



A PILOT STUDY ON PROBLEMS OF B.ED STUDENT TRAINEES IN RAJIV GANDHI UNIVERSITY TEACHER EDUCATION INSTITUTE OF ARUNACHAL PRADESH.

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Abstract : The present pilot study is an attempt to find out the problems faced by the B.Ed trainees of Rajiv Gandhi University, Arunachal Pradesh. A sample of 30 B.Ed trainees were selected randomly for the study. Data were analysed in terms of percentages. The findings of the pilot study revealed that the student trainees were facing some problem in regards to fee structure, overcrowded classrooms, transportation problems and limited hostel facilities. This pilot study is significant as the problem raised in the study will help the institution heads to become more aware about the pertinent problems and to find remedial measure to improve quality of teacher education in a better way.

IndexTerms - Teacher Education, Problems of Teacher Education, BE.d Student Trainee.

1 Introduction: Education plays a very important role in developing the personality of men and the economy of a nation. It is the process of human enlightenment and empowerment for the achievement of higher and quality of life. It brings national development and enriches man's individual life. It can be perceived that those prosperous nations are always supported by a very sound system of education.

The quality of basic education provided to our children is largely influenced by the quality of our teachers. Educating someone or helping somebody to learn something by providing the required information is teaching. The aim of teaching is to make students learn and understand the concepts and to make the learning possible. Therefore, a good teacher is one who analyses about what and how the student and the environment in which students learn effectively. According to the Radhakrishnan Commission (1948-49), in a society teacher's place is of paramount importance, because from generation to generation, the teacher helps to keep the lamp of civilization burning. Indian Education Commission (1964-66) has pertinently remarked that the teacher is the most important factor to influence the quality of education.

In this situation, the roles and responsibilities of teachers become the prime importance which will contribute towards the enhancement of Quality Education. Though, there are many factors contributing to education, 'Quality of Teachers' is a factor which always remains constant. It emphasises the fact that any improvement in the field of education will not be successful unless the teacher's quality is improved.

1.2 Teacher education: According to UNESCO (2005), teacher education "addresses environmental, social and economic contexts to create locally relevant and culturally appropriate teacher education programs for both pre-service and in-service teachers." Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours, and skills they require to perform their tasks effectively in the classrooms, school and wider community. It aims at imparting professional skills and techniques to the teachers under training. Student trainee is a graduate student who are enrolled in teacher education institute to become a professional teacher.

In India, Teacher Education has come a long way, with completely new and professional teaching approaches. However, Teacher Education began late in the state of Arunachal Pradesh. The first Teacher Training Institute was established at Sadiya (now Assam) in the year 1947. The primary objective of this school was to train elementary and upper primary teachers in accordance with the needs of indigenous people until 1988. This training institute was relocated to Margherita in 1952, and a total of 60 teachers were trained between 1952 and 1956. The first batch of ten qualified instructors was produced in August 1948 and on August 15, 1948. They were dispatched to various parts of the

state to begin new schools. This teacher training institute was relocated to Changlang in 1957 and was known as Bunyadi Shiksha Bhawan at the time (BSB). This Teacher Education institution lasted till 1988-89. However, in the year 1990-1991 this teacher training institution was renamed as District Institute of Education and Training (DIET) of Changlang.

To meet the demand for secondary and senior secondary Teacher Education, the Department of Education, Arunachal University (now Rajiv Gandhi University), Rono Hills established the B.Ed. Program in 1988. After 2006, a number of private B.Ed. colleges have been established in the state. Today, there are 9 private colleges affiliated to RGU with a total enrolment of 800.

2 Significance of the study

Most of the Teacher Educational Institutions in Arunachal Pradesh do not have proper academic facilities and which are not up to the mark as per NAAC quality indicators; which hampers the quality training outputs. To meet the challenges of the new millennium, a new approach in teacher education for all levels of teachers is required. The lack of such optimum facilities is a serious challenge and will not let teacher institutions and the education system grow to their fullest potential which is a matter of great concern. Singh (1998) in his study discussed about the various problems that exist in teacher education and stressed that every teacher education institution needs basic infrastructure facilities such as a library building, a science laboratory, an audio-visual room, a seminar room, an auditorium, a workshop for conducting work experience programme, and an administrative block for the effective teaching-learning process while Sungoh (2014) examined the status and problems of Teacher Education Institute in Meghalaya. The suggestions put forward by him were (1) Revise the curriculum of Teacher Education Programs, (2) Augment infrastructure and instructional Facilities at Teacher Education (3) Strengthen Programs (4) Capacity Building of Teacher Educators to be given urgent attention (5) and (6) Ensure convergence among different stakeholders.

We live in a knowledge society in which education is seen as a key for development and progress. In such a society the role and responsibility of a teacher is changing day by day. Teachers in contemporary society need to be fully equipped professionally and in terms of high academic standards, pedagogical and practical skills, and ethical and moral values. To produce good students, we need good teachers. To prepare good teachers we need a good teacher education programme. In this context, a pilot study has been carried out to analyse the problems of Teacher Education in Rajiv Gandhi University Teacher Education Institution of Arunachal Pradesh. This study provides an insight into the problems of Teacher Education faced by student trainees of Rajiv Gandhi University of Arunachal Pradesh related to administration, curriculum, physical infrastructure and academic facilities. The pilot study is significant as the problem raised in the study will help the stakeholders to become more aware about problems and to find remedial measure to improve quality of teacher education in better way.

3 Objective

The objective of the study is to identify the problems of B.Ed Student Trainees in Rajiv Gandhi University Teacher Education Institute of Arunachal Pradesh relating to the Administration, Curriculum, Physical Infrastructure, and Academic facilities.

4 Methodology of Study

The study confines problems of B.Ed Student Trainees in Rajiv Gandhi University Teacher Education Institute of Arunachal Pradesh. The researcher in the present study used the descriptive cum survey method of educational research.

4.1 Population

The population of the study cover all the B.Ed student trainees of Teacher Education Institution of Rajiv Gandhi University of Arunachal Pradesh.

4.2 Sample of the Study

A simple random sampling technique was used for the selection of the sample. A sample of 30 B.Ed student trainees were selected for the study.

4.3 Tool to be used

A Questionnaire were developed for B.Ed Student Trainees and used to find out the problems of Teacher Education Institute of Rajiv Gandhi University of Arunachal Pradesh.

4.4 Statistical technique used in the study

For the analyses and interpretation of the data the researcher used simple percentage method.

5 Result and Interpretation of Data

Analysis and interpretation of data collected from B.Ed student trainees of Rajiv Gandhi University, Arunachal Pradesh. The student trainees were asked to state whether they are facing any problems or not. Further requested to state the problems they faced in relation to administration, curriculum, physical infrastructure and academic facility. The responses are analysed in the following table with proper interpretation accordingly.

Table-1 Showing the problems stated on the Administration

Sl. No.	PROBLEMS	(Responses) N%
1.	The mode of admission is not satisfied.	(13.4%)
2.	Head of the institute is not approachable.	(6.7%)
3.	Institution does not maintain a notice board properly.	(16.75%)
4.	Not satisfied with the fee structure of the institution.	(70%)
5.	Not satisfied with the existing examination system.	(10%)
6.	Institution does not declare academic results on time.	(30%)

Table-1 Shows the responses of the student trainee which revealed that 13.4 % of student trainees were not satisfied with the mode of admission, 6.7% of student trainee responses that head of the institute is not approachable. Further 16.7% of responses revealed that their institution does not maintain notice boards properly. With regard to the fee structure 70% of student trainees were not satisfied with the fee structure of the institution and 10% of student trainees were not satisfied with the existing examination system. And 30% of the student trainees were not satisfied for not declaring academic results on time by the institution.

It is evident from the table that student trainees have shown dissatisfaction related to fee structure of the institution. The admission and examination fee for B.Ed degree cost around one lakhs sixty thousand (160000) which makes it difficult for student who come from low income families and with regard to maintaining of notice board the students trainee state that they do not get proper information about the time of admission in the institution, so students miss the session due to lack of communication.

Table-2 Showing the problems stated on the Curriculum

Sl. No.	PROBLEMS	(RESPONSES) N%
1.	The syllabus for the course is too vast which becomes a burden and unable to enjoy learning effectively	(30%)
2.	The existing curriculum: A) Heavy B) Moderate	(70%) (30%)
3.	Institution does not organise co-curricular activities for student trainee.	(16.7%)
4.	Not satisfied with the existing curriculum.	(6.7%)

5.	Not satisfied with the teaching practice duration.	(13.4%)
6.	More theory, less practical.	(40%)

Table-2 Shows the responses of the student trainee which revealed that 30% of student trainees find that the syllabus for the course is too vast which becomes a burden and unable to enjoy learning effectively. 70% of responses of the student trainee also revealed that the curriculum is heavy and 30% of student trainees responded that curriculum is moderate. From the responses, it was found that 16.7% of the student trainees experienced that the institution conducted very less co-curricular activities for student trainees in the department. Further it was also revealed that 6.7% of student trainee were not satisfied with the existing curriculum and 13.4 % of student trainees were not satisfied with the teaching practice duration. Also 40% of the student responded that the existing curriculum weightage more theoretical and less practical.

Further stated that there is no study tour in the syllabus and a lack of co-curricular activities. The time for practice teaching in the school is too long, Moreover, there is no demonstration school in Rajiv Gandhi University. It is a big problem for pupil-teachers as an institution depends on other schools run by the government or private sector for conducting practice teaching of the pupil-teachers. Sometimes institution cannot conduct practice teaching in the proper time as that time schools may be on vacation or conducting their own school examinations.

Table-3 Showing the problems stated on Physical Infrastructure

SI. No.	PROBLEMS	(RESPONSES) N%
1.	Are you satisfied with the classroom facility?	
	A) Over crowded	(70%)
	B) Classroom size is too small	(30%)
2.	Classroom does not have microphone facility.	(16.7%)
3.	Existing toilets are not properly maintained with proper running water facility.	(42.7%)
4.	Does the institution provide transport facility? If yes, what are the problems you faced regard to transport facility.	
	A) Overcrowded buses	(50%)
	B) Shortage of buses	(33.3%)
	C) Poor condition of buses	(16.7%)
5.	Insufficient and limited hostel facility.	(50%)
6.	Classroom is well not ventilated.	(10%)
7.	Institution does not provide portable drinking water facility.	(13.33%)
8.	Institution does not provide medical facility.	(10%)
9.	Classroom is not conducive for learning.	(3.33%)

Table-3 shows the problem related to physical infrastructure and reveals that 70% of student trainees responded that the class is overcrowded whereas 30 % of student trainees responded that the classroom size is too small and 16.7 % of student trainees revealed that the classroom does not have a microphone facility which increased risk of loss of information or mishearing information due to overcrowded of the classroom. Regarding toilet facilities, 42.7% Responses revealed the existing toilets are not properly maintained with proper running water facility. Further 50% of student trainees revealed that busses are overcrowded with students, 33.3 % of student trainees found that there are shortage of buses and in addition to this 16.7 % of student trainees revealed that buses for transportation is in very poor condition. The majority

of the student trainees were not satisfied with the hostel provision provided by the institution as there is an Insufficient and limited hostel facility. 10% of the student trainees responses that the classroom is not well-ventilated. 13.33% of responses revealed that the institution does not provide portable drinking water. Also, 10% responded that institution does not provide the medical facility. Further 3.33% responded that classroom is not conducive for learning.

Table-4 Showing the problems stated on Academic Facilities

SI. No.	PROBLEMS	(RESPONSES) N%
1.	Classroom does not equipped with Audio-visual aids.	(13.4%)
2.	Not satisfied with the way of teachers being taught in the class.	(10%)
3.	How often does your teacher make use of teaching aids?	
	Very often	(26.66%)
	Often	(20%)
	Average	(50%)
4.	Not satisfied with the existing library.	(23.33%)
5.	Not satisfied with the existing laboratories.	(3.33%)

Table-4 show problems related to the academic facility where 13.3% of student trainees revealed that their classrooms do not have audio-visual aids like computers, LCD/LED Projectors. 10 % of student trainees responded that they are not satisfied with the way they are being taught in the classroom. Furthermore 50 % of student trainee revealed that on average teachers make use of teaching aid in the classroom. Regarding library facility, 23.33 % of student trainee responses that they do not get sufficient reading material from library and required books are not available in the library. And 3.33% of student trainees were not satisfied with the existing laboratories.

It is evident from the table that there is some common problems reported by all student trainees such as institutions does not have proper academic facilities like Computers, Educational Technology Laboratories, Psychology Laboratory, and institutions do not having sufficient and required reading material which is the basic needs of the institution for successful transaction of the teaching-learning process.

Conclusion

Education is essential for the progress and development of any society. Good quality of teacher education will ensure the effective implementation of education policies and programmes in the state. Teacher training institution is the centre of human resources to provide quality education in the country and government, public leaders and NGOs members should consider the present situation of the teacher education problem and take logical steps to improve and create a large number of teacher training institutions in the state to train a large number of existing untrained teachers. Since independence, no government teacher training college is established in the state except the Department of Education of Rajiv Gandhi University.

Teachers and his education are extremely critical parts of any country. It is a notable saying that teacher is the country's manufacturer. So, if teacher will be good they will teach to be good students and citizens. The responsibility of making 'good teachers' lies upon teacher education. If we want good teachers, we will have to work on strengthening our teacher education system. Thus, Qualitative improvement of teacher's education is the first step that is urgently needed for updating teacher and the whole education system. The system of assessment and accreditation of teacher education institutions by an independent body such as the National Assessment and Accreditation Council (NAAC) should be made necessary for all teacher education institutions for an effective instrument for raising of quality of teacher education programs and for enabling institutions in using their physical and instructional infrastructure optimally and professionally. This scheme of assessment and accreditation will help institutions to carry out their strength, weakness, opportunity and threat analysis, and in making their programs more attractive to the students and to their potential employers.

Regarding the overall status of Teacher Education in terms of physical infrastructure, administration, curriculum, and academic facilities in Rajiv Gandhi University Teacher Education Institution of Arunachal Pradesh is found to be satisfying. However, there were some issues and problems faced by student trainees which need to be addressed by concern authorities. It is a fact that the future teachers-in-training will influence the shape of society well into the 21st century. Kothari Commission rightly remarks "The destiny of India is being shaped in its classrooms." No doubt education plays a significant role in nation's development but the quality of education is greatly determined by the quality of teachers. Therefore great efforts should be made to improve the quality of teacher education.

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