



IMPLEMENTATION OF ELEMENTARY PRE-SERVICE TEACHER EDUCATION PROGRAMME: A CASE ANALYSIS

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Abstract

This piece of work highlights on the implementation of Elementary pre-service teacher education programme running in one District Institute of Education and Training (DIET) offering Diploma in Elementary Education programme. The study was undertaken following case study approach to assess the implementation of Pre-service programme. The findings of study reveals that the curriculum for pre-service elementary teacher education programme is in consonance with school curriculum, the infrastructural facilities available in the institution are not adequate and appropriate, Discussion method, activity based learning, assignment method, project methods were used for curricular transaction, teacher educators posted in the institution are well qualified, and the enrolled pupil teachers are of good quality. However, books in the library are the only source of learning and summative evaluation is followed for assessing the performance of prospective teachers.

KEYWORDS: *Implementation, Pre-service, Elementary Teacher Education, Curriculum.*

Background of the Study

Children are the future citizens of our country. Their all-round development depends upon the education they receive in their early days. In this context, elementary education plays a key role for making them productive, sociable and creative. The quality of elementary education purely rests on the quality of teachers and the quality of teachers mainly rests on the training or education they receive through teacher education programme. Studies conducted by Adu-Yeboah & Yaw Kwaah (2018) revealed that professional skills, pedagogical skills and self-confidence of pre-service teachers before joining the teaching profession. Further, Kilie (2010) found that pre-service teachers are well oriented in lesson planning, classroom management skills and communication through experience in the real learning environment. Whereas, Zeichner & Conklin (2005) clarified that pre-service teachers become better skilled persons to achieve their objectives through teacher preparation because teaching loads are well-measured, and pedagogical goals are well matched when

teaching is properly planned. In addition to that Hascher, Cocard, & Moser (2004) revealed that teaching off-campus improves the professional skills of pre-service teachers as well as positive attitudes towards their learners and teaching profession. Stronge (2007) highlighted that teachers with subject matter expertise give more opportunities to involve students in constructive conversations and student-led activities. Similarly, Casey and Childs (2007) cited findings of Stronge (2002) by emphasising on learners taught by teachers with excellent verbal abilities and communication skills are becoming more successful than those learners educated by less qualified teachers.

Operational Definitions

Elementary Teacher Education: In the present study elementary teacher education refers to full time two year diploma course of District Institute of Education and Training (DIET) for preparation of elementary teachers after completion of their +2 stage.

Pre-service: In the present study pre-service refers to the training which a teacher gets before joining the teaching profession.

Objective of the Study

The study was undertaken with the following objective:

To assess the quality of Elementary Pre-service Teacher Education programme with reference to infrastructure, curriculum curricular transaction and student evaluation, pupil teachers, teacher educators, curricular activities, practicum, extension activities and learning resources including ICT.

Research Question of the Study

How is the Elementary Pre-service Teacher Education programme implemented in the institution under study with reference to infrastructure, curriculum curricular transaction and student evaluation, pupil teachers, teacher educators, curricular activities, practicum, extension activities and learning resources including ICT?

The Case

One DIET namely (DIET, Dolipur) was taken for the study. Thus, DIET, Dolipur was the case and the unit of the study.

Key informants within the Case

Although one DIET i.e. DIET-Dolipur was taken as unit of the study the relevant information pertaining to the implementation of Pre-Service teacher education programme was collected from the following key informants:

- All the Pupil-teachers.
- All the teacher-educators of DIET, Dolipur.
- The principal, DIET- Dolipur

The purposive sampling technique was followed in selection of these key informants.

Tools and Techniques

The following tools and techniques were used for the collection of data from the key informants of the institute under study.

- i. **Classroom Observation Schedule:** This schedule was prepared to obtain information about the classroom environment and teaching learning process.
- ii. **Questionnaire for Teacher Educators:** This schedule was designed to obtain the perception of teacher educators about different dimensions of quality education such as curriculum, infrastructure, curricular transaction, quality of pupil teachers, practicum, extension activities, learning resources including ICT and student evaluation.
- iii. **Questionnaire for Pupil teachers:** This was designed to obtain the perception of pupil teachers about different dimensions of quality education such as curriculum, infrastructure, curricular transaction, effectiveness of teacher-educators practicum, extension activities, and learning resources including ICT and student evaluation.
- iv. **Focus Group Discussion for pupil-teachers:** Focused Group discussion will be held with the students along a guideline in group to obtain their perception about the quality of education in the institute particularly with reference to curriculum, infrastructure, curricular transaction, effectiveness of teacher-educators practicum, extension activities, and learning resources including ICT and student evaluation.

Techniques of Data analysis

The proposed study is a case study and the data collected with the help of above tools were analyzed using qualitative descriptions.

Findings of the Study

- The curriculum meant for elementary pre-service teacher education programme is relevant. The existing curriculum needs to incorporate modern and emerging concepts as well as use of technology so as to make it more attractive and effective one. In restructuring the existing curriculum, financial support is needed which is a challenge for implementing this. The curriculum lacks the integration of ICT into subjects for better achievement and effectiveness of teaching learning process. As a result of which the prospective teachers will be well acquainted with the technology and changing nature of classroom.
- Lack of adequate teaching learning materials, lack of latest books in the library, lack of reading room, proper facility for drinking water are the emerging weaknesses of available infrastructural facilities. ICT based and integrated teaching learning materials need to be improved and available in the classroom as well as in the library for better facilitation of teaching learning process. Improving and availing modern technologies in teaching learning process needs financial support and sympathetic

attitude of government and higher authorities of education for the smooth functioning of teacher education programme.

- Group discussion method, activity based learning and criticism classes are the major strengths of methods followed for curricular transaction in elementary teacher education institutions. Lack of trained, adequate, skilled and competent teachers and lack of orientation programmes for teacher educators are the challenges in bringing necessary changes in prevailing methods for curricular transaction of elementary teacher education institutions of Odisha.
- The teacher educators appointed for elementary pre-service teacher education programme are competent and dynamic. They are very energetic and active. They show friendly attitude to students, try their best to put best things in teaching learning process in the class. They make the prospective teachers understand the difficult concepts during and after the classroom transaction. But they are unable to take class regularly due to other administrative and office works. The teacher educators need to be well acquainted with the new/emerging techniques and technologies through orientation and refresher courses. Lack of proper planning and proper chalk out of procedures are the challenges for development of quality teacher educators in the concern.
- The pupil teachers enrolled for elementary pre-service teacher education programme are very curious, studious, and very impressive to learn new things. The pupil teachers have stage fear for which they lack to communicate properly and fluently in front of others. They face problems to communicate the things they know.
- The practicum held for pre-service pupil teachers is adequate and appropriate. The practice teaching and project work are the major strength areas of the practicum. Improper and inadequate time allotment is the weak point of the practicum area which needs to be improved. Lack of adequate time is another weakness of the practicum. Extension (community based) activities develops community participation and contribution towards development of the institution. There is no extension activities organised in the institute for elementary pre-service teachers.
- There is no provision of ICT as a learning resource in this institution. All the prospective teachers unanimously claimed that *“We take the benefit of library as the learning resource and we get two books from our library i.e. one text book and the other is non subject book. Besides library there is no other learning resource and lack of adequate staff for concern subjects and ICT are the weaknesses of learning resources”*. There is need to have more number of books in library, teaching materials, teaching aids, more number of teachers and adequate number of computers for better learning environment. All these need a good sum of money for availing all these facilities in the institutions. Hence, administrative support and allocation of funds are the major challenges for developing learning resources.
- The existing student evaluation practice is not appropriate for real assessment of talents. There should be introduction of semester system as well as internal assessment. The existing pattern of examination puts much stress on memory. The centre for examination should be our institution instead of allotting

another school for appearing examination which creates problem like communication and boarding also.

Recommendations of the Study

- The teacher educators need to be well acquainted with the emerging technologies in order to make teaching learning process interesting and effective.
- Infrastructural facilities make teaching learning process very effective and help the pupil teachers to have betterment learning achievement. Teaching learning materials need to be available and it should be used during classroom transaction.
- Discussion method and activity based learning enables the child for better learning environment and learning achievement becomes more.
- The implementing authorities should take initiation for providing funds for availing all types of infrastructures, teaching learning materials, and adequate number of teacher educators in the elementary teacher education institutions of Odisha.
- Extension activities should be organised by the institutions to bring the community participation in to the institutions.
- Curricular activities need to be organised for improvement of quality of pupil teachers.
- More time is to be devoted for conducting of practicum in elementary pre-service teacher education programme.
- Student evaluation practices need to introduce continuous and comprehensive assessment technique, internal assessment, and unit tests.
- Computer education should be included in the curriculum of elementary pre-service teacher education programme.
- The teacher educators should go under refresher courses and orientation programmes for updating of knowledge.
- Medical facilities should be available in the institution for health problems.
- Workshops and exhibition should be organised in the institution for improvement of knowledge.

Suggestions for further Study

- The similar kind of study may be conducted by taking more numbers of elementary teacher education institutions of the State.
- Study may also be replicated in different States of India.
- A study can also be undertaken by taking more number of dimensions of the study.
- A comparative study can also be undertaken to compare the status of different elementary teacher education institutions from different parts of the country.

Conclusion

All types of infrastructural facilities need to be made available for the smooth functioning of the elementary teacher education institutions. Adequate number of teacher educators should be made appointed in the institutions of Odisha so as to cater to the needs and better functioning of these institutions. The teacher educators should be well acquainted with the emerging trends and technologies to make the teaching learning process effective and interesting. The administrative authorities of Odisha should take steps for remodelling of these institutions for producing good quality elementary teachers in the teaching profession.

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