

Professional Preparation of Student Teachers and School Curriculum Reform in India: A Study

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Abstract:

As school education in India has witnessed reform in school curriculum and introduction of Right to Education Act 2009, the priority on reform in pre service teacher education programmes is intensified. In the context of recommendation of the National Curriculum Framework 2005 for providing constructivist learning environment in schools and shifting in the role of teacher from information provider to a facilitator, the study focused on analysing the adequacy of elementary teacher preparation programme in the context of school curriculum reform in India. The main objective was to analyse the adequacy of quality of programme, knowledge and skill development of student teachers, encouragement for professionalism and development of teaching competency among them. Following a survey research method data were collected through questionnaire from the second year elementary student teachers in Delhi. It was found that the ETE programme in Delhi was not adequate in skill development of student teachers with respect to ideas of NCF 2005. There is rarest use of technological devices in the classroom transaction. The adequacy of knowledge and understanding was strong with respect to understanding philosophical and sociological basis of education and subject content. It was found that few student teachers were aware about constructivist ideas of NCF 2005.

Key words: Pre service Teacher Education Programme, National Curriculum Framework 2005, Student Teachers, Teaching Competency, Skill Development

Background and Rationale

Considering the importance of reciprocal relationship between school education and teacher education, teacher education programmes need to be analyzed and reviewed in the light of school curriculum renewal for attending the real reform in school education sector. As school education has witnessed reform in school curriculum and introduction of Right to Education Act 2009, the priority on reform in pre service teacher education programmes is intensified. In the context of recommendation of the National Curriculum Framework 2005 for providing constructivist learning environment in schools and shifting in the role of teacher from information provider to a facilitator, It is argued that radical change in the school curriculum without changing the central reality of teachers in Indian classrooms can do little to alter educational processes and outcomes (Batra, 2005). Teacher education is a major priority of curricular reforms in India. In this context the following issues arise in the area of teacher education for investigation:

- Whether teachers understand the emerging curriculum approach?
- Whether the present teacher education programme is adequate to meet the challenges of school curriculum reforms?

It is found that in-service training is less effective in enabling teachers for constructivist teaching-learning, which seemed to arise from organizational issues and motivation of teachers (Sen Sharma and Sharma, 2009). It was also found by Yadav (2012 a) that constructivist approach to teaching as advocated in NCF 2005 and SSA Framework 2008 was not reflected in in-service training packages. The importance on pre-service teacher education is intensified by its annexation in the Right to Education 2009, as the act mandates the existence of trained teachers and anticipates the teachers to practice learner

centred activity based child friendly learning environment. Thus need arises to study in detail the pre-service teacher education programme in order to know how far the initiatives have taken by the pre-service teacher education programme for adopting the ideas of construction and contextualization embedded in NCF 2005.

The findings of many studies on different aspects of elementary teacher education in different states such as Orissa (Behera and Basantia, 2005) Delhi (Rastogi and Goel, 2009; Goel, 2009) Karnatak (Kumari and Mini, 2008) revealed the inefficiency and inadequacy of teacher preparation in equipping the teachers for realities of classroom. The findings of the report of 'Comprehensive Evaluation of Centrally Sponsored Scheme on Restructuring and Reorganization of Teacher Education' of NCERT (2009) showed revision of elementary teacher education curriculum, in the light of NCF-2005 has not been undertaken in most of the states, similarly the study by Karnatak Knowledge Commission, Govt. of Karnatak (2011) revealed the poor readiness of teacher educators for implementing reforms in school education advocated by NCF 2005 and Yadav (2012 b) on status of implementation of pre-service teacher education curriculum at elementary stage in various states and union territories concluded that some states have revised their curriculum during last five years whereas some have not and a lot of variations were found in terms of weightage given to different curricular and co-curricular areas in the curriculum. It was claimed that the revised curriculum of DIETs of Chhattisgarh (Sudhish, 2013) and Delhi (Farooqi and Kaur, 2012) reflected the ideas of NCF 2005.

Objective

- To study the adequacy of overall quality of elementary teacher education programme from the views of student teachers.

- To analyze the adequacy of development of skills and knowledge among student teachers during the programme
- To collect the views of student teachers on use of technological devices in class room transaction.
- To study the attainment of teaching competency of student teachers.
- To collect the perception of student teachers on encouragement for professionalism during the programme.

Methodology

i. Research Method

Considering the importance of the research objective, the study followed survey research design, aimed at analyzing adequacy of pre service teacher education programme in the context of school curriculum reform.

ii. Population and Sample

The population for the present study comprised all the student teachers in 32 teacher training institutions including nine District Institutes of Education and Training (DIETs), 22 self-financed institutes under SCERT, Delhi and IASE, Jamia Millia Islamia that provide diploma in elementary teacher education (ETE) in Delhi in the academic session of 2012-2014. The sample comprises student-teachers from three selected institutions.

iii. Sampling Strategies

The selection of student teachers for questionnaire was based on cluster sampling. The total number of second year student teachers from the selected teacher education institutions (clusters) was meant to respond the questionnaires for student teachers. The teacher education institutions were selected on

basis of management stratum. (One university-managed, one self managed and one District Institute of Education and Training of SCERT). However, out of total 300 student teachers in selected clusters, only 243 student teachers responded to the questionnaires.

iv. Tools and Techniques

The researcher has used the questionnaire for student teachers for collection of relevant data. The questionnaire included various aspects i.e. the experiences of student teachers in rating the overall quality of ETE programme, adequacy of skills and knowledge developed during the programme, use of technological devices in class room transaction, competencies during school experience and encouragement for professionalism. The tool was tried out in order to test the feasibility of research. The reliability and validity of the tool was established by following proper formalities and procedures.

v. Procedure of Data Collection

Permission was taken from authorities of institutions for data collection. The researcher met the principals of the institutions and requested for their co-operation in the research study. The questionnaires to student teachers were administered face-to-face, where the respondents were relatively compelled to answer the questions. Teacher educators were also requested to direct the student teachers to cooperate. A request was made to student teachers not to consult each other while responding.

Results

The adequacy of the pre service teacher education programme with reference to ideas of NCF 2005 was analyzed from the viewpoint of student teachers. The data were collected from the student teachers through the questionnaires.

In response to close ended questions, the student teachers gave tick marks in the appropriate boxes, to open-ended questions; they revealed their views freely in their own words in Hindi and Urdu language. The percentages of their responses to close ended questions were calculated and mentioned in the following section and responses to open ended questions were analysed manually by coding.

i. Demographic Information:

The total number of student teachers responded to the questionnaires is 243, out of which 88 from IASE, JMI, 45 from IVS, Sheikh Sarai and 110 from DIET, Motibagh. Among them 86 were male and 157 were female. The number of student teachers responded to questionnaires were 144 in the age of 18 years, whereas, 99 in the age group of above 18 years. Out of the total number of student teachers who responded to the questionnaires, the academic qualifications of 225 student teachers were senior secondary and 88 student teachers have completed their bachelor degree.

ii. Adequacy of Teacher Education Programme:

The responses of student teachers in rating the overall quality of ETE programme, adequacy of skills and knowledge developed during the programme, use of technological devices in class room transaction, practice of constructivist classroom transaction with respect to NCF 2005, competency during school experience, kind of students dealt with during school experience programme, idea about National Curriculum Framework 2005 were interpreted in the following Tables.

The student teachers' responses in rating the overall quality of ETE programme was presented in Table 4.3.1.

Table 4.3.1: Rating of the overall quality of ETE programme

Rating of the overall quality of ETE programme	Unacceptable (%)	Below Average (%)	Average (%)	Above Average (%)	Exceptionally good (%)
The quality of teachers	13.17	41.56	33.33	37.86	11.94
Transactional strategies for delivering the content	4.53	40.33	38.68	16.46	0
Sufficiency of instructional resources i.e., library, labs etc.	0.82	48.15	27.16	20.99	2.89
School experience/ internship programme	0	0	17.28	42.80	39.92
Feedback received from supervisors	2.47	18.11	49.79	29.63	0
Feedback from co-operating teacher of school	5.35	55.97	30.45	8.23	0
Field based experiences	0	0	44.44	38.68	16.87
The adequacy of syllabus	46.50	45.27	61.72	8.23	0
Evaluation techniques	10.29	42.80	40.33	6.58	0
Inculcation of values	0	0	34.57	53.91	11.52
The overall quality of teacher education programme	0	19.75	60.08	18.52	1.65

Regarding quality of ETE programme majority of the student teachers felt that ETE programme was ‘below average’ with respect to the quality of teachers (41.56%), transactional strategies for delivering the content (40.33%), sufficiency of instructional resources (48.15%), feedback from co-operating teacher of school (55.97%), evaluation techniques (42.80%). The majority of responses concentrated on ‘average’ with respect to responses to feedback received from supervisors (49.79%), field based experiences (44.44%), adequacy of syllabus (61.72%), the overall quality of teacher education programme (60.08%). Majority of their responses focused on ‘above average’ with respect to school experience programme (42.80%) and inculcation of values (53.91%).

The student teacher’s responses to rating of the adequacy of skills development on the completion of the course was reflected in Table 4.3.2.

Table 4.3.2: Rating of the adequacy of skill development on the completion of the course

Rating of the adequacy of skills development on the completion of the course	Weak (%)	Adequate (%)	Strong (%)
Teaching basic knowledge and skills	0	67.08	32.92
Using educational technology as a tool	48.15	43.21	8.64
Working with students from diverse socio-economic background	0	35.80	64.20
Working with special needs students	47.33	44.44	8.23
Motivating students to participate in academic tasks	0	52.67	47.33
Monitoring students' progress and adjust instruction accordingly	0	55.14	44.86
Adopting instruction to deal with individual differences among students	0	68.72	31.28
Interdisciplinary planning and teaching	44.03	41.56	14.40
Using alternative assessment practices	46.09	45.27	8.64
Communication with parents	10.70	58.02	31.28
Using the community as a resource for teaching and learning	17.28	53.50	29.22
Reflecting upon teaching performance	47.74	44.44	7.82
Responding appropriately to disruptive behavior of students	16.88	54.32	28.81
Designing lesson plans	0	39.09	60.91

Majority of their responses concentrated on 'weak' with regard to using educational technology as a tool (48.15%), working with special needs students (47.33%), interdisciplinary planning and teaching (44.03%), using alternative assessment practices and reflective teaching practices (46.09%). Majority of student teachers responded to 'average' with respect to teaching basic knowledge and skills (67.08%), motivating students to participate in academic tasks (52.67%), adopting instruction to deal with individual differences among students (68.72%), communication with parents (58.02%), using community as a resource for teaching and learning (53.50%) and responding appropriately to disruptive behavior of students (54.32%). Majority of responses concentrated to 'strong' with respect to working with students from diverse socio-economic background (64.20%) and designing lesson plans (60.91%).

The student teacher's rating of the adequacy of your knowledge and understanding was reflected in Table 4.3.3.

Table 4.3.3: Rating of the adequacy of knowledge and understanding

Rating of the adequacy of Knowledge and understanding of-	Weak (%)	Adequate (%)	Strong (%)
Curriculum development process	36.63	51.03	12.35
Contemporary educational issues	31.69	45.27	23.05
Understanding of philosophical and sociological basis of education	0	47.74	52.26
Theories/ principles of how students learn	0	62.55	37.45
Child growth and development	0	64.61	35.39
Classroom research/enquiry strategies	34.57	53.91	11.52
Social and political role of school in Indian society	0	73.66	26.34
Classroom management techniques	0	64.20	35.80
Legal and ethical responsibilities of teachers	0	60.49	39.51
Educational concepts and theories	0	66.67	33.33
Pedagogy	0	64.20	35.80
Communication	0	50.21	49.79
Special needs children	18.11	65.02	16.87
Subject content	0	45.68	54.32
A variety of assessment strategies	14.40	65.02	20.58

Majority of student teachers responded that knowledge and understanding was 'adequate' with respect to curriculum development process (51.03%), contemporary educational issues (45.27%), theories/ principles of how students learn (62.55%), child growth and development (64.61%), classroom research/enquiry strategies (53.91%), social and political role of school in Indian society (73.66 %), classroom management techniques (64.20%), legal and ethical responsibilities of teachers (60.49%), educational concepts and theories (66.67%), pedagogy (64.20%), communication (50.21%), special needs children (65.02%) and a variety of assessment strategies (65.02%). Majority of responses concentrated on 'strong' with

respect to understanding of philosophical and sociological basis of education (52.26%) and subject content (54.32%).

The student teacher’s response to the technological devices used in the classroom transaction was interpreted in Table 4.3.4.

Table 4.3.4: Technological devices are used in the classroom transaction

Technological devices are used in the classroom transaction	Never (%)	Rarely (%)	About half the time (%)
Projection system	11.11	80.25	8.64
Computer	44.44	48.56	7.00
Web-based learning	50.21	37.04	12.78
Internet	40.74	51.44	7.82
Interactive whiteboards	71.19	28.81	0
Video-conferencing	95.88	4.12	0
Audio equipment	96.30	3.70	0

Majority of the responses concentrated on ‘rare’ use of projection system (80.25%), computer (48.56%) and use of Internet (51.44%); whereas ‘never’ use of web based learning (50.21%), interactive white boards (71.19%), video-conferencing (95.88%) and audio equipment (96.30%).

The student teacher’s responses to the constructive activities in classroom transaction were interpreted in Table 4.3.5.

Table 4.3.5: Encouragement for constructive practice during classroom transaction

Encouragement for constructive practice during classroom transaction	Never (%)	Rarely (%)	About half the time (%)	Frequently (%)	Always (%)
Dimension1:Learner-Centered learning					
Active participation in classroom discussion	0	0	5.76	45.27	48.97
Being attentive	0	0	0	21.40	78.60
Practice self-learning	0	4.53	65.43	28.40	1.65
Analyse prior beliefs on	13.58	72.43	13.17	0.82	0

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teaching-learning					
Dimension 2: Facilitation in learning					
Explore the personal meaning on learning themes/ Reflective practice	19.75	64.61	14.81	0.82	0
Develop effective communication	4.12	5.35	60.50	30.04	0
Engage in teamwork and co operation	0	31.69	51.03	17.28	0
Develop professional values	7.82	46.91	35.39	9.88	0
Jointly engage in analysis, synthesis and creative thinking	53.50	43.21	3.29	0	0
Various teaching strategies used by teachers for classroom transaction	47.33	36.63	16.05	0	0
Use of appropriate educational technology	57.20	39.50	3.29	0	0
Dimension 3: Knowledge as Continuum					
Try innovative activities	51.44	39.09	7.41	2.06	0
Discuss issues beyond syllabus	0	76.13	23.87	0	0
Learn up-to-date information in education	3.70	82.72	13.58	0	0
Connect themes with other disciplines	16.05	79.01	4.94	0	0
Use other learning resources	0	30.04	55.7	13.99	0
Dimension 4: Learning in wider social context					
Identify practical significance of themes discussed	29.63	49.38	20.99	0	0
Connect new information with everyday experiences	37.45	52.68	7.00	2.88	0
Use community resources in classroom	57.61	30.45	11.93	0	0
Accept the diversities positively	0	0	6.58	29.63	63.79
Aware of learning opportunities outside classroom	0	10.70	36.21	46.50	6.58
Engage in discussion of contextual issues	19.75	55.14	25.10	0	0
Dimension 5: Continuous and comprehensive assessment					
Practice peer evaluation	63.37	28.81	7.819	0	0
Practice self evaluation	79.42	15.64	4.94	0	0
Engage in appraisal of written and oral skills at appropriate	13.17	50.62	19.34	11.93	4.94

intervals					
Engage in evaluation of ability to co-operate, collaborate, investigate and integrate learning	9.05	58.44	32.51	0	0

In response to dimension 1: Learner-Centered learning, majority of the student teachers responded to 'always' about active participation in classroom discussion (48.97%) and being attentive (78.60%), 'about half the time' regarding practice self-learning (65.43%) and 'rarely' with regard to analysing prior beliefs on teaching-learning (72.43%). In response to dimension 2: Facilitation in learning, majority of the student teachers responded to 'rarely' with regard to explore the personal meaning on learning themes (64.61%) and develop professional values (46.91%), 'about half of the time' with respect to develop effective communication (60.50%) and engage in teamwork and cooperation (51.03%), 'never' to jointly engage in analysis, synthesis and creative thinking (53.50%), various teaching strategies used by teachers for classroom transaction (47.33%) and use of appropriate educational technology (57.20%). In response to dimension 3: Knowledge as continuum, majority of the student teachers responded to 'never' with regard to try innovative activities (51.44%), 'rarely' to discuss issues beyond syllabus (76.13%), learn up-to-date information in education (82.72%) and connect themes with other disciplines (79.01%) and 'about half of the time' with respect to use other learning resources (55.7%). In response to dimension 4: Learning in wider social context, majority of the student teachers responded to 'rarely' concerning identify practical significance of themes discussed (49.38%), connect new information with everyday experiences (52.68%), engage in discussion of contextual issues (55.14%), 'never' regarding use community resources in classroom (57.61%), 'always' with respect to accept the diversities positively (63.79%), 'frequently' with regard to aware of learning opportunities outside classroom (46.50%). In response to dimension 5: Continuous and comprehensive

assessment, majority of the student teachers responded to ‘never’ concerning practice peer evaluation (63.37%) and practice self-evaluation (79.42%), ‘rarely’ with respect to engage in appraisal of written and oral skills at appropriate intervals (50.62%) and engage in evaluation of ability to co-operate, collaborate, investigate and integrate learning (58.44%).

The student teachers’ response to the internalization of the competency during school experience was revealed in Table 4.3.6.

Table 4.3.6: Internalization of the competency during school experience

Internalization of the competency during school experience	Some extent (%)	A great extent (%)	A very great extent (%)
Lesson preparation			
Awareness of learning objectives	0	39.09	60.91
Awareness of teaching strategies, learning activities and resources	9.05	47.74	43.21
Understanding of adequate knowledge of subject content	4.94	55.14	39.92
Awareness of necessity of managing time	27.57	50.21	22.22
Understanding of students’ diverse needs	21.81	49.79	28.40
Lesson implementation			
Awareness of variety of instructional resources	14.81	45.68	39.51
Using Questioning and Discussion Techniques	11.11	50.62	38.27
Engaging Students in Learning	9.47	56.38	34.16
Demonstrating Flexibility and Responsiveness	14.40	54.73	30.86
Communicating Clearly and Accurately	4.53	41.98	53.50
Classroom management			
Creating an Environment of Respect and Rapport	6.58	51.03	42.39
Managing Classroom Procedures (rules and routines)	5.35	60.50	34.16
Managing Student Behaviour	16.87	58.44	24.69
Evaluation and feedback			
Assessing Student Learning	16.05	58.02	25.93
Monitoring pupil understanding	8.23	50.21	41.56
Providing Feedback to Students	9.053	58.44	32.51
Professional attitudes and attributes			

Maintaining Accurate Records	29.63	51.03	19.34
Reflecting on Teaching	33.33	43.62	23.05
Showing care and concern for students	0	43.21	56.79
Being punctual	0	50.21	49.79
Dressing professionally	7.00	58.02	34.98

In regard to the internalization of competency in Lesson preparation, majority of student teachers responded to ‘a very great extent’ in awareness of learning objectives (60.91%), ‘a great extent’ in awareness of teaching strategies, learning activities and resources (47.74%), understanding of adequate knowledge of subject content (55.14%), awareness of necessity of managing time (50.21%) and understanding of students’ diverse needs (49.79%). In regard to the internalization of competency in lesson implementation, majority of student teachers responded to ‘a great extent’ in awareness of variety of instructional resources (45.68%), using questioning and discussion techniques (50.62%), engaging students in learning (56.38%), demonstrating flexibility and responsiveness (54.73%) and ‘a very great extent’ with respect to communicating clearly and accurately (53.50%). In regard to the competency in classroom management, majority of student teachers responded to ‘a great extent’ in creating an environment of respect and rapport (51.03%), managing classroom procedures (rules and routines) (60.50%), managing student behavior (58.44%). In regard to the competency in evaluation and feedback, majority of student teachers responded to ‘a great extent’ in assessing student learning (58.02%), monitoring pupil understanding (50.21%) and providing feedback to students (58.44%). In regard to the competency in professional attitudes and attributes, majority of student teachers responded to ‘a great extent’ in maintaining accurate records (51.03%), reflecting on teaching (43.62%), being punctual (50.21%), dressing professionally (58.02%) and ‘a very great extent’ in showing care and concern for students (56.79%).

The student teachers’ rating of experience in the processes of ETE programme was interpreted in Table 4.3.7.

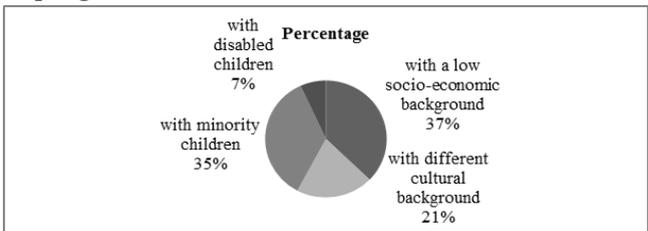
Table 4.3.7: Rating of experience in processes of ETE programme

Processes	Poor (%)	Adequate (%)	Good (%)
Processing application	0	87.65	12.35
Getting admission	0.41	88.07	11.52
Scheduling course work	4.12	90.12	5.76

Majority of student teachers responded ‘adequate’ in processing application (87.65%), getting admission (88.07%) and scheduling course work (90.12%).

The student teacher’s response to the kind of students dealt with during school experience programme was reflected in figure 4.3.1.

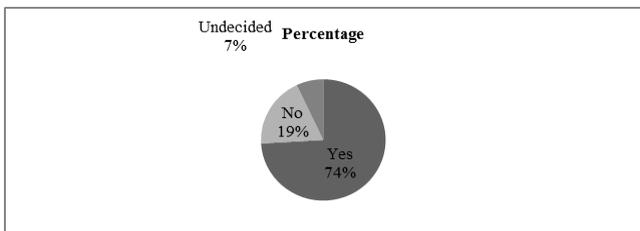
Figure 4.3.1: Response on handling of students during school experience programme



Majority of the student teachers responded that they dealt with students with low socio-economic background (37%) and minority children (35%) during their school experience programme.

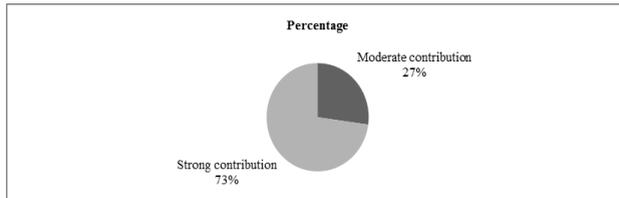
The student teacher’s response to teaching as first choice of career was reflected in Table 4.3.8.

Figure 4.3.2: Response on teaching as the first choice of career



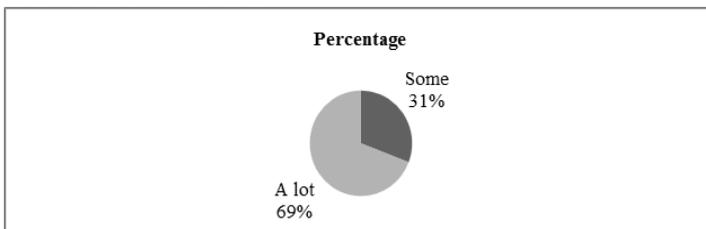
In response to the question “is teaching as their first choice of careers?” 74.07 percentages of student teachers responded positively, 18.93 percentages of student teachers responded negatively and 7.00 percentages of student teachers were undecided in pursuing the course.

Figure 4.3.3: Response on the contribution of ETE programme to Job preparation



In response to the question “To what extent did your training in ETE programme contribute to your preparation for your upcoming job”, 27.16 percentages of student teachers responded as moderate contribution and 72.84 percentage of student teachers responded as strong contribution.

Figure 4.3.4: Responses on change in views on professional responsibilities of teachers



Responding to the question “to what extent did your views of professional roles and responsibilities of teachers change from the time you entered your teacher preparation programme to programme completion?” 69.14 percentage of student teachers answered ‘a lot’ and 30.86 percentage of student teachers answered ‘some’.

In response to the question “What is your idea about National Curriculum Framework 2005?” maximum number of

student teachers gave no response in regard to the question where as some student teachers gave irrelevant statements regarding NCF 2005 and some students gave slightly relevant statements relating to its constructivist approach, focus on child centered learning, emphasis on all round development, less focus on bookish knowledge, contextualization, continuous and comprehensive evaluation.

The relevant statements of student teachers of all selected institutions included:

“NCF 2005 stresses on child centered and collaborative teaching learning process. In this framework, the bookish knowledge is less focused and the emphasis is on all round development of students.”

“NCF 2005 gives importance on child-centered learning instead of teacher-centered learning. Practical aspect of learning is taken more into account in this framework. The textbooks and learning process should be interesting for students.”

“NCF 2005 highlights about learning without burden. It is based on learning by activity.”

“Constructive approach is advocated in NCF 2005. It emphasises that child is the constructor of his own knowledge.”

“NCF 2005 highlights child-centered education and emphasizes on the teaching-learning which based on daily experiences of students and teachers should be prepared accordingly. students should be given freedom to express their views.”

“NCF 2005 highlights about making the curriculum/teaching-learning interesting by relating to the environment. It gives emphasis on relating learning to daily experiences of students.”

“It tells about continuous and comprehensive evaluation. Learning by practice is focused in the framework.”

“NCF 2005 prepares the curriculum for school education in India.”

“It tells about inclusive classroom where children with special needs can be read. It suggested that the textbook and

contents should be according to age, interest and needs of students and should be in simple language.”

“The subject content, teaching methods and evaluation processes are mentioned elaborately in NCF 2005.”

From the analysis of the statements given by the student teachers regarding NCF 2005, it was found that although the syllabus contained no concept about NCF 2005, some of the student teachers were aware about NCF 2005 and its constructive and contextualization ideas. The ideas of NCF 2005 might be partially placed in curriculum transaction process. The vague statements of some student teachers and the irresponsiveness of maximum number of student teachers in each institution clarified that they were not given rigorous inputs on ideas of NCF 2005 during curriculum transaction constructively.

Discussion

From student teachers' perspective, the quality of ETE programme was affected by quality of teachers, transactional strategies, and instructional resources, feed-back from co-operating teacher of school and evaluation techniques. The finding is partially consistent with the finding of Rastogi and Goel (2009) that in teacher training institutions, no serious attempt was made to train teachers in different strategies, methods and techniques and the finding of Goel (2009) that there was narrow understanding of concept of evaluation in pupil teachers. The programme was inadequate for skill development of student teachers in using educational technology as a tool, working with special needs students, interdisciplinary planning and teaching, using alternative assessment practices and reflective teaching practices. There was rarest use of technological devices in the classroom transaction. There was rare encouragement for analysing their

prior beliefs on teaching-learning, exploring the personal meaning on learning themes, developing professional values, discussing issues beyond syllabus, learning up-to-date information in education and connecting themes with other disciplines, identifying practical significance of themes discussed, connecting new information with everyday experiences, engaging in discussion of contextual issues, engaging in appraisal of written and oral skills at appropriate intervals and engaging in evaluation of ability to co-operate, collaborate, investigate and integrate learning, whereas no encouragement for engaging in analysis-synthesis and creative thinking, being familiar with various teaching strategies, trying innovative activities, using of appropriate educational technology, using community resources in classroom, practice of peer evaluation and self-evaluation during classroom transaction. This was partly supported by the finding of Rout and Behera (2012) as lack of opportunity for teachers to examine their own biases and beliefs and reflect on own experience as classroom discourse and finding of Kiggins et.al (2005) that under-prepared for life in classrooms. It was also found that few student teachers were aware about NCF 2005 and its constructive and contextualization ideas. The finding was partially consistent with the finding of Sen Sharma and Sharma (2009) that a little systematic focus during the teacher preparation process on preparing the student-teachers for creativity in curriculum transaction.

Conclusion

From student teachers' perspective, the quality of ETE programme was below average with respect to the quality of teachers, transactional strategies for delivering the content, sufficiency of instructional resources, feedback from co-operating teacher of school, evaluation techniques. With regard to the adequacy of skills development, the programme was

rated as weak with respect to using educational technology as a tool, working with special needs students, interdisciplinary planning and teaching, using alternative assessment practices and reflective teaching practices. There was rare use of technological devices in the classroom transaction and rare encouragement for practicing constructive teaching learning process.

There is need for complete reform in the teacher education sub sector. Reforms in teacher education are needed in accordance with the school curriculum reform in order to realize its objectives.

Implication of the Findings

The study has significance for further practice, research and policy in teacher education.

The study is likely to be useful in expanding information on the overall responsiveness of pre-service teacher education programmes to school curriculum reform. It has implications for policy makers, educationists, curriculum framers and teacher education experts in better planning, organisation, monitoring, research and support for quality pre-service teacher education programme with transparency. It could be beneficial to the authorities of teacher education institutions and teacher educators with respect to important infrastructural, transactional and evaluation issues on which they should give importance and need support for improving the quality of the programme.

Suggestions for future research

The study examining the adequacy of pre service teacher education programme in Delhi in the context of NCF 2005 paves the way for future research. A longitudinal study that compares status of pre service teacher education and school

curriculum reforms over a long period of time is warranted. A broader study could also compare status of pre service teacher education in different states and their conformity to NCF 2005. In the same way, similar research should be conducted in other pre service teacher education programmes. A comparative research need to be conducted on status of the elementary teacher education programme through distance mode and regular mode in the context of school curriculum reform. Studies should also be carried out to ascertain common problems in pre service teacher education programmes. There is need for research studies on characteristics of elementary teacher education programmes offered by various institutions in order to identify the dynamic nature of future teacher education programmes for elementary teachers.

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