CHAPTER I

INTRODUCTION

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Elementary Teacher Education in Kerala
INTRODUCTION

“The father and mother give me this body; but the Guru gives me rebirth in the soul”

Swami Vivekananda

According to the Indian culture a child receives his physical birth from the parent and the second birth, the enlightenment of his soul is in the hands of the teacher. The teacher is given a higher position than parents, because he opens his disciple’s eyes of knowledge and moulds his character. The teacher in ancient India was usually the men of renunciation. The Guru was identified with Brahma, Vishnu, Maheswara and even with the Brahmam (the absolute). They enjoyed a dignified place in the society. In the Vedic and post Vedic period the place of teacher was second to that of a god. He was addressed as “Guru”. He commanded more respect than the king in the society. The ancient Indian school was known as ‘Guru Kula’. And the guru was considered as Rishi and Acharya (one who practices what he professed). People believe that without guru it was impossible to attain knowledge.

The word teacher has a twofold meaning attached to it. In the ordinary parlance, today and in which sense the word is to be interpreted depends upon the context which it is used. It is used in the highly dignified sense as well as in the ordinary sense. In the first sense, it is used when it applies to great world teachers of higher philosophers like ‘Buddha’ or ‘Sankaracharya’. In the second sense, it connotes an ordinary paid teacher who has nothing to teach to the world, but imparts worldly knowledge, on the condition that he would get a stipulated salary from his employers. In ancient India, the word connoted only in the first sense, particularly when higher education was concerned. The ancient Hindu teacher was devoted to his work and not to the monetary return.
The ‘Smriti’ of ‘Atri’ says that a teacher who teaches on payment becomes a jackal in his next life.

Teachers have always played a crucial role in preparing communities and societies towards exploring new horizons and achieving higher levels of progress and development. They are the prime agents of change. The significance of the emerging role of teachers has never been so critical at this juncture. Professionalism in teacher education has been a matter of concern and attention in India, particularly during the last five decades.

The national policy on education (1986) clearly recognises this and stipulate: “The status of the teacher reflects the socio-cultural ethos of society: it is said that no people can rise above the level of its teachers. The government and the community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative line”. Earlier, the Kothari commission (1964-1966) had also made specific recommendations to improve upon the profession, academic and social aspects of teachers.

The teacher is the backbone of the educational system and marker of the mankind and the architect of the society. Even the religious leaders and social reformers are called as teachers of the people. However, the status and quality of the teachers deteriorated over the last few decades mainly due to poor service condition of teachers, nominal expansion of the education system, lowering the standard of teacher education, negligence of duty by many teachers and changes in the value system of the society. Since the status of teachers and conditions of teacher education had direct bearing on the quality of education and many ills of the society are attributed to the existing defects in the educational system. Significant efforts have been made after independence for improving the quality of education, particularly teacher education. Education prepares the future generations to play their respective roles in the society and teachers play a pivotal role in this process. A teacher happens to be one of the
key persons to indicate and support changes for educational improvement. With the increasing complexity of problems, expectations from teachers are also increasing. In order to enable the teacher to act as a catalyst in the process of developing the future citizens, teacher education programme need to be updated from time to time.

The teacher education programme is an integral part of the educational system, which is directly linked with the society. Its scope and objectives become larger in modern society. There has been a great expansion of higher education over the years. Kothari commission remarks "The destiny of India is being shaped in its classrooms.” No doubt that education plays a significant role in the nation's development but, the quality of education is greatly determined by the quality of teachers, hence, great efforts were made and still are being made to improve the quality of teacher education.

The following words of Kothari Commission (1964-1966) clearly expound the importance of quality of teacher and teacher education system, “Education is a nation building activity and the process is in the hands of the teachers. Inputs like school buildings, community support, physical facilities, finances and administrative support are needed for a good educational system. But basically, the quality of teachers is of prime importance and all other inputs are secondary. The success of the school system especially in a country like India which is rural and backward in its nature, depends heavily on the competence and commitment of teachers. A wide range of skills are essential for a teacher, to perform his/her functions in an effective manner to impart education at the grass-root levels. The teacher has to be a good model, he is expected to be a good scholar, an ideal social worker, and committed to improve the poor and downtrodden masses by extending them educational opportunities and thereby enabling them to get their basic fundamental rights".
In spite of many attempts made from time to time for restructuring and strengthening of teacher education, the situation has remained nearly the same. There are a lot of issues which have remain unsolved. However, before examining the issues at length, it would be worthwhile to examine the assumptions or theoretical rationale of the existing teacher education programmes. Educational research should bring an increased understanding of the present and lead to further modification and improvement in the educational practices, if it is an applied research, and it should add to the existing stock of knowledge if it is fundamental research. The present study analyses the existing programme of teacher preparation at elementary level and therefore it falls under the category of applied research.

During the first decade after independence our foremost expectation from educational system was to create educated masses to fuel the development of the country, attaining economic independence and raising living standards of its people. Then in the sixties, the main focus was to improve and expand public educational facilities along with its internal transformation and qualitative improvement. Also, the education was moved to the concurrent list from the state list during this time to avoid local authoritarian influence on the educational policies. During the eighties, a second national educational policy on education was formulated with the aim of diversifying the educational system through adult education, moral education and work education as the main focus. During the late eighties, the policy focus was shifted towards universalisation of elementary education and adult education. During Nineties globalisation and liberalisation had its impact on educational policies along with the advent of modern ICT technologies. Recently the focus being shifted towards quality, global citizenship and sustainable living practices. The role of teacher education is to facilitate the teachers towards achieving the goals of national policies.
National Policy on Education (2016) draft understands that even though the teacher is having a pivotal role in the education system, good talent is not attracted to it, teacher education courses have little substance, and selection of teachers and principals are not transparent in many institutions. Even unpopular measures are suggested by NPE. National Council of Teacher Education devised a new framework for a better grading system of classifying teacher education institutions. It indicates that, there is an urgent national level attention on improving the quality of teacher education, and attract better talent to the teaching profession.

India as an independent, democratic and developing nation had its own unique issues and concerns in the education system. Over the last 60 years, our educational system had gone through many paradigm shifts through the policy changes. National education policies give directions for the development of educational system in the country. National Education Policy 2016, identified poor quality of teacher education and teacher training as the direct reason for the poor quality of school education. There is a grave need of improving the quality of teacher education system and to attract top talent to it.

Unprecedented expansion of teacher education institutions and programmes during the past few years, characterizes the teacher education scenario of today. With increasing school enrolment and the launch of programmes like Operation Blackboard (OB), District Primary Education Programme (DPEP) and SSA to achieve Universalisation of Elementary Education, there was a natural increase in demand for teachers. Added to this, the backlog of untrained teachers in the system and the essential requirement of pre-service teacher certification for appointment as a teacher led to mounting pressure on existing institutional capacity. The demand far exceeds supply; market forces have taken over causing an unprecedented rise in the number of teacher education institutions in most parts of the country. The escalated
demand for, trained teachers and the belief that a training certificate acts as collateral against future unemployment has made teacher education a lucrative business proposition. It has also led to the large-scale mushrooming of substandard teacher education institutions.

In Kerala, the elementary education is under a crisis, ‘the general education-protection mission’ is an effort to overcome it. Which means, the poor quality of education was taken its toll. The poor quality of education is an indicator of quality of its teachers and hence the teacher education. To protect elementary education, we have to first improve the elementary teacher education system. The low KTET pass percentages in the past few years are a pointer to the declining quality of the elementary teacher education. This study is an effort to analyse the quality status, challenges and expansion of the elementary teacher education program in Kerala.

Justice Verma commission (2012) pointed out that “The teacher education system in India has traditionally been organized on the assumption that lower academic qualification is acceptable for teaching at the elementary stages of school education. It is because of the assumption that higher secondary is prescribed as the eligibility qualification for undertaking a pre-primary or primary teacher education program. The view that, for teaching children at the elementary stage of school education, more qualified and mature teachers are required is only gradually emerging.” So, the quality of elementary teacher education is a burning issue that has to be handled in an emergency manner.

**Need and Significance of The Study**

The system of elementary teacher education in India is presently in a state of turmoil. The past few years have witnessed unprecedented expansion in almost all sectors of teacher education, especially in elementary and
secondary teacher education programmes. There is nothing inherently wrong in the expansion of the system provided it is systematic and based on the needs of the expanding school system. Thus, the mere growth of teacher education per se cannot be a matter of concern, unless it leads to the dilution in quality or standards. It is also true that the expansion, if it had occurred in the government sector alone, could not have possibly led to the dilution of standards. There is a perception that the deterioration of standards is due to the uncontrolled expansion of the system in the private (self-financing) sector, without proper assurance of maintaining quality in teacher education or by not providing the required infrastructural and instructional facilities or by not recruiting the required number of properly qualified staff.

The entry of private sector in the system of teacher education has not taken place independent of other sectors of education or other subsystems of society. In fact, it is the offshoot of the policy of liberalization pursued by the country since the early nineties. The inability of the state government to set up new teacher education institutions or to provide grants in aid to the new private institutions gave impetus to the establishment of self-financing institutions. The expansion of the teacher education system, no doubt, was needed to meet the increasing human resource requirements of the expanding school system, but unfortunately, the state apparently abdicated its responsibility for teacher preparation and left the field open to the private sector. In Kerala, the situation in elementary teacher education was much worse in comparison to other states, as the number of teacher education institutions is too higher than national average.

The dissatisfaction with the system of teacher education and its quality is not a new phenomenon. In fact, it has been articulated time and again during the past six decades. The education commission (1964-66) made a detailed a critique of the teacher education system as it exists in the early 1960s. Realizing
the teacher education programme were by and large, divorced from the realities of the school, it recommended the orientation of the teacher education curricula so as to contextualise it in tune with the Indian conditions. It also emphasises the need for locating teacher education in the mainstream academic life of the universities and raising its status and prestige to the level of other disciplines. Later, the national commission on teachers (1983-85) also recommended widespread reforms, particularly in the duration and content of training. It emphasised the need for longer durations of teacher preparation programmes by integrating the education of content and pedagogy in a single programme. Regarding the teaching practice or internship programme, the concern has often expressed not only about its inadequacy, but also about its organisation in a routinized and ritualistic manner. It has also been pointed out that teacher education programmes are more theory oriented than practice oriented. The theory courses are taught in a manner which instead of stimulating critical and reflective thinking, encourages memorization and reproduction without understanding. The student teachers are seldom encouraged to develop their own concepts and idea about children’s education and teaching on the basis of personal observations and experiences.

Moreover, elementary teacher education is also suffering due to no proper agreement among the different agencies governing it; on the issue of minimum prescribed qualifications of teachers and Principals. The above discussed problems and handicaps, which elementary teacher education has been facing can be studied in its correct perspective by a retrospect into our elementary teacher education programme, which after Independence remained sporadic, unsystematic and without the realisation of its full concept and implications.

There is a grave need to upgrade elementary teacher education by enhancing the entry qualification and duration of training and make it
equivalent to a degree programme and vest the management and control of elementary teacher education in a professional body of university faculty status. This is necessary, as the plus two entry level does not even equip prospective teachers with the basic knowledge of subjects to teach at the elementary level, particularly classes three to eight. Neither does the short duration of the course equip them with the necessary pedagogic knowledge for facilitating the learning of children, nor does understanding their psycho social and learning needs.

In case of student teachers, who chose teaching profession are those who are not able to secure seats in any other professional courses like, medical, engineering etc. When it comes to the teacher educators their number and qualifications are the problems. Even though NCTE mandates a minimum of eight teacher educators for D.Ed. Course, currently most of the institutions have only four teacher educators. And regarding qualification of teacher educators most of the teacher educators don’t have NCTE prescribed qualifications. With regards to principals, most of the government institutions have principals promoted from HSA to D.Ed. with less than two years of service left with them before their retirement. They cannot plan and execute any long-term development activities.

There are a variety of institutions imparting elementary teacher education in Kerala, out of which some are run by the state government, others are aided by the government, but are managed by private managements, whereas the rest of the institutions are self-financed. Further, it is intriguing to note that what type of people are coming forward to start self-financed teacher education courses at institutions. It is further noted that, some of the self-financed institutions in the state are not providing library, laboratory and other facilities, such as playgrounds and sports equipment etc. according to the norms and standards set by NCTE. Some of these institutions, even don’t have the
eligible Principals and teacher educators. This situation leads to the deterioration of quality of elementary teacher education in the state.

The broader objective of the present study is to bring qualitative improvement to the existing elementary teacher education programme in Kerala. The study aims at identifying the status and challenges of elementary teacher education in Kerala with reference to quality and expansion.

The number of elementary teacher training institutions in Kerala is almost doubled in the last few decades. In the scholastic year 1971-72 there were 104 elementary teacher training institutions (Second National Survey of Teacher Education at Elementary Level, 1977) and during 1992-93, the number was reduced to 101 (National Council for Teacher Education, 2000). But the number shot up to 193 during 2005-06. The number of elementary teacher education further increased to 222 during 2015-16. Every teacher education institution is required to fulfil the norms of National Council for Teacher Education (NCTE). Even though these institutions were established accordingly, there is a chance of deterioration of quality of teacher education programme. This may be due to various reasons such as commercialization in teacher education and non-observance of standards and norms regarding various aspects.

The SCERT in Kerala conducted a survey of teacher education in Kerala (2000), points out that the available physical facilities such as classrooms, furniture, laboratory, library etc., are far from satisfactory in elementary teacher training institutes. It suggested that provision should be made to appoint teachers specialised in music, dance, craft etc. The facilities available in the institutions are not generally utilised to the fullest extent possible for the purpose of training. The institution like DIET has been established to perform various functions like pre-service and in-service training, research and innovations etc. In order to perform these functions effectively and execute
their own programs qualitatively, they need a sufficient number of experienced teacher educators. The SCERT which is supposed to be the co-ordinating agency for all teacher education institutions in the state, does not have sufficient number of qualified faculty members. The state government should pay due attention and take immediate steps to fill these gaps. Also, a board should be set-up in the state to plan and co-ordinate the activities of teacher education institutions so as to make training more effective and practical.

There are a variety of institutions imparting elementary teacher education in Kerala, yet most of them are maladjusted and are out of step with the real needs of society. Even then more and more new self-financed teacher education institutions continue to mushroom throughout the state. This problem is becoming more and more serious in Kerala. So, it requires a deep investigation into the causes and consequences of this problem. Moreover, the quality of teacher education is deteriorating day by day. Imbalance in demand and supply of teachers is also prevalent in most of the states. The elementary teacher education programme is not fulfilling the societal needs expected to be fulfilled by it.

George (2008) conducted a swot analysis on elementary teacher education program and he pointed out many weaknesses of the system such as, non-availability of satisfactory instructional facilities such as laboratory facilities. There is a lack of student and staff welfare facilities. Professional quality of majority of elementary teacher educators is a weakness of the elementary teacher education program. The majority of teacher educators face difficulties in the conduct of practice teaching due to organisation of practice teaching in multiple spells and lack of co-operation from practice teaching schools. Curriculum is not adequate to enable student teachers to utilise ICT. The number of teaching staff is insufficient in all elementary teacher training institution’s. And the admission process is not satisfactory.
During the last decade, radical changes were happening to the elementary teacher education system. The RTE act 2009 made elementary education from standard one to eight, as a constitutional right of the children, before that elementary education was from standard one to seven. In view of this change the existing teacher training course was upgraded to diploma in education in 2013 and the concepts, like mentoring, semester system and optional system were introduced. Also, NCTE regulation 2014, is upgraded the norms and standard requirements for the elementary teacher education program.

From the study of literature, it is found that there is a dearth of exhaustive studies pertaining to present elementary teacher preparation in Kerala. Therefore, a study explicating the extent of quality, problems and prospects of the elementary teacher education programme will be a great help to all those who are related to teacher education.

Hence there is every need to look into the quality status, challenges and expansion of elementary teacher education institutions from various angles and to study the situation on the basis of the opinions of the principals, teacher educators and student teachers who form a part and parcel of the teacher education programme. During the last two decades, there was only nominal expansion was there for elementary teacher education in Kerala. Also, authorities keep neglecting the elementary teacher education program for past few decades. So, the present study is a vehement effort in this direction.

The findings of the present study will be helpful in planning and organizing elementary teacher education programme in Kerala to meet the needs of the state and to stop the wastage of resources. Therefore, the study will be helpful to the administrators, teacher educators, parents and student teachers in performing their roles to enhance the quality of teacher education.
Statement of the Problem

It is evident from the present educational scenario in Kerala, there is no other sector of education is more neglected and have highly degraded quality than elementary teacher education system. There is no efficient monitoring mechanism to monitor the quality and provide necessary suggestions for improvement is present. The number of students seeking admission to the elementary teacher education course is decreasing year after year. Many of the self-financed elementary teacher education colleges are closed and many are about to close. NCTE had upgraded the course admission criteria from secondary to higher secondary and the minimum qualification for teacher educators are increased to post graduation in education. But still most of the elementary teacher educators carrying the same qualification in the State.

There is only few research had happened in the elementary teacher education area. Even the state doesn’t maintain any routine evaluation process for the improvement of elementary teacher education system. Most of the resources allocated by the state, for the improvement of the education sector is not able to invest any time in the elementary teacher education system, due to the efforts to recover the degrading public elementary education in Kerala. An evaluation of elementary teacher education in Kerala will be a need of the hour for the revitalisation of the elementary teacher education program in Kerala. Hence the present study is entitled as

“Status and challenges of elementary teacher education in Kerala with reference to quality and expansion”
Operational Definition of Key Terms

Elementary Teacher Education Programme

Elementary Teacher Education Programme denotes Teacher Education Programme for training of teachers to make them competent in teaching elementary classes in schools, i.e. from standard one to eight.

Status

The term ‘status’ for the present study is defined as the current position of elementary teacher education program in Kerala with reference to quality aspects, such as curricular aspects, teaching, learning and evaluation process, infrastructural and instructional facilities available, student and staff support and progression measures, governance, leadership and management practices, research activities, innovative practices and the situation due to the expansion of elementary teacher education institutions in Kerala in terms of its number.

Challenges

The term ‘Challenges’ for the present study was defined as the issues faced during the efficient implementation of elementary teacher education programmes in terms of quality aspects such as, curricular aspects, teaching, learning and evaluation process, infrastructural and instructional facilities available, student and staff support and progression measures, governance leadership and management practices, research activities and innovative practices.

Quality

The term ‘Quality’ for the present study was defined as the intrinsic and extrinsic quality of the elementary Teacher Education Programme in terms of the of curricular aspects, teaching, learning and evaluation methods, infrastructural and instructional facilities, research activities, governance,
leadership and management, student support and progression, and innovative practices.

**Expansion**

For this study, the expansion connotes, increase in the total number of government, aided and unaided elementary teacher education institutions in Kerala.

**Variables of The Study**

The present study includes the following variables such as

**Criterion variable**

- Status of elementary teacher education
- Challenges of elementary teacher education
- Quality of elementary teacher education
- Expansion of elementary teacher education

**Classificatory variable**

- Gender
- Locality
- Type of Management
- District

**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
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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
Methodology

Design of the Study

The study has been designed with both quantitative and qualitative nature. In order to realise all objectives of this study, the study demands both quantitative and qualitative methods. Hence, mixed method of research has used in this study.

Sample of the study

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

- 97 Elementary Teacher education institutions
- 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

**Scope of The Study**

Although a great deal of research was done in the field of teacher education, yet a thorough survey of related studies reveals that, the status and challenges of elementary teacher education with reference to expansion and quality happen to be the topic, which though of great importance have hitherto
Elementary Teacher Education in Kerala remained unexplored. We have to analyse the disturbing trends such as, privatization, unequal opportunities, dilution of quality, the mushroom growth of institutions, the ills of commercialization, neglect from the authorities, imbalance between demand and supply of teachers and consequently the expansion of teacher education without responding to the needs of society. This scenario encouraged the investigator to take up the area of elementary teacher education for problem for research.

After adoption of neo-liberal policies of the Government of India in the early nineties, private participation in the higher education sector has continuously increased. It has also affected elementary teacher education, and a large number of private self-financed elementary teacher education institutions have mushroomed throughout the country with profit motive. This has further led to many malpractices and commercialization of elementary teacher education. Attempt to clear the backlog of untrained teachers also contributed a great deal to the increase of seats in elementary teacher education institutions. All this led to a haphazard, unsystematic and unbalanced growth in teacher education institutions, with no consideration for national, regional and local societal needs. Moreover, it also led to the introduction of private initiative in the field of elementary teacher education on a large scale. Teacher education institutions tended to be isolated from the community, and remained exclusive in nature. The quality of training in self-financed institutions has also not been up to the mark.

This problem is becoming more and more serious in Kerala. So, it requires a deep investigation into the causes and consequences of this problem. Teacher education is an important field of research since the quality of teacher education has been regularly questioned. At the same time as teacher quality, increasing being identified as crucial to educational outcomes and pupil gains. Private entrepreneurs are establishing new private teacher education
institutions for earning big profits and not for the sake of serving the cause of society. Student teachers are not at all professionally motivated to complete the course.

The secondary teacher education programmes in Kerala, already became the target of research, many a times. But only a handful researches was carried out in the area of elementary teacher education. The elementary teacher education programme in Kerala is undergoing a life-threatening crisis for last few years. If we analyse the reasons, we could find hundreds of them, starting from the decline of public education system in the state to the severe negligence of the authorities toward the elementary teacher education. Privatisation and liberalisation also created their own toll on the elementary education system.

There are 221 elementary teacher education institutions in Kerala in 2017, catering to nearly ten thousand student teachers every year. Last few years, the elementary teacher education in Kerala is witnessing an unprecedented decline in the number of students and quality of institutions. Many of the self-financed institutions are on the verge of closing down. Also, the absence of a strong mechanism to periodically assess the quality of the elementary teacher education program is evident.

Due to the large number of elementary teacher education institutions in Kerala, and the particular issues created by the scenario of education present in the state, the scope of the present study limited to the status, challenges, expansion and quality of elementary teacher education in Kerala.
Limitation of The Study

1. The present study is limited to pre-service elementary teacher education programme only

2. The tools used in the present study are checklist, questionnaires, interview schedule and teaching aptitude test. Although these instruments have several advantages, they have their own limitations.

3. The study is limited to the geographical area of Kerala

4. The scope of the study is limited to teacher education institutions in elementary level.

5. The study is conducted on a sample of 97 Teacher training 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. It is impossible to take more sample for study within the scope of the study, hence a representative sample from whole strata is taken by ensuring adequate representation.

Organisation of the Report

Chapter I of the study contain a brief discussion on introduction of the problem need and significance of the study, a statement of the problem, definition of key terms, variables, objectives of the study, hypotheses, a brief description of methodology, scope and limitations of the study.

Chapter II presents a theoretical framework of teacher education and a summary of related studies on quality, expansion, challenges and status of teacher education.

Chapter III comprises of the methodology in detail, including a description of the method adopted, sample for the study, tools and techniques
used for collection of data, break-up of the samples, preparation and description of various tools, the procedure adopted for the collection of data, scoring and consolidation of data.

Chapter IV covers statistical analysis of data and discussion on the result.

Chapter V contains a summary of the study, important findings and conclusion, educational implications and also suggestions for further research.
Elementary Teacher Education in Kerala