaching strategies should be included in the B.Ed curriculum for an effective teacher education programme.

**Table 1.**

**Transactional strategies to develop skills and competency**

|  |  |  |
| --- | --- | --- |
| Sl.No |  Response of expert | No. ofpolicy makers  |
| 123456 | Lack of appropriate transactional strategiesShort comings of depending on lecture methodShortage of duration of the course Lack of proper and systematic orientation course for teacher Transactional strategies like, brain storming, problem solving New transactional strategies like development of self-learning material, E-learning materials, online teaching strategies  | 282123262322 |

Subject competency and aptitude of perspective teachers

30 policy makers feel that each year number of young graduates and post-graduates enter teaching course without genuine interest, just because they are not admitted in other courses. Furthermore self financing college admits candidates from the ‘creamy layer’ regardless of their ability and genuine interest in the profession. 23 policy makers suggested to restrict this liberalized admission process a common entrance test. 18 policy makers suggested that after passing the entrance exam a regress counseling and group discussion should be organized by policy makers to know the genuine interest of the candidate in teaching.

**Table 2.**

**Subject competency and aptitude of professional teachers**

|  |  |  |
| --- | --- | --- |
| Sl.No | Response of policy makers | No. ofpolicy makers |
| 123 | Number of candidates entered the course without genuine interestCourse entry based on common entrance testOrganizing counseling and group discussion session | 282319 |

Scope for social commitment among teachers

Field work, community based programme, social useful productive work, are included in B.Ed curriculum for the purpose of improving the social attitude and commitment of prospective teachers. 30 policy makers mentioned that the present B.Ed programme does not implement of field works, like survey of social importance, organization of campaign on one of them such as nutrition, blood donation, child rights, gender issues, women empowerment programmes etc. They argued that the existing B.Ed programme does not properly implement outreach activities, like public cleaning, beautification of campus, pain and palliative service etc. For the purpose of improving the social attitude and commitment of prospective teachers. Present B.Ed curriculum, socially usefully productive work suffers from one grate drawback. Usually it is limited to record work. They argued that the main reason behind it is shortage of time.

**Table 3.**

**Scope for social commitment among teachers**

|  |  |  |
| --- | --- | --- |
| Sl. No | Response of policy makers | No. of policy makers  |
| 123 | Improper implementation of field work, community based programmeAwareness programmes and outreach activities Shortage of duration of course | 282828 |

**Strengthening of certain organizational activities**

It is essential that the current social issues, child rights, environmental issues prevailing in the society should be lightened in practice with assistance of government, which are seen in Arts and Science Colleges. 23 policy makers respond that the training colleges should organize different club and to conduct programmes related to child right, environmental issues and gender issues. Moreover they suggested establishing child right programme with assistance of child helpline or child welfare committee. Women empowerment programme also conducted by the financial assistant of U.G.C. 20 policy makers suggested that increasing the course duration of B.Ed programme will help brining N.S.S program in the colleges.

**Table 4.**

**Strengthening of certain organizational activities**

|  |  |  |
| --- | --- | --- |
| Sl.No | Response of policy makers | Number of policy makers |
| 123 | Organize different club and conduct various programmeStarting N.S.S programmeAwareness programmes with the assistance of local agencies like child helpline, child welfare committee, environment and health department  | 232023 |

**Preparing teachers for handling marginalized students**

All policy makers respond that the existing B.Ed curriculum does not have relevant method and technique to deal with marginalized students. The marginalized students should not be neglected in the classroom. They should be given equal opportunity as others. To deal with such students training programmes should become a part of B.Ed curriculum. 18 policy makers suggested that an opportunity should be given to the perspective teachers to practice in remedial coaching centers as well as equal opportunities centers in school. 24 policy makers responded that construction of remedial materials for marginalized students. 20 policy makers opined that the preparation of prospective teachers for multilevel-teaching is needed.

**Table 5.**

**Preparing teachers for handling marginalized students**

|  |  |  |
| --- | --- | --- |
| Sl. No |  Response of policy makers | No. of policy makers  |
| 123 | Construction of remedial materialProvide opportunity to practice in remedial classes in schoolsPracticing in multilevel-teaching  | 241820 |

Development of skills to practice the philosophy of inclusive education.

For the effective implementation of inclusive education programme general classroom teachers need to be trained in the educational needs of the impaired children. 21 interviewees responded that practicing inclusive education is the essential part of teacher education curriculum, but the existing B.Ed curriculum does not discuss the perspective concept and strategies of inclusive education properly. They argued that special training programmes should be included in the B.Ed curriculum which should be a core part of it. 9 of educators were not at all interested the new term of ‘inclusive education’. They advanced that the disabled students should not be accommodated in general schools and that this concept need not be discussed in the general teacher education programme.

**Table 6.**

**Inclusive education**

|  |  |  |
| --- | --- | --- |
| Sl. No. | Response of policy makers | No. of policy makers |
| 12 | Concept, strategies and programmes of inclusive education Disagreement of inclusive education  | 219 |

**Development of IT enabled communication skills**

In the view of all interviewees communication skill is the essential part of the teachers. They responded that the teachers lack communication skill in the present scenario, especially in Kerala. 22 interviewees opined that the existing B.Ed curriculum does not recognize the training programme to develop different communication skills related to IT enabled teaching. Special attention should be given to language teaching to develop communication skill in the class room. They argued that the preparation of PowerPoint, E-learning strategies, IT enabled communication strategy, short training programmes should be incorporated in the curriculum for making the teaching effective. 21 interviewees suggested that demonstration of various communication skills by policy makers is necessary.

**Table 7.**

**Communication skill**

|  |  |  |
| --- | --- | --- |
| Sl No | Response of policy makers | No. of policy makers |
| 123 | Include training programme of IT enabledcommunication skillsAdopt short training programmes related tocommunicationDemonstration of various communication skills by policy makers | 222221 |

**Marginalized and administrative skills**

All policy makers opined that the programmes to develop clan management and administrative skill are untouched in the existing B.Ed curriculum. The basic training programmes should be incorporated in the B.Ed curriculum of Kerala to develop marginalized and administrative skill among prospective teachers. 23 interviewees suggested that B.Ed programme should provide an opportunity to organize school assembly, P.T.A meeting, mock staff meeting session, co-curricular and extracurricular activities in colleges and schools.

**Table 8.**

**Managerial and administrative skills**

|  |  |  |
| --- | --- | --- |
| Sl No |  Response of policy makers | No. of policy makers |
| 12 | Basic training programme Organize school assembly, P.T.A meeting, co-curricular and extracurricular activities | 2823 |

**Practice sessions in counseling**

All interviewees responded that the existing B.Ed curriculum discusses only theoretical part of counseling. 21 policy makers suggested the organization of mock counseling session, talk of expert counselor and sharing their experiences, media shows of expert’s counseling, conduct tutorial system to discuss personal and day to day life problems. They also recommended establishment of counseling cell in all training colleges and conduct training programme under the expert counselor. 18 interviewees argued that prospective teachers should get opportunity to participate in the counseling cell of schools. Based on their participation a practicum of case study can be included in the curriculum.

**Table 9.**

Practical programme to develop counseling skill

|  |  |  |
| --- | --- | --- |
| Sl No | Response of policy makers | No. of policy makers |
| 12345 | Organize mock counseling sessionMedia shows of counseling Lack of expert counselor and share their experiences Establishing counseling cell and conduct training programme in training collegesParticipation of prospective teachers in school counseling session at practice time. | 2121211818 |

**Practice teaching cum-internship programme**

The teaching practice programme included in B.Ed curriculum for developing teaching competency of prospective teachers. The investigator prepared 11th, 12th, 18th item about practice teaching to understand the opinion of policy makers towards the practical work.

All policy makers opined that practical teaching is of very short duration. They suggested that more time should be allocated for teaching practice. 23 teacher educators responded that teaching practice is conducted in one stretch there is no teaching practice to improve the competencies of the trainees in order to overcome this limitations, it would be better if the practice teaching is conducted in two blocks. All interviewees argued that the present time the observation is done for a very short period. Usually it is limited to a period of ten minutes either at the beginning or by the end. This is inadequate to analyze the teaching of trainees. It would be better of teacher educators observe the class with observational study. Equally important is the inclusion of the suggestion of the class teachers of schools evaluation of the trainees. This is rarely done at present moreover class teachers are not giving sufficient training for effectively observing the classes taking by the trainees. This aspect should be given proper attention in the in-service programme of teachers.

It is observed that school authority demand the trainees to cover the portions. Such approaches from the authorities should be discouraged, so that trainees will get enough time and opportunity to concentrate on the development of their teaching competencies. 22policy makers recommended that adoption of reflective teaching strategies should be practiced in a meaningful way. They argued that teacher education institute should employ reflective teacher education approach in every one week. In this approach each prospective teacher’s post-instruction is expected formally to reflect on the lesson design, mode of transaction and feedback mechanism.

**Table 10.**

**Practice teaching cum-internship programme**

|  |  |  |
| --- | --- | --- |
| **Sl. No** | **Response of policy makers** | **No. of policy makers** |
| 1234567 | Lack of systematic and effective supervision of practice teaching Increasing duration of teaching practiceLack of systematic observation of peer group and mentor teacherLack of freedom to experiment with innovative techniqueLack of co-operation and support from practical schoolTwo block system is more effectiveLack of effective and meaningful reflective teaching | 28282818152222 |

Practice session on micro-teaching

Micro teaching programme include in B.Ed curriculum for develop different teaching skills of the prospective teachers. The investigator prepares 13 items about the micro-teaching to know the perception of the policy makers. 18 policy makers reacted that practice of micro-teaching skills in teacher education institutions has become just ritual. Moreover there are limited skills in micro-teaching, which are inadequate for the present B.Ed curriculum. 23 interviewees argued that serious of video films on each of the skill can be shown as perceptual model before micro-teaching session are arranged. 20 policy makers suggested that the relevant skills such as techno-pedagogic skill, group evaluation skill, class management skill etc. are included in micro-teaching session. 16 educators opined that the time distribution for micro-teaching is not appropriately decided.

Table 11.

**Practice session on micro-teaching**

|  |  |  |
| --- | --- | --- |
| Sl. No | Response of policy makers | No. of policy makers |
| 1234 | Lack of systematic micro-teaching sessionClassroom management skill, techno-pedagogic skill in micro-teaching sessionThe time allotted is very shortModels of perceptual skill before micro-teaching session | 18201623 |

 **Inclusion of arts education**

Art education plays an inevitable role in teacher education programme like physical and health education for the purpose of all-round development of prospective teachers. 19 policy makers responded that art education should be included in B.Ed curriculum of Kerala.

 **IT facilities in B.Ed College**

It facilities are essential part of every teacher training intuition. Training colleges should provide IT facilities to improve the quality of teacher education. All policy makers responded that IT facilities are essential in Government and Aided colleges, but the self-financing colleges do not have enough IT facilities. They suggested that the management of self-financing colleges should provide sufficient IT facilities for quality teacher education programme.

**Table 13.**

**IT facilities in B.Ed colleges**

|  |  |  |
| --- | --- | --- |
| Sl. No | Response of policy makers | No. of policy makers |
| 12 | Inadequate IT facilities in self-financing collegesNon-availability of expert teachers | 2828 |

**Ensuring lifelong learning and research aptitude**

Most of important aspects in the field of teacher education are lifelong learning and research aptitude. All policy makers responded that the existing B.Ed programme is inadequate to develop lifelong learning aptitude. They suggested that the content and programmes are to be incorporated in the existing B.Ed curriculum. 20 interviewees reacted that that the existing B.Ed programme should help develop research aptitude and average level among prospective teachers. 23 policy makers argued that if the duration of the course is extended, a new paper based on research methodology and more research work have to be included to enhance the research aptitude for trainees.

**Inclusion of value education**

16 policy makers responded that only theoretical part of value education is expected in the existing curriculum. They suggested that value based topics should be included in the part of B.Ed curriculum. They also recommended that value based programme or activities must be incorporated to inculcate value among prospective teachers.

 **Extension of duration of B.Ed programme**

24 interviewees opined that the existing duration of B.Ed programme is inadequate is for producing quality teachers. The short span of the teacher education programme does not allow teacher trainees to understand and realize the full significance of the theoretical and practical aspects of thecourse. They suggested that the duration of one year B.Ed programme should be extended to two year programme. Four teacher educators responded that one year B.Ed programme is adequate.

**Development of professionalism**

All policy makers mentioned that the present B.Ed curriculum of Kerala is limited in content and programmes to develop professional teachers. 17 policy makers argued that the candidate entering to the teacher education programme should be selected on the basis of teaching aptitude and subject competency. Only these candidates should be trained to make teaching process an effective one. 18 interviewees responded that each and every skill should be practiced systematically and effectively. 24 policy makers suggested that the concept of life skill and soft skill is new to the present scenario. Thus the B.Ed curriculum of kerala shoud includes the theoretical and practical part of both life skill and soft skills. This will help to develop professional qualities among prospective teachers. Moreover 17 policy makers suggested that more emphasizes should be given to practice oriented training programme than theory oriented programme.

**Table 14.**

**Development of professionalism**

|  |  |  |
| --- | --- | --- |
| Sl. No | Response of policy makers | No. of policy makers |
| 1234 | Provision of training based on aptitude and subject competencyEach and every skills should be practiced systematic orderContent and programmes of life skill and soft skill should be included in the curriculumMore emphasize on practical part  | 17182417 |

