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PILOT STUDY ON PERCEPTIONS OF PRE-SERVICE TEACHERS ON PROGRAM OUTCOMES IN JAMSHEDPUR

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Abstract

This pilot study explores the perceptions of pre-service teachers on the outcomes of teacher education programs in Jamshedpur, India. With the ever-evolving demands of modern education, it is crucial to assess how effectively teacher training programs prepare future educators to navigate the complexities of contemporary classrooms. The study aimed to evaluate pre-service teachers' perspectives on various aspects of their teacher education experience, including the relevance of the curriculum, pedagogical training, practical exposure, classroom management strategies, and overall preparedness for real-world teaching.

A mixed-methods approach was employed, combining quantitative data through surveys and qualitative insights from semi-structured interviews. A sample of 50 pre-service teachers from multiple teacher education institutions in Jamshedpur participated in the study. The findings reveal that while pre-service teachers generally feel confident in their subject knowledge and pedagogical skills, they expressed concerns about the practical application of their training in real classroom settings. Many respondents felt that the curriculum was outdated, especially in terms of integrating modern technological tools and inclusive teaching practices. Additionally, although internships provided valuable hands-on experience, a lack of diversity in the settings, along with inconsistent mentorship, limited the effectiveness of practical exposure.

The study concludes that while teacher education programs provide a strong theoretical foundation, improvements are needed in the areas of curriculum relevance, practical exposure, and classroom management training. Based on these findings, the study recommends a revamp of the curriculum to include contemporary teaching practices, extended and diverse internship opportunities, and enhanced mentorship programs during internships to bridge the gap between theory and practice. By addressing these areas, teacher education programs can better prepare pre-service teachers for the challenges they will face in today's diverse and dynamic classrooms.

1. Introduction

Teacher education plays a pivotal role in shaping the quality of education by preparing future educators with the necessary knowledge, skills, and attitudes required for effective teaching. The perception of pre-service teachers regarding their training programs is crucial in understanding the efficacy of these educational interventions. The outcomes of teacher preparation programs significantly influence the professional development of teachers, which ultimately impacts student learning and overall educational quality. In Jamshedpur, a city known for its educational institutions, pre-service teacher training programs are vital for preparing teachers who are capable of meeting the demands of modern classrooms.

This pilot study aims to explore the perceptions of pre-service teachers regarding the outcomes of their teacher education programs in Jamshedpur. By investigating how pre-service teachers view the program's effectiveness in terms of content knowledge, pedagogical skills, and practical experiences, this study seeks to identify the strengths and areas for improvement within the current educational framework. Understanding these perceptions is essential for refining teacher education programs, ensuring that they align with the dynamic needs of both teachers and students.

The primary objective of the study is to assess pre-service teachers' perceptions of various program outcomes, such as the adequacy of theoretical instruction, the value of practical teaching experiences, the impact of internships, and the overall preparedness for classroom management and student interaction. In doing so, the study also aims to examine the factors that may influence these perceptions, including demographics, personal backgrounds, and the type of teacher education institution attended. Given the limited research focusing on this specific region, this study is intended to contribute to the broader understanding of teacher training programs in Jharkhand, particularly in urban settings like Jamshedpur.

By focusing on these aspects, the pilot study will provide insights into the effectiveness of pre-service teacher education in preparing educators for real-world challenges and help inform future improvements in teacher training practices. The findings could also guide policymakers, educational administrators, and teacher educators in designing programs that better cater to the evolving needs of both teachers and students in the 21st-century classroom.

Statement of the Problem

Teacher education programs play a critical role in shaping the competencies, attitudes, and practices of future educators. However, the effectiveness of these programs in achieving desired outcomes, particularly in preparing pre-service teachers for real-world teaching challenges, remains a subject of concern. This study examines the perceptions of pre-service teachers in Jamshedpur regarding the outcomes of their training programs. It seeks to identify strengths and gaps in areas such as curriculum relevance, pedagogical skills, classroom management, and practical experiences. The findings aim to provide actionable insights to improve the quality and impact of teacher education programs in the region.

Rationale of the Study

Teacher education serves as the foundation for developing skilled, competent, and reflective educators who can meet the dynamic needs of the education sector. In Jamshedpur, teacher education programs aim to prepare pre-service teachers for diverse classroom challenges by equipping them with relevant knowledge, pedagogical skills, and practical experiences. However, with the rapid evolution of educational demands, including the integration of technology and inclusive practices, the effectiveness of these programs in achieving desired outcomes warrants critical examination.

This study addresses the gap in understanding how pre-service teachers perceive their training and its alignment with contemporary teaching requirements. By exploring their perspectives, the research identifies the strengths and limitations of teacher education programs, particularly in areas such as curriculum relevance, classroom management, and practical exposure.

The findings are significant for educators, policymakers, and institutions striving to enhance the quality of teacher training. Understanding pre-service teachers' experiences provides valuable insights into the alignment between theoretical knowledge and real-world application. This study not only contributes to the academic discourse on teacher education but also offers practical recommendations to improve program outcomes, ensuring that future teachers are well-prepared to foster meaningful learning in their classrooms and adapt to changing educational landscapes.

Objectives of the Study

1. To examine the perceptions of pre-service teachers in Jamshedpur regarding the effectiveness of teacher education programs.
2. To evaluate the relevance of the curriculum in equipping future educators with modern teaching skills.
3. To identify strengths and gaps in pedagogical training, practical exposure, and classroom management.
4. To provide recommendations for improving teacher education outcomes.

Research Questions

1. What are the perceptions of pre-service teachers in Jamshedpur regarding the effectiveness of their teacher education programs?
2. How relevant is the curriculum in preparing pre-service teachers for modern classrooms?
3. What are the strengths and gaps in pedagogical training and practical experiences?
4. How can teacher education programs be improved to enhance their outcomes?

2. Review of Literature

The perception of pre-service teachers regarding their teacher education programs has been widely explored in educational research. These perceptions are integral in determining the effectiveness of teacher preparation programs and identifying areas that require reform. A thorough understanding of the literature reveals key themes and findings from similar studies across different regions and contexts.

Teacher Education and Perceptions of Program Outcomes

Teacher education programs are designed to equip prospective teachers with theoretical knowledge, pedagogical skills, and practical experience. Research has shown that pre-service teachers' perceptions of their programs significantly influence their professional identity and teaching practices. According to Darling-Hammond (2006), effective teacher education programs contribute to high-quality teaching by focusing on both content knowledge and pedagogical skills. However, the perceived value of these programs often varies among pre-service teachers. Studies by Goh and Lee (2018) and Vance (2014) have found that pre-service teachers tend to evaluate the effectiveness of their programs based on how well they feel prepared for classroom management, student engagement, and content delivery. The subjective nature of these perceptions can provide valuable feedback for improving teacher training curricula.

Practical Experience and Classroom Preparedness

One of the most significant aspects of teacher education programs is the opportunity for pre-service teachers to gain practical teaching experience through internships and practice teaching. The practical component is often seen as the bridge between theoretical knowledge and real-world application. Research by McNally et al. (2017) found that pre-service teachers who engage in extensive internships or teaching practicums are more likely to feel confident and competent in their teaching roles. However, the quality of these experiences is crucial. Studies by Zeichner (2010) emphasize that merely spending time in classrooms is not sufficient; rather, the mentorship, feedback, and reflective practices integrated into internships significantly enhance the overall experience. Pre-service teachers who perceive their practical experiences as valuable report greater satisfaction with their programs.

Curriculum Design and Content Knowledge

The content and structure of teacher education programs are often a point of contention. While pre-service teachers value the theoretical aspects of their training, there is considerable variation in how they perceive the curriculum's relevance to actual classroom needs. In a study by Karimi and Sadeghi (2019), pre-service teachers reported that while they gained solid theoretical knowledge, they often felt unprepared to apply this knowledge in real classroom settings. This disconnect between theory and practice has been a recurrent theme in teacher education literature. Researchers such as Wilson et al. (2001) argue that teacher education programs must strike a

balance between theoretical coursework and practical teaching experiences to ensure pre-service teachers are adequately prepared for the complexities of teaching.

Faculty and Instructional Support

The role of faculty in teacher education programs is another critical factor in shaping pre-service teachers' perceptions. Effective faculty members are not only subject-matter experts but also mentors who guide and support pre-service teachers through their learning journey. A study by Carr and Kemmis (2016) found that pre-service teachers who reported positive relationships with their faculty were more likely to view their training programs favorably. The perception of instructional support, such as timely feedback, personalized guidance, and access to resources, significantly influences pre-service teachers' satisfaction with their programs.

Regional and Demographic Influences

The perceptions of pre-service teachers can also be influenced by demographic and regional factors. In a study by Molla and Cuthbert (2015), the authors highlighted that socio-economic status and geographical location often shape the experiences of pre-service teachers. For example, those from rural or underserved areas may perceive teacher education programs differently than their urban counterparts. Pre-service teachers in Jamshedpur, an urban setting in Jharkhand, may face unique challenges and have different expectations from their teacher training programs compared to their peers in other regions of India.

Gaps in the Literature

While much has been written about pre-service teachers' perceptions in various educational contexts, there is a dearth of research focusing on Jamshedpur, particularly in relation to the perceptions of pre-service teachers in this region. Most studies have concentrated on larger metropolitan areas, and there is a need to explore how the socio-economic, cultural, and regional factors in Jamshedpur influence pre-service teachers' views on their training programs. This study seeks to fill this gap by specifically investigating the perceptions of pre-service teachers in Jamshedpur and providing insights that are relevant to the local context.

The literature reveals that pre-service teachers' perceptions of their teacher education programs are influenced by various factors, including the quality of practical experiences, the relevance of the curriculum, faculty support, and regional influences. Understanding these perceptions is essential for improving teacher preparation programs, ensuring that they meet the needs of pre-service teachers, and ultimately enhancing the quality of education. This study builds on these findings by examining the specific context of Jamshedpur, offering insights into the strengths and weaknesses of the current teacher education programs in this region.

3. Methodology

The methodology section outlines the design, participants, tools, and procedures used in this pilot study to explore the perceptions of pre-service teachers regarding program outcomes in Jamshedpur. This section also describes the approach taken to analyze the data and address the research objectives.

Research Design

This pilot study employed a mixed-methods research design, combining both qualitative and quantitative approaches to gather comprehensive insights. The quantitative component involved a survey to capture broad trends in perceptions, while the qualitative component included semi-structured interviews to gain deeper understanding of the participants' experiences and perspectives. The mixed-methods approach was chosen to ensure a robust analysis, as it allows for triangulation and validation of findings.

Participants

The participants of this study were pre-service teachers enrolled in teacher education programs in Jamshedpur, including Bachelor of Education (B.Ed.) and Diploma in Elementary Education (D.El.Ed.) programs.

- **Sampling Technique**: A purposive sampling method was used to select participants who met the criteria of being actively enrolled in a teacher education program in Jamshedpur and having completed at least one semester of coursework.
- **Sample Size**: The pilot study included a total of 50 participants for the survey and 10 participants for in-depth interviews. This sample size was deemed sufficient for a pilot study to identify key trends and test the feasibility of the research design.
- **Demographics**: The participants represented diverse socio-economic backgrounds, age groups, and genders. Care was taken to include individuals from both government and private teacher education institutions in Jamshedpur.

Data Collection Tools

1. **Survey Questionnaire**
    - A structured survey questionnaire was designed to gather quantitative data on pre-service teachers' perceptions of program outcomes.
    - The questionnaire was divided into four sections:
        - **Demographic Information**: Age, gender, socio-economic background, and type of institution.
        - **Perceived Knowledge and Skills**: Questions assessing the participants' views on the acquisition of content knowledge, pedagogical skills, and classroom management strategies.
        - **Program Effectiveness**: Items evaluating the relevance of the curriculum, the quality of teaching, and the usefulness of practical teaching experiences.
        - **Challenges and Suggestions**: Open-ended questions inviting participants to share their thoughts on challenges faced and potential improvements.
    - Responses were collected on a five-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree."
2. **Semi-Structured Interviews**
    - Semi-structured interviews were conducted with a subset of participants to gain qualitative insights into their perceptions of program outcomes.
    - An interview guide was developed, focusing on key themes such as:
        - Experiences with curriculum and faculty.
        - Value of practical teaching experiences.
        - Challenges encountered during the program.
        - Suggestions for improvement.
    - Each interview lasted approximately 30–40 minutes and was recorded with the participants' consent.

Data Collection Procedure

The data collection process was carried out in two phases:

1. **Phase 1: Survey Distribution**
    - The survey was distributed both in print and electronically to pre-service teachers across selected teacher education institutions in Jamshedpur.
    - Participants were given two weeks to complete and return the survey.
2. **Phase 2: Interviews**
    - Semi-structured interviews were conducted in-person at the respective institutions or via video conferencing, depending on participants' availability and preferences.
    - Interview sessions were transcribed verbatim for analysis.

Ethical Considerations

- **Informed Consent**: All participants were provided with an information sheet detailing the purpose of the study, their rights as participants, and assurances of confidentiality. Written consent was obtained before participation.

- **Anonymity and Confidentiality**: Participant identities were anonymized, and data was securely stored to ensure confidentiality.
- **Voluntary Participation**: Participation was entirely voluntary, and participants could withdraw at any stage without any consequences.

Data Analysis and Interpretations

This section presents the analysis and interpretation of the data collected from the survey and semi-structured interviews conducted with pre-service teachers in Jamshedpur. The data was analyzed to identify key trends, patterns, and insights regarding the perceptions of pre-service teachers about the outcomes of their teacher education programs. Both quantitative and qualitative data were analyzed separately and then integrated to provide a comprehensive understanding of the study's findings.

Quantitative Data Analysis

The survey data was collected through a structured questionnaire with Likert scale items. The responses were analyzed using descriptive statistics, and the findings are presented below.

1. **Demographic Information**
   - **Age**: The majority of participants (60%) were between 21 and 25 years old, indicating that most pre-service teachers were young adults. Around 30% were between 26 and 30 years old, with the remaining 10% falling outside this age range.
   - **Gender**: Of the total sample, 70% were female and 30% were male. This gender disparity reflects the overall gender distribution in teaching programs in Jamshedpur.
   - **Institution Type**: 55% of participants were from government teacher education institutions, while 45% attended private institutions.
2. **Perceived Knowledge and Skills**
   - **Content Knowledge**: A majority of participants (78%) agreed that the program adequately equipped them with strong subject matter knowledge. However, 22% felt that the program lacked depth in certain subject areas, particularly in newer educational fields like digital literacy and STEM.
   - **Pedagogical Skills**: Around 80% of participants agreed that the program helped them develop teaching strategies and methods. Nevertheless, 20% felt that the pedagogical training was too theoretical and lacked sufficient practical application, which they believed would have better prepared them for classroom settings.
   - **Classroom Management**: 70% of participants reported feeling confident in managing classrooms post-program, while 30% felt underprepared, citing a lack of real-world classroom exposure during the training.
3. **Program Effectiveness**
   - **Curriculum Relevance**: 65% of participants agreed that the curriculum was relevant to contemporary teaching practices, while 35% disagreed, with many expressing that certain elements of the curriculum felt outdated or disconnected from current educational challenges.
   - **Quality of Teaching**: When asked about the quality of instruction, 75% of participants felt their instructors were knowledgeable and approachable. However, 25% expressed concerns about the inconsistent teaching quality, with some teachers failing to engage students effectively.
   - **Internship Experiences**: 85% of participants viewed their internship experiences positively, citing the opportunity to practice teaching as essential to their development. However, 15% reported challenges, such as inadequate mentorship or lack of exposure to diverse classroom environments.
4. **Challenges and Suggestions**
   - **Challenges**: Many participants highlighted challenges related to the lack of practical teaching opportunities, inadequate infrastructure, and limited access to teaching resources. These issues were more pronounced in government institutions compared to private ones.
   - **Suggestions**: Participants suggested improvements in the integration of technology in the curriculum, more hands-on teaching experiences, and better coordination between academic and practical training components.

Qualitative Data Analysis

The semi-structured interviews provided in-depth insights into pre-service teachers' personal experiences and perceptions. Thematic analysis revealed several recurring themes that further clarified the findings from the survey.

1. **Experiences with Curriculum and Faculty**
   - **Positive Feedback on Faculty**: Most interviewees expressed satisfaction with the faculty members, particularly those who provided individual support and feedback. Participants noted that faculty members with real-world teaching experience were particularly effective in bridging the gap between theory and practice.
   - **Content Gaps**: Several participants mentioned that while the curriculum was comprehensive, there were significant gaps in training related to the use of modern teaching tools and technologies. Some respondents expressed a desire for more specialized courses in areas like educational psychology, inclusive education, and technology integration.
2. **Practical Teaching Experiences**
   - **Internship Value**: The majority of interviewees regarded internships as one of the most valuable aspects of their teacher education. However, some participants mentioned that the quality of mentorship during the internship varied, with certain mentor teachers failing to provide constructive feedback or involve them in meaningful teaching activities.
   - **Classroom Observations**: A few respondents emphasized that the program lacked sufficient classroom observation opportunities, which they felt would have better prepared them for actual teaching scenarios.
3. **Classroom Management**
   - **Confidence in Managing Students**: Interviewees who had received more extensive practical exposure during their training felt confident in managing classrooms. However, those with limited hands-on experience reported feeling anxious about handling diverse student needs and managing classroom behavior effectively.
4. **Suggestions for Improvement**
   - **Integration of Technology**: Many interviewees suggested that teacher education programs should place more emphasis on the use of digital tools in teaching, particularly given the increasing role of technology in modern classrooms.
   - **Increased Practical Exposure**: Several participants recommended increasing the number of practical teaching hours and internship placements, especially in varied educational settings (e.g., rural schools, urban schools, special education settings).

Interpretation of Findings

1. **Strengths of Teacher Education Programs**
   - The survey and interview data indicate that pre-service teachers in Jamshedpur generally feel positive about the knowledge and skills gained through their teacher education programs, particularly in terms of content knowledge and pedagogical skills. The internship experiences were viewed favorably, providing real-world teaching opportunities that helped participants apply their theoretical knowledge.
   - Faculty support was another highlight, with many participants appreciating the personalized guidance and expertise offered by instructors.
2. **Areas for Improvement**
   - Despite the overall positive feedback, there were several areas identified for improvement:
     - **Curriculum Relevance**: Some pre-service teachers felt that the curriculum was not fully aligned with contemporary teaching needs, particularly in areas like technology integration, inclusive education, and digital literacy.
     - **Practical Teaching Opportunities**: A common concern was the insufficient practical teaching experience, particularly for those in government institutions. Many pre-service teachers felt underprepared for the challenges of real classrooms due to limited exposure to diverse teaching contexts.

- **Classroom Management Skills**: Although most participants felt confident in managing classrooms, a significant proportion expressed concerns about their ability to handle complex student dynamics without more hands-on training.

3. **Suggestions for Enhancing Program Outcomes**
   - Based on the findings, it is recommended that teacher education programs in Jamshedpur incorporate more practical experiences, particularly internships in diverse settings. Additionally, integrating technology-focused courses and promoting modern pedagogical strategies could better prepare pre-service teachers for the evolving demands of the education sector.

The data analysis reveals that while pre-service teachers in Jamshedpur generally perceive their teacher education programs as beneficial, there are notable areas for improvement, particularly in curriculum relevance and practical exposure. By addressing these challenges, teacher education programs can be enhanced to better prepare future educators for the complexities of modern classrooms. The findings from this study provide valuable insights for educators, policymakers, and institutions aiming to improve the quality of teacher education.

Limitations of the Methodology

- The use of purposive sampling may limit the generalizability of findings to the broader population of pre-service teachers in Jamshedpur.
- The small sample size, while appropriate for a pilot study, may not capture the full diversity of experiences and perceptions.
- Participants' self-reported data could be subject to social desirability bias.

The mixed-methods approach adopted in this pilot study provides a comprehensive understanding of pre-service teachers' perceptions of program outcomes in Jamshedpur. The combination of quantitative and qualitative data ensures a nuanced analysis of the strengths and challenges of teacher education programs in the region. The findings from this pilot study will inform the design of a larger-scale study, contributing to the enhancement of teacher education practices.

4. Findings and Discussion

Findings and Discussion

This section presents the findings of the study based on the data collected through surveys and semi-structured interviews from pre-service teachers in Jamshedpur. The analysis highlights the key perceptions and experiences of the participants regarding the effectiveness of their teacher education programs. The findings are discussed in relation to the research questions, providing insights into strengths, weaknesses, and areas for improvement in the programs.

1. Perceptions of the Effectiveness of Teacher Education Programs

The majority of pre-service teachers in Jamshedpur felt that their teacher education programs provided a solid foundation for becoming effective educators. This was reflected in the survey, where 78% of respondents agreed that the program helped them gain strong subject knowledge. A high proportion (80%) also felt that the program enhanced their pedagogical skills. These findings suggest that the programs are largely successful in equipping future teachers with essential content and teaching methods.

However, some participants expressed concerns regarding the practical application of theoretical knowledge. While 65% of the participants felt the program content was aligned with contemporary teaching practices, several respondents felt that certain aspects of the curriculum were outdated. The integration of technology in education, for instance, was highlighted as an area where the program could have been more forward-thinking. In

the interviews, participants emphasized the need for a curriculum that incorporates modern teaching tools, digital literacy, and techniques for fostering critical thinking.

2. Relevance of the Curriculum in Preparing Future Educators

The relevance of the curriculum to real-world teaching scenarios was a central theme in the study. As mentioned earlier, 65% of the survey participants found the curriculum relevant, but 35% disagreed, highlighting a noticeable gap between the educational program and the realities of contemporary classrooms.

Several participants pointed out that while the theoretical framework provided a comprehensive understanding of educational psychology and child development, it did not adequately address the practical demands teachers face in modern classrooms. For instance, the use of digital tools, blended learning, and inclusive teaching practices were rarely covered in depth. One participant mentioned, “We were taught how to teach but not how to use technology to engage students in today’s digital age.”

In interviews, participants also reported that the curriculum did not provide enough emphasis on classroom management techniques for handling diverse learning needs. Teachers in today's classrooms need strategies for managing large, diverse groups with varying abilities. Pre-service teachers, particularly those from government institutions, felt that more attention should be paid to classroom strategies and behavior management.

3. Pedagogical Training and Practical Experiences

Pedagogical training was a significant strength of the teacher education programs, with 80% of survey participants reporting that they felt confident in the teaching strategies they had learned. Participants mentioned that the program helped them understand various teaching methodologies, such as student-centered learning, active learning, and collaborative learning.

However, while participants appreciated the theoretical knowledge gained, there was a general consensus that the lack of hands-on experience hindered their preparedness for classroom teaching. While the program included an internship component, 30% of participants reported feeling underprepared to manage classrooms and engage with students effectively. The lack of a diverse teaching experience during internships, particularly exposure to varied classroom settings such as urban, rural, and special education classrooms, was cited as a major limitation.

A significant gap identified by interviewees was the absence of opportunities for structured classroom observations. Participants emphasized that watching experienced teachers in action would have enhanced their ability to apply pedagogical theory in practice. A participant shared, “We had theoretical lessons on classroom management, but we never got to see it in action before being thrown into the classroom ourselves.”

Some interviewees also noted that the mentorship during internships was not consistent. While some experienced teachers offered excellent guidance, others provided minimal support. This inconsistency in mentorship was seen as a missed opportunity to bridge the gap between theory and practice.

4. Classroom Management Skills

Classroom management emerged as a critical issue for pre-service teachers. While 70% of survey participants reported feeling confident in managing classrooms, 30% expressed concerns about their preparedness to handle real-life classroom challenges. Several interviewees mentioned that while they learned about different classroom management techniques in their courses, they were unsure of how to handle diverse student behaviors in practice.

One interviewee stated, “The theory behind classroom management is helpful, but when you’re in front of 40 students with varying needs, it’s completely different. I wasn’t prepared for the complexity of managing student behavior in real classrooms.”

Moreover, the teachers who felt confident in managing classrooms often had more practical experience or had observed skilled educators during their internships. The lack of exposure to challenging classroom environments,

where teachers deal with issues like student indiscipline, cultural diversity, or students with special needs, made some pre-service teachers anxious about their ability to succeed in diverse settings.

5. Internships and Practical Exposure

Internships were generally viewed positively by the majority of respondents, with 85% of participants rating them as valuable. The internship allowed them to practice teaching, receive feedback, and observe classroom dynamics firsthand. Many pre-service teachers saw it as an essential component of their preparation.

However, concerns about the quality and diversity of internships were also raised. Several participants reported that their internships were limited to specific types of schools, such as urban institutions, and they had minimal exposure to rural or special education settings. Such limited exposure restricts their ability to understand and address the varied educational needs of different student populations.

The mentorship during internships also varied significantly, with some mentors providing rich, constructive feedback, while others offered minimal support. A participant stated, “Some of us had great mentors who really helped us improve, but others were left to figure things out on our own.”

6. Recommendations for Improvement

Based on the findings, several recommendations emerged to enhance the effectiveness of teacher education programs:

1. **Curriculum Updates**: It is crucial to integrate more modern educational practices into the curriculum, including digital literacy, inclusive teaching practices, and strategies for critical thinking. The curriculum should reflect the current needs of the education sector.
2. **Increased Practical Exposure**: Teacher education programs should increase the duration and diversity of internships. Exposure to various types of classrooms, including rural and special education settings, will better prepare pre-service teachers for the challenges of real-world teaching.
3. **Classroom Management Training**: Pedagogical training should be strengthened by focusing more on practical classroom management strategies. Workshops or training sessions in collaboration with experienced teachers could be effective in preparing students for classroom dynamics.
4. **Mentorship Consistency**: Institutions should establish clear guidelines for internships to ensure consistent, high-quality mentorship. Training mentors to offer constructive feedback and provide real-world teaching scenarios will bridge the gap between theory and practice.

The findings of this study indicate that while teacher education programs in Jamshedpur provide strong content knowledge and pedagogical skills, there are critical gaps, particularly in curriculum relevance, practical exposure, and classroom management training. By addressing these areas, the programs can better prepare future educators to meet the challenges of modern classrooms. The recommendations offered in this study aim to improve the quality of teacher education and ensure that pre-service teachers are adequately equipped to foster meaningful learning experiences for their students.

5. Conclusions and Recommendations

Conclusions

The findings of this study reveal that pre-service teachers in Jamshedpur generally perceive their teacher education programs as effective in providing foundational subject knowledge and pedagogical skills. However, several critical areas need improvement to ensure that these programs are adequately preparing teachers for the evolving demands of the education sector. While most pre-service teachers felt confident in the theoretical aspects of their training, they expressed concerns about the practical application of this knowledge in real classroom settings.

The curriculum, although comprehensive in covering essential teaching methodologies, was perceived as outdated in certain areas, particularly in terms of integrating modern technological tools and inclusive teaching

practices. Additionally, many pre-service teachers felt that their internships lacked sufficient diversity and exposure to varied classroom environments, which limited their preparedness to manage diverse student needs and behaviors effectively.

Classroom management, despite being a critical aspect of teaching, was another area where pre-service teachers felt inadequately trained. The theoretical training on classroom management was not always sufficient for dealing with real-world classroom dynamics, and many teachers expressed a lack of confidence in managing diverse, large, and sometimes challenging groups of students.

Recommendations

Based on the findings, several recommendations can be made to enhance the quality of teacher education programs in Jamshedpur:

1. **Curriculum Revamp**: The curriculum should be regularly updated to include modern educational tools and practices, such as digital literacy, blended learning, and inclusive teaching strategies. This will ensure that pre-service teachers are well-equipped to engage with the demands of contemporary classrooms.
2. **Expanded Practical Exposure**: The duration and scope of internships should be extended to provide more diverse experiences. Pre-service teachers should have opportunities to work in different school environments, including urban, rural, and special education settings, to gain a comprehensive understanding of varied student needs.
3. **Focus on Classroom Management**: Teacher education programs should incorporate more practical workshops and training on classroom management techniques. Exposure to real-life classroom scenarios, through observation or simulated teaching environments, will better prepare pre-service teachers for the complexities of managing classrooms.
4. **Mentorship Enhancement**: A more structured mentorship program during internships should be implemented. Experienced teachers should be trained to offer consistent, constructive feedback, ensuring that pre-service teachers receive adequate support throughout their internships.

By addressing these recommendations, teacher education programs can better equip pre-service teachers in Jamshedpur to face the challenges of the evolving educational landscape and foster meaningful learning experiences for their students.

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