SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND SUGGESTIONS

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426 Elementary Teacher Education in Kerala
SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND SUGGESTIONS

This chapter covers details of the relevant aspects related to the study such as major findings, conclusions and educational implications, presented in a concise way. To have a comprehensive view, the study in retrospect is also attempted.

The Study in Retrospect

Restatement of The Problem

As stated in the earlier contexts of the present report, the study was intended to examine the status and challenges with reference to quality and expansion of elementary teacher education in Kerala. The study is titled as, “STATUS AND CHALLENGES OF ELEMENTARY TEACHER EDUCATION IN KERALA WITH REFERENCE TO QUALITY AND EXPANSION”.

Objectives of The Study

1. To discuss the policy perspectives of elementary teacher education in India since independence
2. To analyse the opinion of elementary teacher educators on quality aspects of the elementary teacher education program in Kerala
3. To list out the challenges of elementary teacher education program in Kerala perceived by elementary teacher educators
4. To identify whether there exists any significant difference in the perception of elementary teacher educators on quality aspects of the elementary teacher education program with respect to relevant sub samples such as, Gender, Locality, Type of management and District
5. To analyse the opinion of student teachers on quality aspects of the elementary teacher education program in Kerala

6. To list out the challenges of elementary teacher education program in Kerala perceived by student teachers

7. To identify whether there exists any significant difference in the perception of student teachers on quality aspects of the elementary teacher education program with respect to relevant sub samples such as, Gender, Locale, Type of management and District

8. To analyse the opinion of mentors of practice teaching school on quality aspects of the elementary teacher education program in Kerala.

9. To analyse the opinion of principals of elementary teacher education institutions on quality aspects and challenges of elementary teacher education program in Kerala

10. To discuss the opinion of parents of student teachers about quality aspects and challenges of the elementary teacher education program in Kerala

11. To find out the extent of teaching aptitude of student teachers from elementary teacher education institutions in Kerala

12. To identify whether there exists any significant difference in the teaching aptitude of student teachers with respect to relevant sub samples such as gender, locale and district

13. To assess physical facilities of elementary teacher education institutions in Kerala

14. To study the expansion pattern of elementary teacher education institutions in Kerala since independence

15. To classify the elementary teacher education institutions in Kerala based on their physical facilities and quality aspects.
Hypotheses

1. There exists no significant difference in the perception of elementary teacher educators on quality aspects of elementary teacher education program with respect to relevant sub samples based on
   - Gender
   - Locale
   - Type of management
   - District

2. There exists no significant difference in the perception of student teachers on quality aspects of elementary teacher education program with respect to relevant sub samples based on
   - Gender
   - Locale
   - Type of management
   - District

3. There exists no significant difference in teaching aptitude of student teachers with respect to relevant sub samples based on
   - Gender
   - Locale
   - District
Design of the study

The design of the present work follows an analysis of the data gathered to evaluate the status and challenges of quality aspects and expansion of elementary teacher education program that exists in Kerala. The data for this purpose were collected from the different elementary teacher education institutions of Kerala; from the principals, parents, teacher educators, student teachers and mentors of practice teaching schools. The data were analyzed quantitatively and qualitatively to evaluate the status and challenges of quality aspects and expansion of elementary teacher education program in Kerala. Thus, mixed method of research has used in this study.

Sample of the study

The samples of the study consist selected teacher education institutes, teacher educators, principals, student teachers, administrators and parents from all the 14 districts of Kerala. The sample was obtained using stratified random sampling procedure, with the representation given to factors like gender, locale, type of management of institution and district. Strength of sample is as follows.

97 Teacher Education institutes
185 Teacher educators
1127 First year D.Ed. student teachers
1828 Second year D.Ed. student teachers
404 Mentors of practice teaching school
66 Principals
150 Parents
**Tools, methods and techniques used for the study**

The study was conducted using following tools, methods and techniques.

1. Questionnaire on quality and challenges of elementary teacher education for teacher educators (Saleem and Leema, 2016)
2. Questionnaire on quality and challenges of elementary teacher education for student teachers (Saleem and Leema, 2016)
3. Questionnaire on quality of elementary teacher education for Mentors of practice teaching school (Saleem and Leema, 2016)
4. Interview schedule on quality of elementary teacher education for principals (Saleem and Leema, 2016)
5. Interview schedule on quality of elementary teacher education for parents (Saleem and Leema, 2016)
6. Teaching Aptitude test for elementary student teachers (Saleem and Leema, 2016)
7. Check list on the physical facilities of elementary teacher education institutes in Kerala (Saleem and Leema, 2016)

To analyse the policy perspectives on elementary teacher education program in India since independence, document analysis was used as a method. In order to classify the teacher education institutions on the basis of quality aspects, classificatory technique was used.

**Statistical techniques used**

The statistical technique used for the study are

- Percentage analysis
- Test of significance of difference between mean scores
- Analysis of variance
**Summary of Major Findings**

Evaluating all the findings obtained by analyzing the data through the viewpoints of multiple samples, the major findings can be summarized as follows under the different aspects of study such as:

Policy Perspectives of elementary teacher education
Teacher Educator’s perspectives on elementary teacher education
Student Teacher’s perspectives on elementary teacher education
Mentor’s perception on elementary teacher education
Principal’s perception on elementary teacher education program
Parent’s perception on elementary teacher education program
Teaching aptitude of prospective elementary teachers
Physical and Academic infrastructure of elementary teacher education institutions
Quantitative Expansion of Elementary teacher training institutions
Classification of Elementary teacher education institutions

**Policy Perspectives of elementary teacher education**

1. University education commission and secondary education commission, just mentioned teacher education in general, but not given much importance to elementary teacher education.

2. Kothari Commission (1964-66) envisioned that Elementary teacher education should be moved under university education.

3. National Commission on teachers (1983-85) suggested that a four-year integrated elementary teacher education degree should be started by the universities.

5. Acharya Ramamurthy committee (1990) suggested Internship model of practice teaching

6. In 1993 National Council for Teacher Education Act is passed by parliament, which bestowed all the regulatory power of teacher education with NCTE.

7. National Curriculum Framework (2005) pointed out that, teacher educator role needs to be shifted from being a source of knowledge to being a facilitator

8. Kearla Curriculum Framework (2007) commented that, the present situation is that the reforms in teacher education lag behind school curriculum reform efforts.

9. National Knowledge Commision (2009) opined that, Many DIETs are currently understaffed, demoralized, and incapable of giving good quality training to teachers.

10. National Curriculum Framework for Teacher Eduaction (2009) identified that, the main problem facing DIETs is non-availability of qualified faculty.

11. Justice Verma Commission (2012) had commented that, Bulk of candidates who take Teacher Eligibility Test do not qualify to be recruited, despite having a professional degree in teaching reveals poor quality of current teacher education system. Also, the higher secondary cannot be the minimum qualification for elementary teacher education program as more qualified and mature teachers require for primary teaching.

12. Joint Review Mission, Kerala (2014) pointed out that, no DIET recruitment has perhaps taken place in the past 5 years creating an acute shortage of faculty. It also suggested that, teacher education program in
Kerala needs comprehensive restructuring in terms of the roles and functions of different institutions.


14. Nation Policy on Education (2016) commented that, State Council for Educational Research and Training’s have to play a critical role in teacher education. And, most SCERTs and DIETs do not have the required capability for this.

Teacher Educator’s perspectives on elementary teacher education

1. With regard to teacher educator’s qualification 65% of teacher educators doesn’t have M.Ed. qualification

2. With regard to teacher educators experience 77% of teacher educators from unaided elementary teacher education institutions doesn’t have enough school teaching experience.

3. 61.71% Teacher educators opined that, the present syllabus of elementary teacher education program should be modified due to various reasons.

4. Teacher educators list out the major challenges regarding the curricular aspects such as, Non-availability of enough resource material or text books, adapting to semester system, heavy work load and time limitation are the main challenges perceived by teacher educators.

5. Regarding class room management 48.00% teacher educators opined that that Students are not co-operative in classroom discussions.

6. 48.00% teacher educators suffered from lack of co-operation from the mentors of practice teaching school.

7. Considering Evaluation methods, 66.86% teacher educators use, written test as the most common method of evaluation used.
8. Lack of aptitude and capability of student teachers, Availability of Number of qualified Faculty, Lack of co-operation from mentors of practice teaching schools, and Non-Availability of students in government schools are the main challenges related to teaching learning and evaluation as perceived by teacher educators.

9. 80.57% of the teacher educators have got no research experience.

10. 72.57% of teacher educators are satisfied with the classroom facilities and 71.43% of teacher educators satisfied with staff room facilities.

11. 80% of the teacher educators are satisfied with lab facilities, but 44% demanded for lab instructor for the institution.

12. According to teacher educator’s opinion, with regard to infrastructural facilities government institutions are comparatively lagging behind. Also, toilet, Wi-Fi, and spaciousness of staff room is still a problem for many teacher educators. With regard to instructional facilities, libraries of most of the institutions are still not equipped with the reference books for the new syllabus.

13. 75% of teacher educators opined about the principals provide them with adequate support.

14. 62.29% teacher educators agree that marriage is the main reason for dropout.

15. 87.43% of teacher educators are satisfied with the support given for students from the institution.

16. 76% of Teacher educators are not satisfied with the support given from the SCERT and DIET.

17. Student teacher dropout, lower Salary scale, Nominal Functioning of PTA and alumni and too many vacant teacher educator positions in all the
DIETs are the main challenges related to support and progression, as perceived by teacher educators.

18. There exists no significant difference between male and female teacher educator’s perception regarding quality aspects.

19. There exists no significant difference in the perception of teacher educators belong to rural and urban institutions with respect to quality aspects.

20. There exists no significant difference in the perception of teacher educators belonging to Government, Aided and Unaided institutions regarding quality aspects.

21. There exists no significant difference in the perception of teacher educators belonging to different districts.

**Student teacher’s perspectives on elementary teacher education**

1. 84.86% of student teachers chose D.Ed. Course due to their interest in teaching.

2. Delay in admission process, poor job prospectus, Lack of entrance test, lack of Guidelines for student teachers in choosing the optional subject are the main challenges related to curricular aspects as perceived by student teachers.

3. 68.23% student teachers opined that duration of current D.Ed. course is enough to complete the syllabus.

4. 86.60% student teachers opined that their teachers are able to complete the portions on time.

5. 99.40% student teachers opined that as a part of the syllabus there is enough seminars and debates conducted in their institution.
6. 94.31% student teachers opined that teacher conduct internal exam on time and publish results.

7. 64.95% student teachers opined that they did not get enough time to complete the portion assigned in each practice teaching session.

8. Time limitation for teaching learning activities and practice teaching and Lack of time and interest in extracurricular activities are the challenges related to teaching learning and evaluation as perceived by student teachers.

9. 82.56% student teachers agree that the auditorium in their institution have enough seating capacity.

10. 53.31% student teachers agree that the store room of the institution have enough items required for learning.

11. 75.94% student teachers are dissatisfied with the facilities of art and craft room in their institution.

12. Regarding the facilities of music room 84.53% of student teachers are dissatisfied.

13. 68.89% of student teachers are dissatisfied with the facilities of work experience room.

14. 51.01% student teachers opined that enough sports equipment’s are not available in their institute.

15. 65.45% student teachers opined that they don’t get opportunity for using sports equipment’s available in their institute. Attention provided for arranging sports facilities by the elementary teacher education institutions are very poor as per the opinion of student teachers.

16. 86.11% student teachers are satisfied with the facilities in class room. In terms of class room facilities in most of the institutions are good.
17. 85.18% student teachers are satisfied with the facilities of toilet in their institution. 73.26% student teachers agree that enough drinking water is available in their institution. 56% student teachers are not getting the common room facilities. Satisfactory toilet facilities are offered by most of the institutions.

18. 56.92% student teachers were dissatisfied with the facilities of computer lab. 69.22% student teachers opined that computers are not latest.

19. Failure in fully infusing ICT in elementary teacher education institutions, Renovation of most of the institutions not happening for a long time, most of institutions doesn’t have common rooms store room, music room, art and craft room, and work experience room and unsatisfactory lab and library facilities are the challenges related to infrastructural and instructional facilities as perceived by the student teachers.

20. 91.74% student teachers are satisfied with office facilities of their institution.

21. 77.58% student teachers opined that teacher educator communicate their progress with their parents.

22. 98.25% student teachers agree that they get enough support from teacher educators and principal to resolving the issues faced in the institution.

23. Lack of hostel facility, Student union, non-availability of grants and scholarships are the challenges related to support and progression as perceived by student teachers.

24. 75.94% student teachers agree that their institution organizes personality development programs.

25. 72.33% student teachers satisfied with the developmental activities in their institution.
26. 63.86% student teachers agree that principal seek feedback on teacher educators.

27. There exists no significant difference between male and female student’s perception regarding quality aspects.

28. There exists no significant difference between urban and rural student teacher’s perception regarding quality aspects.

29. There exists significant difference among Government, Aided and Unaided institution student teacher’s perception regarding quality aspects.

30. There exists significant difference among the district wise student teachers in their perception regarding the quality of elementary teacher education.

**Mentor’s perception on elementary teacher education**

1. 68.8% of Mentors of practice teaching school are not satisfied with the effectiveness of training, the student teachers obtained from the elementary teacher education institution.

2. 76.3% of the mentors opined that, before commencing internship, the student teachers discuss the things like lesson planning, number of students in the class and the nature of the students with mentors.

3. 25.8% of the mentors opined that student teachers usually fails to manage class room well.

4. 41.8% of Mentors opined that, their involvement in teaching aid preparation is less.

5. 61.6% mentors opined that student teachers mostly not able to summarize the portions taken in a classroom session and 54.4% of mentors observed that, student teachers fail to introduce the portions before commencing the classroom session.
6. Around 50% of mentors observed that student teachers don’t try to use audio visual aids.

7. 77.9% of mentors opined that, student teachers regularly make use of teaching aids.

**Principal’s perception on elementary teacher education program**

1. Most of the principals are dissatisfied with the semester and optional system.

2. Principals strongly opined against the non-availability of study material for students.

3. Many of the principals are doubtful about the teaching aptitude of students, for this they suggest that teaching aptitude test should conduct at the time of admission.

4. Some of the principal opined that cut of mark for admission should be raised.

5. Regarding teacher educator’s, majority of principals opined that there is an urgent need for raising the qualification and salary of teacher educators and teacher educators should be appointed on subject wise in order to reduce the heavy work load of teacher educators.

6. Majority of the principals pointed out that mentoring system is not effective.

7. Most of the principals demanded initiative from the part of DIET and SCERT in conducting more in-service courses.

8. Principals opined that, admission should be conducted on time in order to avoid the loss of time and heavy work load for teacher educators and students.
Parent’s perception on elementary teacher education program

1. Parents commented that they felt difficulties due to the delay in admission D.Ed. course.
2. Most of parents opined that, they didn’t receive any orientation before admission.
3. Only few of the parents are aware about the job prospects of elementary teacher education program (D.Ed.).
4. Parents participation in PTA is low and the communication with teacher educators also rare.
5. Parents are worried about the workload of D.Ed. Course, and are mostly satisfied with physical facilities in the Institution.
6. Parents are mostly happy about the co-operation of teacher educators and principals.
7. Most of the parents are not satisfied with the transport facilities of Institution, while they are not concerned about the safety of their wards.

Teaching aptitude of prospective elementary teachers

1. 18% of the student teachers possess high teaching aptitude and most of the student teachers (64%) have average level of teaching aptitude.
2. A total of 50.8 percentage of student teachers show aptitude below 50th percentile.
3. There exists no significant difference between male and female elementary student teachers’ aptitude towards teaching.
4. There exists no significant difference between rural and urban elementary student teachers’ aptitude towards teaching.
Physical and Academic infrastructure of elementary teacher education institutions

1. 30% of the elementary teacher education institutes do not have seminar hall and related facilities of seminar hall

2. In 91.85% of the institutions the condition of Classrooms is satisfactory.

3. In 30% of the institutions, Facilities of staffroom are not satisfactory because of lack of furniture and other amenities provided for staff

4. 40% of the institutions do not have basic facilities in the office room

5. Support facilities like store room, art and craft room, music room and work experience room are not available in 90% of the institutions.

6. 40% of the elementary teacher education institutes failed to provide satisfactory hygienic facilities and toilet facilities to student teachers.

7. 89% of the elementary teacher education institutions have separate toilet facility for staff.

8. 40% of the elementary teacher education institutions don’t have the library facility and the condition of the existing libraries are far from satisfactory.

9. None of the institutions have Psychology lab, and language lab. Only 14% of the institution have educational technology lab.

10. Nearly 50% of the institution have sufficient number of teaching aids.

11. In 76.5% of Institutions, the playground, sports equipment and other facilities for sports are not satisfactory.

12. In 75% of Institutions, the student and staff support facilities provided by elementary teacher education institutions are inadequate.

13. Grievance redressal club, women cell and health and fitness club was not available in 90% of the institutions.
Quantitative Expansion of Elementary teacher training institutions

1. During 1966-67, there are 105 (31 Govt., 74 Aided) elementary teacher education institutions were functioning in Kerala.

2. Fourteen DIETs in the state are established during 1985-1995.

3. During 1995-1996, 102 (38 Govt., 64 Aided) elementary teacher education institutions were running in the state of Kerala.

4. In Kerala number of elementary teacher education institutions are doubled during 2000-2010 with the establishment of unaided institutions. During 2005-06, the number of elementary teacher education institutions were shot up to 193. And, during 2010-2011 222 (38 Govt., 64 Aided, 120 Unaided) elementary teacher education institutions were functioning.

5. At present 221 elementary teacher education institutions are there in Kerala, among them 102 are government or aided institutions.

6. With respect to the number of student’s elementary teacher education is under decline for last few years, and many institutions have one year batch.

Classification of Elementary teacher education institutions.

1. On the basis of institutional classification conducted as part of the study, none of the institutions got Excellent or Very good position in classification.

2. According to the institutional classification conducted as part of the study, 45 elementary teacher education institutions are coming under Good position; 46 institution are under Average position and 6 institutions coming under are below average position.
Tenability of Hypotheses

The first hypothesis states that: “There exists no significant difference in the perception of teacher educators on quality aspects and challenges of elementary teacher education program with respect to relevant sub samples based on Gender, Locality, Type of management of institution and District”

The result shows that there exists no significant difference between male and female teacher educator’s perception regarding the quality aspects. Thus, Hypothesis based on gender is accepted. There exists no significant difference between urban and rural teacher educator’s perception regarding the Quality aspects. Thus, Hypothesis based on locality of elementary student teachers is accepted. There exists no significant difference between teacher educator’s perception based on type of management of institution regarding the quality aspects. Thus, Hypothesis based on type of management of institution is accepted. There exists no significant difference between teacher educator’s perception based on district regarding the quality aspects. Thus, Hypothesis based on district is accepted.

The Second hypothesis states that: “There exists no significant difference in the perception of student teachers on quality aspects of elementary teacher education program with respect to relevant sub samples based on Gender, Locality, Type of management of institution and District”

The result shows that there exists no significant difference between male and female student teacher’s perception regarding the quality aspects. Thus, Hypothesis based on gender is accepted. There exists no significant difference between urban and rural teacher student teacher’s perception regarding the Quality aspects. Thus, Hypothesis based on locality of elementary student teachers is accepted. There exists significant difference among Government, Aided and Unaided institution student teacher’s
perception regarding quality aspects such as, Teaching Learning and Evaluation, Support and Progression, Innovative Practices and Total perception. So, the hypothesis is rejected based on type of management of the institution. There exists significant difference among the district wise student teachers in their perception regarding the quality of elementary teacher education on quality aspects such as curricular aspects, Support and Progression, Innovative Practices, and total perception. Thus, the Hypothesis based on district is rejected.

The third hypothesis states that, “There exists no significant difference in teaching aptitude of student teachers with respect to relevant sub samples based on Gender, Locale and district.” The findings of the study reveal that there exists no significant difference between male and female elementary student teacher’s aptitude. Thus, the Hypothesis based on gender is accepted. There exists significant difference between urban and rural student teacher’s teaching aptitude. Thus, the Hypothesis based on locale is substantiated. There exist significant differences in total teaching aptitude. Thus, the Hypothesis based on the district is substantiated.

Conclusion of findings

Major findings of the study lead to the following conclusion.

Policy Perspectives of elementary teacher education

The commissions, committees, curriculum framework and national policies set-up for the improvement of education in the country, agree upon one fact that current elementary teacher education system lacks quality and substance. There are number of reasons from giving more importance to secondary teacher education and neglecting elementary teacher education, not linking elementary teacher education to university education to the mushroom
growth of Unaided institutions in the country. The following are important recommendations by various policies and commissions to be addressed.

Even after repetitive recommendations from various commissions, still in 2017 elementary teacher education is not became part of higher education. Similarly, the policies or commissions identifies another drawback as failure of implementing a 4-year integrated elementary teacher training course (as B.El.Ed. by Delhi University) which lead to degree in teacher education is also not implemented so far.

Starting of the DIET was another major advance in the elementary teacher education sector, but poor management of DIET and lack of staff in DIET is obstructing the education sector from harvesting the fruits of this well thought project.

Full and complete ICT integration in teacher education still remains as an unfulfilled dream because of several reasons. At least the lack of ICT facilities in the elementary teacher education institutions should be addressed first.

The number of candidates qualifying teacher eligibility test each year is only a handful. This again reminds the need for introducing an entrance test as per the recommendations of multiple commissions, for the admission to elementary teacher education. And a new framework for assessing the quality of elementary teacher education programme is also necessary.

Even though various commissions recommend a lab school for every teacher education institutions, still in Kerala, most of the elementary teacher education institutions doesn’t have a lab school attached with it. Also, teacher education curriculum lags behind the school curriculum due to more importance given to the latter. The poor quality of teacher education and elementary education in Kerala can be directly attributed to the negligence in implementing the recommendations made by various commissions, committees and policies.
**Teacher Educator’s perspectives on elementary teacher education.**

Majority of teacher educators doesn’t have M.Ed. qualification and enough school teaching experience. Teacher educators opined that restructuring of existing syllabus is needed. Practice teaching was one of the pain area for teacher educators. Written test is still major method of evaluation; this indicates the lack of process oriented evaluation method in a skill training program. With regard to teaching learning and evaluation it can be concluded that practice teaching, qualification of faculties and Number of students in government schools are the main problems.

Majority of the teacher educators have got no research experience. The maintenance and development of infrastructural and instruction facilities are not adequate in most of the institutions. Institutional climate is supportive for the professional growth of teacher educators. But teacher educators are not satisfied with the support given from the SCERT and DIET. Related to support and progression, salary structure of the teacher educators is comparatively less.

Gender, locality, type of management has no influence on the perception of the teacher educators regarding quality aspects.

**Student Teacher’s perspectives on elementary teacher education**

Student teachers chose D.Ed. Course due to their interest in teaching. But delay in admission process, poor job prospectus, Lack of entrance test, lack of Guidelines for student teachers in choosing the optional subjects are adversely affecting their progress. Majority of student teachers are satisfied with the syllabus. Teaching learning activities are satisfactory in student teacher’s perception. But, Time limitation for teaching learning activities and practice teaching are the problems.
Essential facilities like store room, music room, art and craft room, and work experience room are not available in most of the institutions. Failure in fully infusing ICT, Lack of Renovation of the institutions are the challenges related to infrastructural and instructional facilities as perceived by the student teachers. Library facilities are satisfactory according to the opinion of student teachers and lab facilities are not provided to student teachers in most of the elementary teacher education institutions. Student teachers are satisfied with the support and progression facilities of institutions.

Gender, locality have no influence while type of management and district have influence on student teacher’s perception on quality aspects.

**Mentors perception on elementary teacher education**

Mentors of practice teaching school are not satisfied with the effectiveness of training, class room management and classroom transaction abilities of student teachers. Use audio visual aids by student teachers are very less. Student teachers regularly make use of teaching aids, even though mentors involvement in teaching aid are less.

**Principal’s perception on elementary teacher education program.**

Most of the principals are dissatisfied with the semester system, optional system and non-availability of study material for students. Teacher educator’s qualification need to be improved and salary increment is needed. More trainings are expected from DIET and SCERT.

**Parent’s perception on elementary teacher education program**

According to Parent’s opinion Delay in admission, orientation before admission process was absent. Job prospectus on the elementary teacher education course is less and PTA involvement is not satisfactory.
Teaching aptitude of prospective elementary teachers

Most of the student teachers have average level of teaching aptitude. Gender and Locality have no influence on teaching aptitude of student teachers. District have influence on aptitude of student teachers.

Physical and Academic infrastructure of elementary teacher education institutions

Most of the institutions have satisfactory classroom, staff room, office room and seminar hall facilities. Support facilities like store room, art and craft room, music room and work experience room are not available in most of the institutions. A large number of institutions fail to provide adequate toilet and hygienic facilities. Except a few institutions most of the institutions have adequate library facilities but lab facilities of the institutions are not satisfactory. Teaching aids availability and sports facilities are also not satisfactory in majority of institutions.

Quantitative Expansion of Elementary teacher training institutions

The number of elementary teacher education institutions in Kerala is almost doubled in the last two decades. In the scholastic year 1966-67 there were 104 elementary teacher education institutions and during 1992-93, the number was reduced to 101 (SCERT 2000). But the number shot up to 193 during 2005-06. During 2010-2011 there were 222 elementary teacher education institutions. At present in 2016 there are 221 elementary teacher education institutions.

Classification of Elementary teacher education institutions

On the basis of institutional classification conducted as part of the study, none of the institutions got Excellent or Very good position in classification.
Educational Implications of the Study

For the present study investigator collected data from most of the stakeholders of elementary teacher education program such as, teacher educators, student teachers, principals, parents and mentors of practice teaching school.

From the analysis of data and results it is clear that, latest Elementary teacher education curriculum reformation was implemented without the support of enough research studies. The curriculum is mostly deviated from the envisages of KCF 2007 and NCFTE 2009. The participation from elementary teacher training institutions in the curriculum revision was negligible. The teacher educators and mentors of practice teaching schools are forced to implement this curriculum without sufficient training or without the support of enough resource materials. The curriculum suggested for the graduates becoming a big burden for the plus-two holders. The admission delays are adversely affecting the semester system, as first semester has to complete within 2-3 months. When plus-two holders chose optional subjects, there is a wide spread confusion due to the unavailability of proper guidelines in this matter, hence it results in a humanities student will chose general science as optional subject. Most of the elementary teacher training institutions in Kerala doesn’t have enough number of rightly qualified (with M.Ed.) teacher educators or infrastructural and instructional facility to implement the present Elementary teacher education curriculum. Absence of proper guide lines prohibits the student teachers from getting the benefits of mentoring or continues and comprehensive evaluation. The following are the educational implications of the study.

Most of the DIET in the state does not have enough faculties. Many DIET have only 2-4 PSTE members while 8 is the minimum requirement as per NCTE norm. Education department should take immediate action to fill these vacancies.
Avoid the delay in admission process is the first step to improve overall quality of elementary teacher education system. It is suggested that, the admission process should complete by mid of July every year. This will not only attract good talents to the Elementary teacher education but also will avoid the loss of fruitful time in the first semester.

A pre-orientation programme should conduct for both students and parents before admission. This will help them to understand job prospects and benefits of becoming a teacher, so that they will whole heartedly choose this course. Also, this will help in reducing the drop out ratio.

Conducting teaching aptitude test during admission process as insisted by NCTE will help in improving overall quality of elementary teacher education system, as the quality of teachers is the reflection of the status of development of a country. Hence, teaching aptitude test should be a mandatory requirement for admission to elementary teacher education program.

Even though current syllabus has enough theoretical and practical contents to fulfil the course aims there are a number of shortcomings to it. The optional system introduced in the syllabus without the proper guidelines of who should choose which optional subjects, as higher secondary already have the optional subjects. Clear cut instruction should be issued in this regard.

Re-organisation of topics in syllabus is becoming necessary as the practice teaching session usually falls in the beginning of a semester. Currently the theory topics related to practice teaching is taught after completing the practice teaching, which is impacting overall quality of practice teaching. So, feasible modification should be made in curriculum.

Availability of Resource material is another critical challenge faced by elementary teacher training. Government and Managements should take
necessary care to provide, augment and periodically evaluate the quality and availability of resource materials.

Number of teacher educators and their qualification are another concern. The present study reveals that not even 40% of institutions have met the NCTE criteria in this regard. This is a serious issue, which attracts urgent attention from the authorities of general education in the state. Now majority of the elementary teacher education institutions in the state doesn’t have separate educator for art education, work education, physical education subjects. It is suggested to appoint trained faculties for these subjects.

Learner centred teaching method such as group work, role play, project work, case study should supplement the classroom teaching. So, more attention should be given for learner centred teaching.

Availability of practise teaching schools with enough number of students is another issue. Many of the Government elementary schools in Kerala is facing a shut down due to loss of faith of general public in the quality of elementary education in government schools. This is also affecting availability of enough practice teaching schools. Government should take all the possible steps to improve upon this situation. Similarly, most of the elementary teacher education institutions are facing number of difficulty in the conduct of practice teaching program. Hence, Strict guidelines should be issued to government and aided elementary schools to facilitate practice teaching.

The current evaluation system followed in the elementary teacher education program is not suitable to fulfil the course objectives. SCERT and DIETs, with due representation from each of the teacher training institute should take necessary steps to improve the current evaluation system. Similarly, the practical exam board in every semester is affecting the overall quality of the program. So, it is suggested that practical examination board should happen only in alternate semesters.
According to the present study, it is clear that most of the institutions, either do not have modern instructional facility or they are not making use of it. Constant in-service training and strict monitoring should be implemented in this regard.

Physical facilities in accordance with NCTE norms is another important factor. The study reveals that most of the elementary teacher education institutions have poor building, toilet, and other physical facilities for the smooth conduct of the education. The Government and management should take required care in this aspect.

In case of Lab and other instructional facility also, these institutions lagging behind even the elementary schools in the state. This is a very critical quality accident happened due to the negligence of authorities. Government and management should immediately give attention to improve instructional facilities in elementary teacher education institutions.

Most of the elementary teacher education institutions doesn’t have language laboratories. As communication is the core part of class room teaching, elementary teacher education institutions should set up language labs, in order to promote communication skill.

The salary of teacher educators of elementary teacher education institutions is not according to the qualifications necessary for the job. It is creating big dissatisfaction among teacher educators. Salary revision for Teacher Educators should happen as early as possible.

The present study reveals the need for more extension activities and classes from experts in teacher education institutions. DIET and SCERT should provide enough resource persons and motivations for this.

Most of the institutions doesn’t have hostel facility for student teachers. Authorities should ensure hostel facility in all the Elementary teacher education institution.
The number of research activities conducted by Teacher Educators are very less. The DIET and SCERT should include elementary teacher educators in their ongoing research activities.

Functioning of PTA is not satisfactory is most of the Elementary teacher education institutions. Principals and teacher educators should give enough attention for this.

More training and orientation classes from DIETs are expected for elementary teacher training. The frequency of current trainings is mostly once in a year; Hence, periodical permanent cluster training system may be introduced in elementary teacher education sector.

Currently local authorities are only providing help for the schools in an area. But teacher training in the area should be the central point to accept help from local bodies and cater them to the schools in the area accordingly. So, elementary teacher education institution should include under the purview of local bodies.

At present elementary teacher education is managed by the general education authorities; this is adversely affecting teacher education. Therefore, a state level board of teacher education is needed to plan and coordinate the activities of teacher education.

Currently SCERT conducts very few training programs for elementary teacher education. It is suggested that SCERT should conduct more state level training programmes.

Teacher Educators should prepare teaching aids by making use of OHP, LCD, Projector, etc. Currently most of the institutions rarely uses these.

The sudden hike in the number of self-finance elementary teacher education institutions after 2005 in Kerala, resulted serious issues with regard to quality. Strict regulation should be imposed to control substandard institutions.
There must be a state level quality assurance committee to monitor and control the academic and administrative activities of teacher education institutions in the state with statutory powers.

The total student intake of elementary teacher education institutions in Kerala should be balanced in order to check the under-employment problem among qualified elementary teachers.

SCERT should organise research studies to evaluate the effectiveness and shortcomings of existing elementary teacher education curriculum.

Authorities should ensure necessary financial assistance for day to day activities and other developmental activities of elementary teacher training institutions.

It is suggested to introduce a four-year integrated elementary teacher education program under universities.

While appointing principals for elementary teacher education institutions, ensure a minimum of five years of service left with them before their retirement. Otherwise they cannot plan and execute any long term developmental activities.

The teacher educators don’t have a platform for gather and train together like BRC for the primary school teachers. Authorities and Teacher educators should take initiatives to create and make use of such a platform.

More initiatives are expected from authorities to improve awareness of teaching profession among the public to attract more talented students towards it.

Many government schools are already started English medium batches, so it will be desirable to introduce elementary teacher education course with English as a medium of instruction.
Suggestions for Further Research

1. A detailed study can be conducted on the contribution of DIET in the field of elementary teacher education in Kerala

2. A comparative study of elementary teacher education in south Indian states can be conducted

3. A critical study of elementary teacher education curriculum in Kerala can be conducted

4. A study can be conducted on the job satisfaction and teaching effectiveness of elementary Teacher Educators of Kerala

5. A comparative study can be conducted about the functioning of teacher education institutions in Kerala with the NCTE guidelines

6. A detailed study can be conducted on institutional climate of elementary teacher education institutions of Kerala

7. The same study can be conducted in secondary teacher education also

8. A detailed study about the expansion of teacher education in Kerala since independence can be conducted

9. A detailed study about the policy perspectives in elementary teacher education before and since independence can be conducted

10. A comparative study on teaching aptitude and professionalism among elementary teachers can be conducted

11. A study can be conducted on the effectiveness of mentoring in elementary teacher education