

A Study of the Pre-service Secondary Teacher Education Programme in Jammu Province for Emerging Divergent Education Contexts: Perspective, Practices and Prospects

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Introduction

Education has a fundamental role to play in personal and social development. It cannot be considered as a magical formula, but it is definitely a principal mean available to foster a deeper and more harmonious form of human development and thereby would help technological and scientific changes which have accelerated the rate at which changes occur in the world today. In order to meet the ever growing demands of society one needs to put dynamic and ever evolving system of education. The changes have accelerated the rate at which changes occur in the world today. The task of building an enlightened, strong and prosperous nation rests on the shoulder of its children nurtured and developed with tenderness and care.

The education system has to be geared to the changing demands of society. No system of education however, comprehensive in content and form, can meet these changing demands unless the teacher—who is the driving force behind it, is fully equipped with academic and professional competencies. However, curriculum is indeed the heart of the educational process; the quality of education irrespective of the system under which it is provided depends ultimately upon the individual, and the social relevance of curriculum and the extent to which it is effectively transacted in educational institutions. The diversity in the teacher education programme for secondary teachers cannot be dissociated from the Indian culture and what is being experienced by the diverse

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Indian culture in context to the changing global standards and environments. In these dynamic environments it is indispensable for the various educational curriculums to construct themselves according to the global standards keeping in view their own cultural and national goals and values. Thus, the present study provides the detailed qualitative and quantitative data that taps the emerging divergent education contexts in pre-service secondary teacher education programme in Jammu province.

Research Questions

The study attempted to address the following research questions:

- Does the existing teacher education curriculum fulfill the needs of the diverse educational contexts?
- Does the existing practice of teacher education curriculum transaction equip the teachers to meet their professional requirements?
- What is the existing profile of teacher educators?
- How do the stake-holders perceive the existing teacher education programme?
- How far the teacher education programme is able to achieve its objective in operation?

Methodology

Sample

For the sample, eight colleges were chosen from five districts of Jammu Province and all of these colleges are affiliated to the University of Jammu. Among these 2 colleges are permanently affiliated to the University whereas other six colleges are temporary affiliated.

Research Tools Used for the Study

The following tools have been developed for use in this study:

- Teacher Educators Profile (for Marco Survey)
- Questionnaire for Student Trainees Perception
- Observation Schedule for Classroom Practices
- Questionnaires for Stakeholders
- Questionnaires for Beginners
- Questionnaires for School Principals of Practice Teaching Schools

- Content Analysis of Curriculum of B.Ed. colleges
- Focused Group Discussion with the Teacher Educators

Data Analysis

Data obtained was analysed qualitatively and quantitatively.

Major Findings

The brief findings of the project are as follows:

The Curriculum

The curriculum overall displays concern with the global standards but, their implementation is not judiciously done. The balance between teaching of theory and practical contents required to be revised and to be maintained appropriately.

Classroom Observation

As part of the project, classroom observations were made of the different situations of teacher education programme. Among the situations observed in all the sample colleges, the results were far from the objectives of the study. It was also marked that the colleges were least interested to be on the equal pedestal to the global standards. Least concern was expressed to achieve the desired global levels of learning and teaching in colleges of education.

Teacher Educator's Profile

The major thrust of the study was the performance and understanding of the Teacher Educator's about the teacher education programme. It was found that most of the teacher educators' in these colleges were mostly fresh graduates as well as many of them were post graduates. Hence, there was lack of appropriate experience among them. Another reason of not having experienced faculty, it is the payment of the less salary as promised by the Managements. A positive aspect about all these colleges was that a fairly cohesive environment was seen and teamwork was encouraged to its maximum. Teacher Educators did feel a need for career advancement programmes for professional betterment and weren't well conversant with the Internet and web-based learning.

The Stake-holders Perception

The stake-holders are the main source of growth of self-finance B.Ed. colleges, their awareness about the profession and its market

importance makes the course to improve in the requisite direction. Many were satisfied with the present condition of the frame work of teacher education programme. Some felt that the orthodoxy of the curriculum and the pedagogic methodology are making the entire course lose its community relevance.

Conclusion

The teacher is the person who brings changes in the society. To be a change agent it is important that one should adopt the changes before the other persons in the society adopt it. In brief, to satisfy the needs of the teachers today at secondary school it is equally important to regularise and organise the in-service teacher training programmes as per the changing demands of the global educational requirements and associated employment market which is being constantly affected by liberal and global perspectives of education.