Shilpi Kumari, Subhash Chandra Panda. (2013). Pre-Requisites of Pre-Service Secondary Teacher Education Programme in Jharkhand: An Analysis. Journal of Education and Learning. Vol.7 (3) pp. 159-172.

Pre-Requisites of Pre-Service Secondary Teacher Education Programme in Jharkhand: An Analysis

Shilpi Kumari[*]
Baharagora College, Baharagora

Subhash Chandra Panda[**]
National Institute of Open Schooling, Noida

Abstract

The current B.Ed. programme in Jharkhand seems to be deviated from the reality of school life due to inadequate scope of practical and field work experiences prescribed in the curriculum. The fundamental basis of the curriculum, critical andragogical input, availability of time period, modern and innovative transactional approaches and qualitative evaluation process in the prescribed curriculum, infrastructural facilities as well as the teacher composition are considered to be the quality indicators of teacher education programme. Keeping in view the aforesaid contexts the present study was proposed to evaluate relevance and adequacy of the intended curriculum, infrastructure and teacher composition of pre-service secondary teacher education programme in Jharkhand. The study was delimited to colleges (both private and government) having attached B.Ed. wing under Kolhan University. By utilizing both qualitative and quantitative techniques the relevant data were collected in terms of intended curriculum, infrastructural facilities and teacher composition. Subsequently, it was revealed that the secondary teacher education programme of Kolhan University was more or less a knowledge transmission model inefficient to foster prospective teachers as a facilitator of pupil's learning in varied socio-cultural contexts. The present research would contrive necessary measures to evolve a quality teacher education programme which may be capable of meeting the emerging challenges of secondary education in Jharkhand.

Keywords*: Pre-Service Secondary Teacher Education Programme, Intended Curriculum, B.Ed. Wing, Infrastructural Facilities, Teacher Composition*

[*] Ms. Shilpi Kumari, Asst. Professsor, Deptt. Of Education (B.Ed.), Baharagora College, Baharagora, East Singhbhum, Jharkhand, E-mail: shilpik27@yahoo.com, Phone: 91-9905253023

[**] Prof. Subhash Chandra Panda, Sr. Consultant (TE), National Institute of Open Schooling, Noida, E-mail: scpanda49@yahoo.com, Phone: 9437630666,

Rationale of Study

Time is a critical factor in teacher preparation. In Jharkhand one year secondary teacher education programme is in vogue which presumes to provide adequate time in learning the conceptual or the skills components of teaching. To bring proper integration of content and methodology there is a need to educate the teachers concurrently and over a period of at least two years as suggested in many fora.

Infrastructural facilities and teacher composition are considered as the mainstay for any successful educational programme. It looks like the colleges of teacher education are ill equipped in respect of buildings, hostels, laboratories, libraries etc. which directly or indirectly affect the professional development of pupil teachers (Pandey, 1974). Now in Jharkhand several government and private institutes are imparting B.Ed. programme and many of them are facing de-recognition threat due to being ill-equipped in terms of infrastructure facilities and faculty strength.

B.Ed. curriculum needs to incorporate the elements of National Curriculum Framework-2005 and National Curriculum Framework for teacher education- 2009 as to enable the prospective teachers to work effectively in the present scenario of secondary education effectively.

The current B.Ed. programme in many universities is not adequately research based and practically oriented (Pandey, 1974).There is a need to integrate ICT, action research, evaluation etc. (Kakkad, 1983; Gupta & Kapoor, 2007) in the programme.

The prospective teachers find themselves unable to tackle the problems of actual classroom situations due to neglect towards practical and field work experience aspect of the curriculum (Tripathi, 1974; Anistha, 2008; Bhatia, 1987; Behri, 2008; Devi, 2010). In the current teacher education curriculum there is lack of adequate school experience or multicultural programme and since it has a positive effect on building attitude of the beginning teachers towards teaching attempts must be taken to make it an integral part of professional preparation of teachers (Kakkad, 1983; Rastogi and Goel, 2010). Lack of sufficient input regarding preparatory phase of practice teaching in the curriculum, practice teaching programme seems not to be organized adequately. Since microteaching training has a great impact on the pupil-teachers, less emphasis on microteaching sessions in the programme may impede professional development of teachers (Banerjee & Sinha, 2011; Devi, 2010).

The student-teachers are not exposed to the opportunities for inculcation of professional elements due to lack of critical andragogical input and effective interactive mode of instruction in teacher education curriculum (Devi, 2010). There is less scope for the pupil-teachers to experience the reflective practice which is a unique and individual development process helping pupil-teachers to identify their own personal experiences, perception of self, capacities and inclinations (Meek, 1991; Duin & Hansen, 1994).

To help pre-service teachers develop perspectives and skills fundamental to broad critical reflection on various social and critical issues in order to promote pursuit of democratic school reform and school restructuring, the skills of persuasive communication, critical awareness, community involvement and cultural sensitivity should be incorporated in the framework and objectives of all teacher education courses (Claus, 1999). In the teacher education programme there must be a link among professional knowledge (Knowledge of subject matter, Curriculum and Pedagogy), interpersonal knowledge (relationships with students and the educational and local community) and intrapersonal knowledge (teacher ethics, disposition and reflection) to develop pupil-teachers as exemplary educators (Collinsion, 1996).

The existing teacher education programme is based on Cognitive philosophy of learning, it trains teachers to adjust a system where education is seen as transmission of information rather than developing the needed counseling skills and competencies to be a facilitator capable of encouraging learners to construct their own knowledge (Ranier, 1999).

The evaluation process intended in teacher education curriculum is excessively quantitative in nature. It is confined to measurement of mainly cognitive learning through annual/terminal tests and skill measurement is limited to a specified number of lessons. But for holistic professional development of prospective teachers a continuous and comprehensive evaluation system should be adopted. (Kakkad, 1983; Das, 1991).

Statement of the Problem

Keeping in view the contexts discussed above the present study was intended to identify and search for addressing the problems regarding intended curriculum to be operational, infrastructural facilities and teacher composition of pre-service secondary teacher education programme in Jharkhand. Hence the study was planned as: ***Pre-requisites of Pre-service Secondary Teacher Education Programme in Jharkhand: An Analysis***

Objectives

- To analyse the intended curriculum of pre-service secondary teacher education programme in Jharkhand
- To study the infrastructural facilities and teacher composition in the programme

Research Questions

- How much qualitative is the intended curriculum meant for prospective teachers?
- How well equipped is the B. Ed. Wing of the colleges in terms of infrastructural facilities and teacher composition?

Delimitations of the Study

The present study was confined to Kolhan University of Jharkhand. It included all colleges having attached B.Ed. wing, both private and government institutions.

Research Method

Design

The present study was a descriptive research based on survey method which was intended to collect detailed descriptions of various aspects of pre-service secondary teacher education programme in Jharkhand. The study has utilized both quantitative and qualitative techniques for collecting and analyzing information.

Sample

The population of the study consisted of colleges of Jharkhand having B.Ed. programme along with other streams of higher education such as Arts, Science and commerce. The sample of the study included four purposively selected colleges having B.Ed. wing under Kolhan University, out of which two were government colleges and other two private colleges. From each of the four colleges, ten student-teachers and two teacher-educators were selected randomly. Out of ten student-teachers two were from Commerce, four were from Arts and other four were from science background. These teacher- educators and pupil-teachers were main source of data collection.

Tools

Different tools were developed to collect relevant data from the sample. These were:

- Questionnaire on Intended Curriculum - Teacher Educators
- Checklist on Intended Curriculum - Student-Teachers
- Information Schedule for Infrastructural Facilities and Teacher- educator Composition - Head of B.Ed. Wing

Collection of Data

The questionnaire was administered on teacher-educators and the checklist was on student-teachers by meeting them personally. The heads of B.Ed. wings of sample colleges were met individually to elicit information about the infrastructural facilities available and the teacher- educator compostion they possessed in their institutions. During the study content analysis of intended curriculum of Kolhan University (in the light of NCF-2005 and NCFTE-2010) was also done content analysis by focus group discussion and the ideas so generated were incorporated to determine the adequacy and relevance of the curriculum to the present context of secondary education.

Results and Discussion

The data were processed and analysed by adopting simple descriptive statistical measures like frequency, percentage and graphs (qualitative data through inductive model of data analysis) then interpreted to draw sensible inferences. The reaction of teacher educators and student-teachers were analysed as discussed under.

Analysis of Intended Curriculum of the Programme

The feelings of teacher-educators on the courses of study were derived and presented in table 1.1.

Table 1.1. Teacher Educators' Feelings about Courses of Study (N=8)

Different Aspects of Courses of Study	Positive	Negative
Curriculum based on cognitivism	8 (100)	0 (0.0)
Adequacy of time duration of one year for the intended curriculum	0 (0.0)	8 (100.0)
Reason of inadequacy of time duration-	6 (75)	-
Less no. of working days		
Course input more than the requirement of school curriculum	5 (62)	3 (38)
Too much elaborated history of education	5 (62)	
Redundant input included in the curriculum	7 (87)	1 (13)
Wood craft and tailoring	4 (50)	-
Too much elaborated health education	3 (38)	-
Vedic and buddhist education	3 (38)	-
Irrelevant to the present scenario of secondary education	8 (100)	0(0.0)
No scope for contemporary studies	4 (50)	-
Lack of experiences for social and environmental sensitivity	7 (87)	-
Contemporary social issues in the curriculum	5 (62)	3 (38)
Issues on contemporary Indian society	3 (38)	-
Classroom as social context	1 (13)	-
Understanding curriculum and texts from gender point of view	1 (13)	-
Debate about professionalism	1 (13)	-
Input for developing functional understandings and competencies required in a teacher	1 (13)	7 (87)
Field-based units of study	0 (0.0)	8 (100)

(Figures in parentheses indicate percentage)

Analysis of the feelings of the teacher educators engaged in teacher education programme in Kolhan University as presented in **table 1.1** reveals that all teacher-educators felt that **the learning philosophy on which the curriculum based was cognitivism.** They neither supported the impact of behaviourism nor constructivism as revealed from their responses. But they unanimously expressed their considered opinion as regards **the inadequacy of duration of time period available for the course**. About 75 percent of them felt that there was inadequacy of working days for course transaction. **About the utility of course curriculum, 62 percent sample personnel felt that some course input was beyond the requirement of school curriculum in the form of too much elaborated history of education**. As many as 87 percent sample teacher educators were of the opinion that some input of teacher education curriculum was not having any correlation with the school curriculum in any form. **Wood work and tailoring had no relevance with school curriculum as opined by 50 percent sample personnel. About 38 percent felt that there was too much elaborated health education Vedic and Buddhist education which had little relevance with contemporary teacher education curriculum**. **Cent percent teacher-educators opined that the existing teacher education curriculum had little relevance to the secondary education system in the present scenario.** About 50 percent sample personnel felt that there was little scope for contemporary studies in the present curriculum and 87 percent personnel opined about the irrelevance of the curriculum due to lack of input regarding social and environmental issues. About 62 percent of sample teacher-educators were of the view that there was some input of contemporary social issues in the intended curriculum while 38 percent personnel found little scope for such issues in the curriculum. Quite minority of them (13 percent) could feel the presence of inputs as regards classroom as social context, gender issues and professionalism. This indicates lack of worth of the prescribed teacher education course. **Majority of teacher-educators (87 percent) felt that there was very little input for development of functional understanding in the curriculum.** All of them expressed lest scope for prospective teachers to develop deep insight into theoretical inputs due to lack of field-based units of study.

When the responses of sample teacher educators on the intended evaluation process were analysed, a peculiar trend was discovered which has been presented in table-1.2.

Table 1.2. Teacher Educators' Feelings about the Intended Evaluation Process (N=8)

Different Aspects of Evaluation Process	Prescribed	Not prescribed
Internal assessment or sessional work in each paper	8 (100)	0(0.0)
3 internal assessment prescribed in each paper in a year	8 (100)	-
20% of weightage fixed for internal assessment in the curriculum	8 (100)	-
Internal assessment in craft	0 (0.00)	8 (100)
Summative assessments for each paper in a year/ semester	8 (100)	0 (0.0)
1 Summative assessment prescribed in each paper in a year	8 (100)	-
80% of weightage fixed for summative assessment in the curriculum	8 (100)	-
Assessment of record of community activities	5 (62)	3 (38)
Subject wise incentive in attendance in terms of internal assessment	5 (62)	3 (38)
Assessment during practice teaching	7 (87)	1 (13)
Classroom Teaching	7 (87)	-
Lesson Planning (Record Maintenance)	7 (87)	-
Development of Scheme of Lessons and Activities	4 (50)	-
Record on Observation of Peer Teaching	7 (87)	-
Preparation of Teaching Learning Materials	1 (13)	-
Assessment During Pre-practice Teaching Session	3 (38)	5 (62)
Observation of classes conducted by regular teachers in each method	1 (13)	-
Development of lessons and use of teaching aids	3 (38)	-
Record of participation in criticism and demonstration classes	3 (38)	-

(Figures in parentheses indicate percentage)

Analysis of the responses of the sample teacher-educators as presented in **table 1.2** shows that all teacher educators were of the opinion that **there was no provision of semester system of examination in the curriculum though both internal and summative assessments were prescribed in each paper. Three internal assessments (20 percent weightage) and one summative assessment (80 percent weightage) were conducted in each paper in a year.** All of them were of the view that there was no specific provision of internal assessment in craft in the prescribed curriculum. There seemed to have a fractured opinion as regards assessment of records related to community activities and subject wise incentive in attendance in terms of internal assessment. About 62 percent sample teacher-educators opined that such incentive prescribed in the intended evaluation process whereas 38 percent did not find any space for such incentive. **87 percent teacher-educators agreed with assessment during practice teaching and only 38 percent of them found scope of evaluation of pre-practice teaching activities**. **Focusing on different activities during practice teaching it was revealed that classroom teaching, lesson planning and observation of peer teaching (87 percent, in each case) were emphasized neglecting other teacher related activities.** During pre-practice teaching sessions most of the activities were not emphasized as evident from the responses. This indicates inadequacy of intended evaluation process adopted for assessment of professional development of prospective teachers. The opinions expressed by sample teacher-educators reveal a strange issue. The sample teacher educators practise the same curriculum but all of them are not of having same opinion as regards the prescription provided in the curriculum. These fractured opinions indicate non-seriousness of the teacher-educators involved in the programme.

The data collected about prescribed curriculum from sample pupil-teachers have been reflected in table-1.3

Table 1.3. Student-Teachers' Feelings about Prescribed Curriculum (N=40)

Different aspects of Prescribed Curriculum	Positive	Negative
Some redundant input in the prescribed curriculum	30 (75)	10 (25)
Time duration of 1 year adequate for the prescribed curriculum	34 (85)	6 (15)
Some course input beyond the requirement of school education	30 (75)	12 (30)
Curriculum providing scope for enrichment of teaching	16 (40)	24 (60)
Curriculum providing experiences for social and environmental sensitivity	8 (20)	32 (80)
Theory courses having field-based units of study	10 (25)	30 (75)

(Figures in parentheses indicate percentage)

Analysis of responses of sample student-teachers as presented in **table-1.3** reveals that **majority of student-teachers (75 percent) pointed about unworthiness of the prescribed curriculum due to being inclusive of some redundant input** having no correlation with school curriculum. **As many as 85 percent prospective teachers felt inadequacy of 1 year for the prescribed curriculum. About 75 percent sample pupil-teachers expressed their considered opinion as regards some course input beyond the requirement of school education** thereby indicating less utility of the intended curriculum**. Only a few sample prospective teachers were of the view that the prescribed curriculum provided scope for enrichment of teaching (40 percent) and experiences for social and environmental sensitivity (20 percent**). In addition **quite minority of them (10 percent) found theory courses with field-based units of study**. This shows inadequacy of prescribed curriculum for professional development of prospective teachers.

Adequacy and relevance of Intended Curriculum of Pre-Service Secondary Teacher Education Programme of Kolhan University to the Present Scenario of Secondary Education (Through Content Analysis by Focus Group Discussion)

The B.Ed. course of Kolhan University, Chaibasa was of one year. It consisted of five theory papers (5 x 100=500 marks) and three practical papers (3 x 100=300).Total marks for the course was 800.

Area 'A': The theory papers included four foundation papers:

- Theory of Education
- Educational Psychology and Educational Measurement
- School Organisation and Health Education
- Educational Reconstruction in India and Abroad.

Area 'B': The Fifth paper (Method subjects) had two parts, each part carries 50 marks. The method subjects include: (One had to opt two method papers)

- Physical science or Mathematics or Biological science
- Languages like Hindi or English or Sanskrit
- History & Civics or Geography or Home Science

Area 'C': There were three practical papers. One for each of the two method subjects and a paper for craft. Subjects covered under craft include Tailoring (only for girls), Woodwork (only for boys), Spinning, Weaving and Metal work.

The facts revealed about adequacy and relevance of intended B.Ed. Curriculum of Kolhan University with reference to the present context of secondary education through content analysis have been presented in table-1.4.

A close perusal of the table reveals that the **intended curriculum was found to be conclusive in three fundamental curricular areas namely- Foundation of Education, methodology and Practice Teaching and vocational. The major components under these curricular aspects do not match from that of NCFTE-2010. The curricular areas of B.Ed. programme of Kolhan University seemed to be based on cognitivism and most of the theory courses were found to be without field-based units of study as well as practicum, thereby indicating knowledge transmission model of the programme rather than promoting costructivist perspectives and little scope for the prospective teachers to gain deep insight the theoretical inputs and their practical utility in real school life (NCF-2005).**

Table 1.4. Adequacy and Relevance of intended B.Ed. Curriculum of Kolhan University to the Present Context of Secondary Education

Curricular Areas	Major Components	Curricular Aspects	Curricular Provision
Area-A: Foundation of Education	• **Theory of Education**	**Drawing Upon Philosophy, Sociology, Political Science and Economics**	
	Philosophical Basis of Education	Meaning of Education, Aims of Education ;Different Schools of Philosophy; Relation between Philosophy and Education	Total course without any Field Based Units of Study and Practicum
	Sociological Basis of Education	Relation between Sociology and Education, Educational Sociology and sociology of education; Social order, Social Change	
	Political and economic Basis of Education	Role of Education in Promoting National Integration, International Understanding; Democracy; Education and Economic order	
	• **Educational Psychology and Educational Measurement**	**Drawing Upon Psychology, Statistics, Psychometrics, Guidance**	
	Educational Psychology	Nature and Scope of Educational Psychology; Individual Differences; Heredity and Environment; Theories of Learning; Motivation; Transfer of Training; Mental Hygiene of Pupil and Teacher; Problem Child; Personality Development and its Evaluation	60% of content area without any Field Based Units of Study and Practicum
	Educational Measurement	Concept and Purpose of Educational Measurement; Educational Measurement and Evaluation; Techniques and Tools of Evaluation; Graphical representation of Data, Measure of central Tendency, Correlation; Guidance	30% of content area without any Field Based Units of Study and Practicum
	• **School Organisation and Health Education**	**Drawing upon management and Biology**	
	School Organisation	School Organisation and Administration; Nature and Scope of Educational Administration; Purpose and Principles of Educational Administration; Scope of School Administration	Total course without any Field Based Units of Study and Practicum
	Practical aspects of School Administration	School Inspection and Supervision; School Teacher and the Role; School Headmaster and the Functions; school Discipline; School activities; Students, Activities; Students' Self Governance; School Community Relations; Parent-Teacher Association; School Management; School Plant; school Time-Table; School Complex- Principles and Structures, Organisation Pattern in Bihar/Jharkhand	
	Educational Planning in India	Different aspects of Planning of Education in India	

	Health Education	Personal and social Aspects Education; Human Anatomy; Sense Organs; Dental Hygiene; Food and Nutrition; Postural Defects and Their Remedies Beverages; Addiction; Common Diseases; Infections and Healthy Life in School, sanitation, Ventilation, Light; School Health Service	
	• **Educational reconstruction in India and Abroad**	**Drawing upon History, Philosophy, Political science**	
	History of Education in India and Comparison of Indian Education with Foreign Countries	Ancient, Medieval and Modern Systems of Education in India; Comparison of Indian Education with that of U.K., U.S.A., U.S.S.R	Total Course without any Field Based Units of Study and Practicum
	Educational Thinker	Indian and Foreign Educational Thinkers	
	Educational development in India	Educational Development in Bihar and abroad with Special Reference to Elementary and Secondary Education; Different Educational Commissions, National Policy of Education	
	Educational Problems	Deterioration in the Standard of Education; Wastage and stagnation; Educated Unemployment; Social Education	
	Pedagogic Studies	**Drawing Upon pedagogical Theories**	
	Language *Mathematics* *Social Science* *Sciences*	Place of the Method Subject in the School Curriculum; Aims and methods of a Particular Method Subject; Methods of Teaching a Particular method Subject; Related Activities; Characteristics of a Particular Method Teacher, Planning Lesson Plan Notes	90% of total Course without any Field Based Units of Study and Practicum
Area-B: Methodology	**Assessment and Evaluation**	**Drawing Upon Psychometrics** Evaluation techniques for a particular method	10% 0f total Course without any Field Based Units of Study and Practicum
	Practice Teaching	Preparing Teaching-Learning Materials; Maintaining Lesson Plan Record; Checking Home Assignment, Conducting Co-curricular activities, Developing Scheme of Lessons and Activities	1 Month in a Year Including an Initial preparation of Demonstration Lesson and Criticism Lesson and Preparation of teaching-Learning Material
Area-C: Practical	**Vocational**	Tailoring, Woodwork, Spinning, Weaving or Metal Work	90% of the course is based on the practicum

The first curricular area i.e. **foundation of education** had major components as theory of education, educational psychology and measurement, school organization and health education and educational reconstruction in India and abroad inclusive of some educational problems. It was **found to be devoid of sufficient inputs of contemporary studies, issues and concerns of Indian education, self identity, language and cognitive development of learners** providing very less experiences for the prospective teachers to develop understanding of diverse challenges of student-population in the present socio-cultural context and tackle individual difference among them, thereby, indicating irrelevance of the curriculum to the present context of secondary education. However, it included adequate input of theoretical constructs of different schools of philosophy in relation to education. **It included some**

redundant input, much input of health education as well as some input beyond the requirement of school education like much elaborated history of Indian education, educational planning in India and comparison of Indian education with that in western countries. This shows physical load of the curriculum making it inadequate to be covered within time duration of one year.

The curriculum had left space for pedagogic studies in different subjects such as Language, Mathematics, Social Science and Natural Science but **little scope for present day pedagogical issues and challenges. Language proficiency and development of communication skill still have not been emphasised. Moreover, it had less input with regards to perspective and practice of learner assessment including qualitative assessment and hands-on- experiences and critical engagement with school curriculum and text books.** This provides less experiences for development of language proficiency and the capability of critical appraisal of school curriculum, syllabi and text books which is essentially needed for a quality teacher education programme (as cited by NCF-2005 and NCFTE-2010).

Practice teaching aspect of the curriculum did not seem to be a partnership model between school and teacher education programme. **The time duration of practice teaching was found to be one month including initial preparation of demonstration lesson, criticism lesson and preparation of teaching-learning material but giving no scope for initial classroom observation, conducting case study and classroom action research. Moreover, it prescribed less input regarding analysis and reflection on teaching and participation in school activities.** Whereas NCFTE-2010 curriculum has recommended for 4 days of teaching for a period of at least 12 weeks with sustained engagement with co-operating schools and maintenance of reflective journal, thereby indicating inadequate inputs as well as time period for effective practice teaching programme.

The curriculum was also found to be non-comprehensive due to lack of systematic organization and repetition of content in different units/papers. Since, no transaction mode was prescribed in the curriculum the teacher education might feel operational difficulties in preparing the course content for transaction.

Analysis of Infrastructural Facilities and Teacher Composition of Sample Colleges

For adequate transaction of the curriculum institute should be well equipped in terms of infrastructural facilities and teaching faculty, otherwise the objectives of the programme can't be achieved as expected. Keeping this in mind attempt was taken to study the infrastructural facilities and teacher composition of B.Ed. wing of sample colleges. The figure 2.1 shows the necessary information about infrastructural facilities of sample colleges.

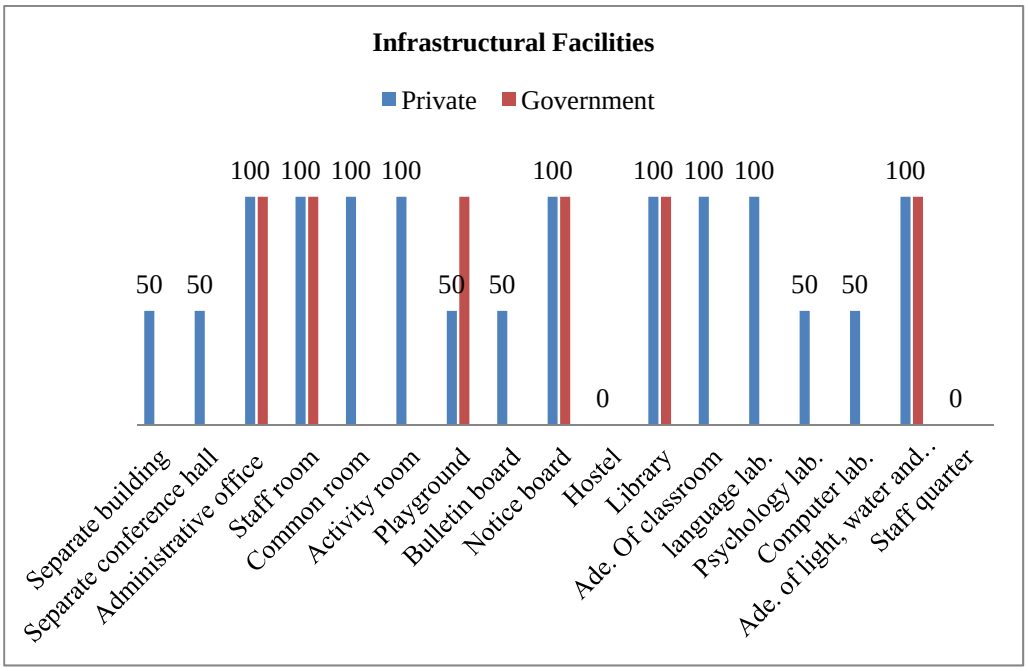

Figure 2.1. Status of Infrastructure in Sample Colleges
(N=4, Private=2 & Government=2)

A Close look at the above figure shows that none of the sample colleges except 50 percent private colleges had a separate building for B.Ed. wing. **Some rooms from the general college building have been allotted for B.Ed. Programme, at times the classrooms of other department of the college were also used for running B.Ed. classes**. However, separate building was being formed after the notice from the state government to fulfill norms and guidelines of NCTE due to de-recognition threat. No colleges got building grant from state government or central government as B.Ed. course was run in the sample colleges by Self Finance Scheme (SFS). Fees obtained from pupil-teachers was used for maintenance of B.Ed. wing.

Among all colleges, only 50 percent private colleges had a separate, adequate and ICT equipped conference hall. Whereas other colleges used the common conference hall utilized by all other departments of the college, as a result seminars and conferences required for adequate professional development of pupil-teachers could not be organised in an adequate manner. Separate administrative office was present in all colleges, hence administrative work could be run adequately. Separate staff room with adequate space and furniture facility was available in all colleges. A separate activity room and a separate common room for male and female pupil-teachers were present only in private colleges whereas in government colleges there there was no specific activity room and common room of the college were used for this purpose. Due to lack of availability of a separate activity room different activities which are an essential part of teacher preparation could not be organized adequately. **Bulletin board was available only in 50 percent private colleges whereas all other colleges including government colleges remained devoid of such facility.** Notice board was present in all colleges. **None of the colleges had separate hostel.** Some government colleges made accommodation of willing B.Ed. students in general hostel, if some seats remained vacant after accommodating students of other courses run by the college. Hence, **B.Ed. wing of colleges were unable to cater its services to distant students.** Separate library was present in all colleges. **Language laboratory necessary for development of language competency of prospective teachers was found only in private colleges but not adequately equipped.** A Separate computer and a separate psychology laboratories were present only in 50 percent private colleges whereas all other colleges utilized the common psychology and computer laboratories of the college which were inadequate to provide necessary input to the pupil-teachers. There were adequate electric, water and toilet facility in sample colleges. No staff quarters were available in any of the sample colleges as the staffs were appointed on a contractual basis and the course was run by self financed sheme which indirectly affect teacher educators' job satisfaction level. Above all it seems that the private colleges were having comparatively better status of infrastructure than that of government colleges.

Sufficient number of classroom and their adequacy for running both theory as well as practical classes is essential component of any teacher education programme. It was revealed that a separate classroom for teaching core papers with sufficient space and sitting arrangement capable of accommodating all the student- teachers was available in all sample colleges. The blackboard was clearly visible to all. **Separate classrooms with adequate furniture facility for teaching of different method papers were present in all private colleges where as in government colleges help was taken from other departments to run different method classes** which directly or indirectly affect the professional development of prospective teachers.

Library is considered as heart of an educational institution serving as an enriched source of information, providing learners with the scope to explore and extend their knowledge. For effective and quality teacher education programme, a separate library with adequate facility must be available. A close examination of the issue of library reveals that a spacious library was present in all sample colleges though **50 percent private colleges and all government colleges were devoid of adequate furniture facility for the pupil-teachers to utlise reading room facility.** In all colleges adequate reference books as well as adequate hand books were available in the library but **none of them had sufficient research periodical, journals and magazines on education and different method subjects,** hence the pupil-teachers remained devoid of recent innovative thoughts and practices in the field of education. **Among all colleges, only private colleges had a qualified librarian** for maintenance and smooth working of library whereas in government colleges, any teacher has assigned the charge of library which indirectly affects his teaching efficiency.

It was found that a separate computer laboratory with ICT facility and sufficient no. of computers was present only in 50 percent of private colleges whereas all other colleges including government colleges had to use the common computer laboratory of the college which was inadequate to accommodate all the pupil-teachers and was without ICT facility, hence they could not develop enough competency of integrating ICT devices and techniques in classroom teaching.

For quality education one of the most important features is competent **teaching faculty**. It was found that in all sample colleges there were seven teacher-educators and one principle, fulfilling the

NCTE's mandatory criteria of 7+1 faculty strength for B.Ed. colleges. In all colleges sufficient number of teacher educators for each of the papers was available and all these teacher-educators were professionally qualified. **ICT specialized teacher educators were available in all colleges though they were less in number,** thereby indicating inadequate opportunity for prospective teachers to learn techno-pedagogical skills. In all colleges method teachers were specialised in that particular discipline indicating more appropriate exposures for pupil teachers related to a particular pedagogical dimension.

Major Findings

- Cent percent teacher-educators' perception and content analysis of the intended curriculum of Kolhan University showed that the curriculum was based on cognitive perspective.
- The content analysis of the curriculum revealed-
    - inadequacy of time period of one year available for the course
    - some course input beyond the requirement of school curriculum in the form of too much elaborated history of education
    - lack of sufficient input for contemporary studies and experiences for social and environmental sensitivity in the curriculum
    - less input in the curriculum for developing functional understanding and competence required in a teacher
    - lack of practicum and field-based units of study in most of the theory courses
    - curriculum providing no scope for initial classroom observation, conducting case study and action research
- Both internal and summative assessments were prescribed in each paper. Three internal assessments (20 percent weightage) and one summative assessment (80 percent weightage) were conducted in each paper in a year.
- During practice teaching classroom teaching and lesson planning were more emphasized neglecting other teacher related activities.
- Among all sample colleges only 50 percent private colleges had a separate building for B.Ed. wing where as in other cases some rooms from the general college building have been allotted for B.Ed. Programme, at times the classrooms of other department of the college were also used for running B.Ed. classes.
- Fifty percent private colleges and all government colleges library were devoid of adequate furniture facility for the pupil-teachers to sit and continue reading. Library of none of the colleges had adequate research periodical, journals and magazines on education and different method subjects. Among all colleges, only private colleges had qualified librarians.
- A separate, adequate and spacious language laboratory was available only in private colleges
- A separate computer laboratory with ICT facility and sufficient number of computers were present only in 50 percent of private colleges whereas all other sample colleges including government colleges had to use the computer laboratory in sharing basis.
- All colleges fulfilled NCTE's mandatory criteria of 7+1 faculty strength but there were less number of ICT specialized teacher educators available in all colleges.

Discussion

Due to being based on cognitive perspective the B.Ed. curriculum of Kolhan University seemed to prepare teachers to adjust a system where education is seen as the transmission of information rather than a process of construction of knowledge (Rannier-1999 and NCF-2005). The curriculum was physically loaded due to inclusion of some redundant input as well as some input beyond the requirement of school education which shows inadequacy of time period of one year for the curriculum to be covered within stipulate time period (Panda, 2001). Moreover, it was inadequate for prospective teachers to acquire sufficient experiences for their effective professional development (NCFTE-2009).

The curriculum provided no scope for contemporary studies and experiences for social and environmental sensitivity; hence pupil-teachers did not get enough exposures to understand learners' needs from a critical socio-cultural lens (Devi, 2010, Goodlad, 2010). Due to inadequacy of practical and field work experience aspect of the programme, it provided little space for functional understanding and competencies required in a teacher (Tripathi, 1974; Anistha, 2008; Bhatia, 1987; Behri, 2008; Devi, 2010). Due to lack of practicum and field-based units of study in theory courses it seems difficult for the pupil-teachers to draw core essence of the theoretical inputs. Due to less opportunity for incorporation of any effective teaching strategies and ICT tools and techniques for classroom transaction, and practising microteaching skills prospective teachers remained deprived of critical andragogical inputs essentially required for effective teacher preparation (Banerjee and Sinha, 2010, Devi, 2010). Moreover,

Pupil-teachers had less scope for reflective practices to recognize their own strengths and limitations (Meek, 1999; Duin and Hansen, 1994).

The curriculum was found to be stereotype and divorced from the reality of school life, the need of integrating adequate inputs of case study, action research, evaluation techniques etc. in order to evolve a more quality teacher education programme (Kakkad, 1983; Gupta and Kapoor, 2007).The intended curriculum of Kolhan University was prescribed since long which need to be revised and reformed. Sooner it is revised and implemented better for the teacher education programme. The inputs of curriculum need to be revamped basing on the guidelines of NCF-2005. There was a lack of link between professional knowledge, interpersonal knowledge and interpersonal knowledge which is essentially needed to produce exemplary educators (Collinsion, 1996).

There was a lack of link between theory and practicum prescribed in the curriculum in both private and government colleges. The teacher educators hardly ever put into practice the method of teaching and techniques of evaluation and rarely demonstrated the lesson before engaging student-teachers to perform; hence it seems difficult for the pupil-teachers to gain deep insight into the practical applications of different techniques of teaching and evaluation in different teaching-learning situation (Upmanyu1974; Devi, 2010). However the condition was more critical in government colleges. It might be due to the fact the impact of monitoring system was some what better in private than the government colleges.

It seemed that in both private and government colleges pupil-teachers were imposed to follow a standard but rigid format of lesson planning hardly they got enough flexibility to incorporate their own reflection into the lesson planning, hence they could not develop effective as well as comprehensive lesson plan in many cases.

In both private and government colleges, practical and field work experience aspect of the programme was less emphasized in that merely a few activities were duly organised neglecting other related activities though the condition was little better in private colleges than in government colleges. Thus, student-teachers were denied of getting enough exposures of understanding learners within socio-cultural context and develop insights into children's thinking and learning (Tripathi, 1974; Bhatia, 1987; Anistha, 2008; Behri, 2008, Devi, 2010).

The intended evaluation process as well as the evaluation process being implemented in the programme was excessively quantitative in nature, confined only to assess cognitive learning (Kakkad, 1983, Das, 1991) providing very little scope for holistic evaluation of Pupil-teachers' professional development.

Private colleges were better than government colleges in many dimensions of teacher education programme which might be because of better infrastructural facilities in private colleges as compared to government colleges. B.Ed. wing of many colleges were devoid of separate infrastructural facilities which directly or indirectly affected professional development of prospective teachers (Pandey, 1974) though, private colleges had slightly better condition in terms of separate language laboratory enhancing language competence of pupil-teachers, better library and better ICT facility.

In both private and government colleges less number of ICT specialized teachers were available which might affect integration of ICT in teacher education programme.

Conclusions

Now it is an established fact that the intended curriculum of teacher education programme of Kolhan University reflects a knowledge transmission model providing less scope for prospective teachers to develop skills and competencies to become a facilitator of pupils' learning in varied socio-cultural context. It is quite diverse from the emerging complex realities of secondary education in terms of want of contemporary studies and experiences for social and environmental sensitivity as well insufficient inputs for critical reflection on school processes. On the other hand curriculum is physically loaded due to being inclusive of some redundant inputs and some input beyond the requirement of school education indicating lack of worth of the programme.

The curriculum is devoid of practicum courses which create difficulties on the part of teacher educators to transform its theoretical knowledge into practice. Curriculum is stereotype and rigid giving no flexibility to undertake case study and action researches to gain deep insight into the real school life experiences.

In Jharkhand one-year secondary teacher education programme is in vogue but to bring proper integration of content and methodology, there is an urgent need of educating the pupil-teachers concurrently over a period of at least two years.

The curriculum is much conventional, rarely providing scope for innovative approaches as well as reflective processes to provide the prospective teachers with critical andragogical inputs. To an utter

surprise practical and field work experience aspect of the programme which is the most essential part of teacher preparation is largely neglected.

The inputs regarding Practice Teaching gives fewer possibilities for sustained engagement with school practices and is quite inefficient in empowering pupil-teachers to tackle students' problems in actual classroom situation. However, the condition is more critical so far as pre-practice teaching and field work with community are concerned.

The evaluation system of the programme is confined to measuring cognitive aspect of teacher preparation, but to produce quality teachers the evaluation pattern needs to be more qualitative in nature giving enough scope for comprehensive assessment of prospective teachers in all dimensions. Moreover, unavailability of separate and adequate infrastructural facilities in B.Ed. wing of the institutions seems to be one of the major barriers in the path of realising the objectives of the programme as expected.

Hence, to meet the emerging challenges of secondary education, the existing teacher education programme of Jharkhand needs to be self sufficient in terms of adequacy and relevance, more qualitative evaluation system as well as adequate infrastructural facilities so as to become more pupil-teacher friendly.

Acknowledgement

I articulate my cavernous sense of indebtedness to my colleagues as well as family members for their moral support which always served as a catalyst to boost up my efforts throughout this endeavour.

References

Anistha, K.S. (2008). Evaluation of transfer of teaching skills from teacher education centre to school campus. *Journal of Edcational Research and Extension*, 45(3): 11-24.

Banerjee, M. & Sinha S. (2010). Impact of microteaching enhancing the skill of explaining on the B.Ed. Students in Burdwan, West Bengal. *Sikshachintan*, 4: 95-102.

Behri, A.R. (2008). Envisioning teacher education programme from the perspective of beginning teachers. *Indian Educational Abstract*, 8(1): 60.

Bhatia, R. (1987). Evaluation of new B.Ed. programme in the colleges of education affiliated to the University of Bombay. *Fourth Survey of Research in Education*, (vol.2, pp. 923). New Delhi: NCERT.

Claus, J. (1999). Lessons for teacher education from a case study of teacher-initiated tracking reform. *Teacher Education*, 50(1): 5-17.

Collinson, V. (1996). *Reaching students: teaching ways of knowing*. Thous and Oaks: Corwin Press.

Das, R. (1991). A comparative study of the evaluative procedures of the secondary teacher training institutes in Gujrat state. *Fifth Survey of Research in Education* (vol.2, pp.1443). New Delhi: NCERT.

Devi, M.D.U. (2010). Pre-service secondary teacher education in the diverse education context. *Indian Educational Review*, 46(1): 112-114.

Duin, A.H. & Hanseen, C. (1994). Reading and writing on computer networks as social construction and social interaction. In Selfe, C.L. & Helligoss, S. (Eds.), *Literacy and computers: The Comptencies of Teaching and Learning with Technology* (pp. 89-112). New York:. Modern Language Association.

Gupta, K.A. & Kapoor, R.D. (2007). Teacher education in Jammu & Kashmir. *Journal of All India Association for Educational Research*, 19(3/4): 100-107.

Kakkad, G.M. (1983). Secondary teacher education curricula- an analytical study and developing teacher education programme. *Fourth Survey of Research in Education* (vol.2, pp. 947). New Delhi: NCERT.

Meek, A. (1991). A conversation with Eleanor Duckworth. *Educational Leadership*, 38(6): 30-34.

National Curriculum Framewok (2005). New Delhi: NCERT.

National Curriculum Framework for Teacher Education (2010). New Delhi: NCERT.

Ranier, J.D. (1999). Faculty living their beliefs. *Teacher Education*, 50(3): 192-200.

Rastogi, A. & Goel, C. (2010). Effectiveness of school experience programme in building attitude of prospective teachers. *Indian Educational Review*, 46(1): 101-111.

Pandey, B.N. (1974). Challenges to teacher education. *Teacher Education*, 8(4): 32-35.

Tripathi, S.N. (1974). Qualitative improvement in teacher education. *Teacher Education*, 8(2): 4-7.