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School Curriculum Reform: a Study in Delhi

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### **Abstract**

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 of learning, the study focused on the status of pre-service teacher education programme in Delhi in the context of National Curriculum Framework 2005.

The objectives were to analyse the elementary pre-service teacher education curriculum; identify the infrastructure and teaching-learning activities of the teacher education institutions; explore the adequacy and relevance of the programme with respect to NCF 2005; analyse the teaching competency of student teachers with respect to the ideas in NCF 2005; identify the problems faced by the teacher educators in transacting the elementary pre-service teacher education curriculum and seek suggestions from the teacher educators and student teachers regarding the improvement of teacher education programme in the context of NCF 2005. Following a mixed methods approach, particularly multilevel model of triangulation design, data were collected through several research techniques such as content analysis, survey, observation and interview from a variety of sources i.e., curriculum, practice teaching, teacher educators and student teachers. The ETE (Elementary Teacher Education) curricula of IASE, Jamia Millia Islamia and SCERT, Delhi for the session 2012-2014 were analysed.

The major findings were as follows. From the content analysis of ETE curricula of IASE, JMI and SCERT, Delhi, it was found that neither of the two syllabi was duly up-dated. However some basic aspects of the major dimensions of teaching-learning i.e. learner-centric learning; facilitation in learning; Knowledge as a continuum; Education in a wider social context and

Continuous and comprehensive evaluation as envisaged in NCF 2005 were reflected in a limited form in the syllabi of both the institutions. The availability of physical infrastructure facilities was adequate in all the three institutes, but the instructional facilities were insufficient with reference to student strength. There was scarce use of educational technology for classroom transaction in all the three institutions. From student teachers' perspective, the quality of teachers, school experience programme and value inculcation aspects of the programme were as very good. With reference to encouragement received for constructive classroom practices, many student teachers from the three institutions rarely got any opportunity to analyse their prior beliefs on teaching-learning; explore the personal meaning on learning themes; use appropriate educational technology; try innovative activities; discuss issues beyond syllabus; connect themes with other disciplines; connect new information with everyday experiences and engage in discussion of contextual issues.

With regard to the competency development of elementary pre-service teachers in Delhi with reference to the ideas of NCF 2005, it was found that the elementary pre-service teachers in Delhi had developed skills on the major aspects of the competencies for facilitation in learning and competencies for learner centered learning as envisaged in NCF 2005, but there was lesser degree of skill development of student teachers with regard to competencies for considering knowledge as a continuum and competencies for continuous and comprehensive evaluation. From teacher educators' perspective, pertaining to the classroom transaction of theory papers, majority of teacher educators used lecturing and discussions frequently. Regarding difficulties in curriculum transaction, the major problems in transacting theory papers were non-availability of reference materials, heavy load of work, lack of revision of curriculum whereas in supervising student teachers during school experience programme (SEP) the major difficulties were lack of sufficient time and overload with duty of supervising a large number of student teachers. Regarding difficulties in organising practical activities the major problems were inadequate infrastructure facilities and more emphasis on teaching of theory courses. The student teachers recognised that the programme was very much relevant for them, but it was less relevant to inculcate constructivist ideas of teaching and pedagogy among them. The strengths as well as limitations of the programme were identified by the teacher educators and student teachers and suggestions were collected from them for improvement of the programme.