

A Critical Analysis of the Issues with the Teacher Education Programme in Bihar

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Abstract

The 21st century will require our logical Teacher Education Programme and Institutes to undergo additional changes. These days, more teachers will be needed. This is an epoch of expanding knowledge. Changes are required to the current Teacher Education Institutes. This article discusses four models that explain these changes and provides some philosophical perspectives. A purpose and a positive attitude towards the profession of teaching are formed through teacher education programmes. The number of issues arose with mushrooming of teacher training institutions. Deviation from norms in terms of Buildings, personnel, students, the type of teacher-to-student ratio, curriculum, practise teaching, admission, evaluation, and other factors are some of the issues that need be redressed in teacher education. An analysis of the various issues and certain corrective measures has been attempted in this paper.

Keywords: Issues, Teacher Education, Curriculum, Teaching, Practise teaching, Internship

INTRODUCTION

The goal of teacher education is to conserve teacher initiative, minimise the negative effects of the "hit and miss" method, and spare both the teacher and the students time, effort, money, and trouble. A purpose and a positive attitude towards the profession are formed through teacher education. The structure of the teacher education programme is designed to help aspiring teachers acquire the necessary skills, knowledge, attitudes, interests, understandings, and values. With the help of these attributes, student teachers can function as democrats, investigators, equalisers, judges, initiators, inspirers, moral educators, parent surrogates, philosophers, rationalists, anxiety-reducers, referees, reformers, secularists, socialists, and defenders of human values.

An essential role for teacher education plays in a country's development. The Indian population's needs were not taken into account by the British education system. Since gaining our independence, we have realised how crucial technical education is. Numerous institutes for teacher training were established. Teacher training institutes initiated teacher training programmes to create competent educators. Teachers acquired teaching techniques, approaches, strategies, and styles from these institutes. A number of issues also arose as the number of teacher training institutions increased. A number of commissions made recommendations for changing the requirements for teacher preparation. Making the teacher education curriculum utilitarian, carrying out the practical work in the teacher education institutions correctly, and

properly evaluating the student teachers are the issues pertaining to the standard of teacher education. As a result, an analysis of the numerous issues with the Bihar Teacher Education Programme is required.

OBJECTIVE

The current study aims to examine the different issues surrounding teacher education in state of Bihar

Critical Examination of Issues in Teacher Education

Bihar needs a lot of teachers, so many self-financing institutions, government-aided institutions, and universities are offering teacher education programmes. However, as the number of these institutions rises, it is becoming more difficult to maintain the quality of the teacher education programmes, and numerous issues have also arisen in this field. (Sharma, Rajkumari, 2006) The quality of teacher education cannot be raised because there is a dearth of qualified personnel, suitable infrastructure, and other resources. Several reforms will be implemented in order to preserve the calibre of teacher education. Building, staff, student/teacher ratio type, level, curriculum, practise teaching, schedule, admission, evaluation, and other factors are some of the issues with teacher education. Each of these issues will be covered individually.

Facilities

Even though there are more and more institutes offering teacher training programmes every day, many of them lack the necessary space, a suitable library, laboratories, workshops, and instructional materials. Few of them own computers or video sets. There are teacher-only programmes at some teacher education institutions. Less funding for teacher education, unchecked institution growth, a shortage of competent faculty, a lack of honesty and integrity in the teaching profession, and other factors could be the root causes of this issue. Certain institutions provide inaccurate information about their infrastructure when it comes to inspections. For example, in a number of engineering colleges, management displays equipment from other departments, including computers and labs, during inspections, but in practise, they do not want to make the necessary investments. However, teachers in government institutions don't seem interested in it at all. These issues negatively impact teacher education.

Curriculum

The examination of the teacher education curriculum shows that it is antiquated, conventional, and unrelated to both the suggested reorganisation of the educational programme and the actual circumstances. The theoretical component of teacher education is given more weight in the current curriculum. Less focus is also given to the practical skills. A significant portion of theoretical knowledge is not useful in the Indian school system. As a result, the current curriculum is inadequate given the state of education. The teacher education curriculum has a number of issues, including an attachment to the European system of teacher education, a disregard for the fundamental requirements and actual circumstances of school teachers, a failure to solicit the opinions of teachers during the curriculum-building process, and a lack of appropriate consideration.

Issue Concerning the Teacher Education Standards

Education standards are determined by goals, curricula, instructors, students, and infrastructure. Sadly, there are numerous issues with teacher preparation in our country. It is insufficient for student teachers to

acquire understanding, a teaching and learning mindset, and knowledge communication skills. The student teachers are not sincere in their commitment to their work. There are not enough teacher educators in the various teacher education institutions. Most government institutions hire tutors on a part-time basis, and the selection process is quite drawn out. However, those tutors' pay is insufficient. They therefore don't defend their responsibilities. However, in a number of self-financing institutions, qualified staff is displayed during affiliation; however, in practise, less qualified teachers are hired and paid less. They also don't defend their responsibilities. It is therefore challenging to uphold the standard of teacher education.

Issues Associated with Entrance, Student Abuse, Testing, and Assessment

Numerous issues pertaining to student admission, assessment, evaluation, and condition are being faced by the teacher education field. A number of criteria are used to choose students, including educational background, entrance exam results, and interviews for direct admission. However, none of them stands alone as a whole. All of the previously mentioned methods have different flaws. (Rakesh, 2006) An additional issue with teacher education is the exploitation of student teachers. A less authoritarian approach is taken towards trainee teachers. They experience trauma from failing or receiving a lower grade in the practical exam. The majority of self-financing institutes also frequently engage in both financial and psychological exploitation. The examination system is not particularly efficient. The majority of exam questions only address knowledge-related topics. Achieving comprehension, application, and creativity are not prioritised. Issues with the current situation include question paper leaks, unfair examination practises, and partially open practical exams in some institutions. Most evaluations are subjective, and good grades are obtained either by money or favouritism. As a result, the examination and evaluation system lacks validity and reliability.

The infrastructure of colleges needs to be improved in order to raise the standard of teacher education. The rooms ought to have a variety of amenities, like a blackboard, electricity, and furniture. In addition, teaching labs should be equipped with all the necessary modern technology applications. The institute's library should have an adequate number of books, periodicals, magazines, etc. A component of training ought to be computer technology. In addition to teaching theoretical subjects and providing training in performing session work, all teacher educators should be tasked with maintaining the institution's materials.

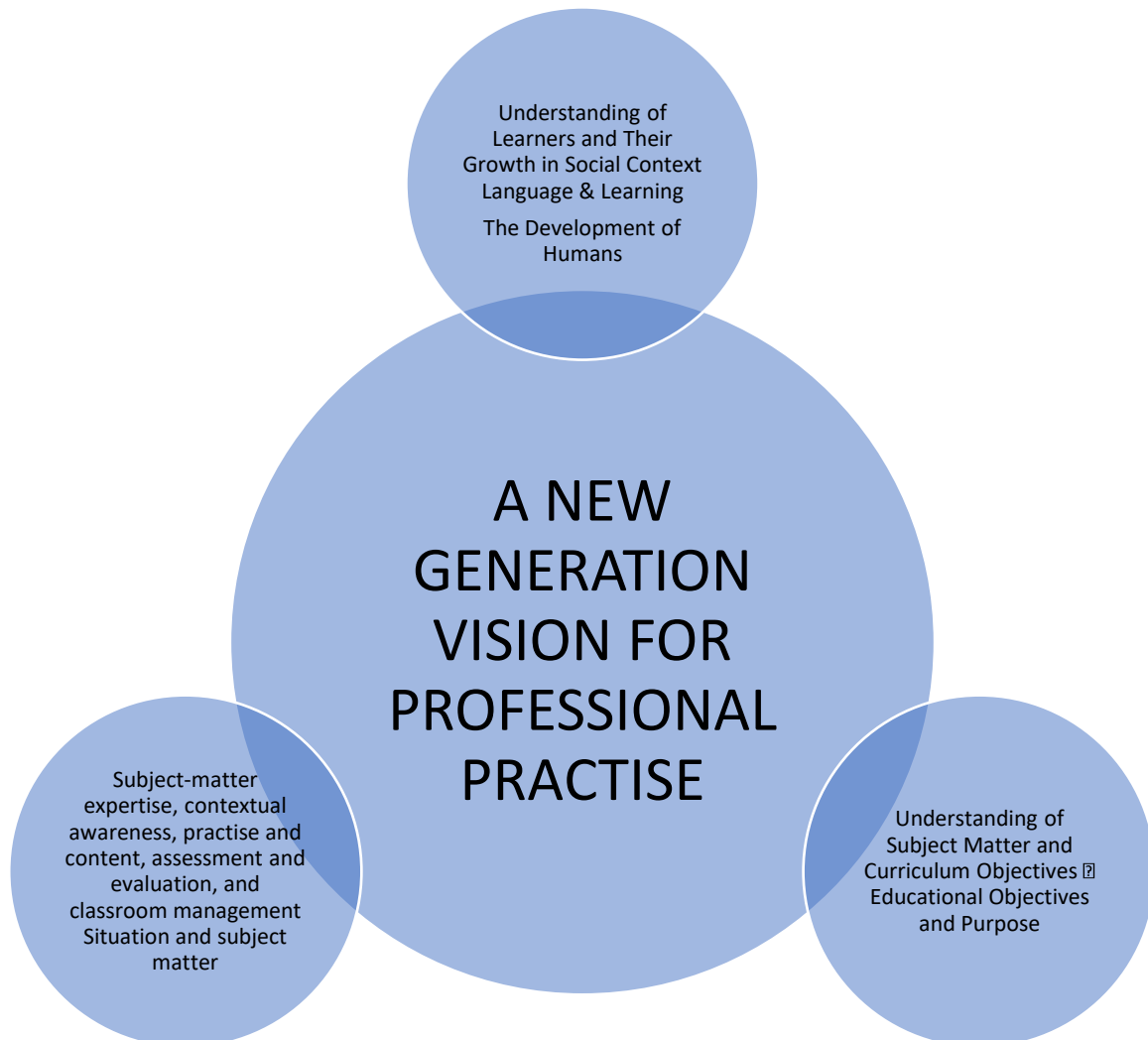


Figure: Educating Teachers for the New generation

Modern technologies should be used in education to facilitate learning. Aside from that, they ought to be intrigued by it. The management ought to congratulate them on their performance in both in the classroom and in other domains. They should be appropriately motivated to conduct research in a variety of educational domains. Distance education is now used to provide teacher training. IGNOU has contributed significantly in this regard. Periodically modifying the curriculum of a teacher education programme is also recommended. The curriculum should be updated to include new concepts and remove any irrelevant material.

One or two months are insufficient to develop teaching skills, so the duration of practise teaching should be at least six months. The most crucial component of teacher education is practise teaching, yet in some institutions, this component is neglected. Practise teaching is defined as creating lesson plans and honing a variety of teaching techniques. Without adequate practise, which should last for at least six months, these skills cannot be developed. In addition, a variety of teaching techniques, including inquiry-based learning and group projects, ought to be required. Student teachers should receive a set amount of

funding during this time which is not given as of now. During this time, student teachers will undoubtedly improve their teaching abilities and gain familiarity with the atmosphere of educational establishments.

There will be changes to the teacher education admissions process. Students of low merit are admitted to this programme because of open seats in different institutions. However, these pupils have no desire to instruct. (P.D. Pathak, 2007) Only those seeking a degree in order to obtain employment are admitted. There must be an entrance for the selection of students choosing teacher education programme at the entry level focussing on their aptitude and concern for teaching this will ensure motivated individuals to come to the arena of teaching. Some educational institutions admit students right away, regardless of merit, through payment. Despite never attending the institute, these students received the highest possible scores in the practical exam. There is a distinction between the grades of students at self-financing institutions and those at government-aided institutions. This needs to be rectified. It is also necessary to modify the teacher education evaluation system. As was previously mentioned, the management of self-financing institutes bases its subjective assessment of practising teaching on its preferences. Evaluation needs to be of an objective kind. The grade system could be the answer. All types of questions, including both subjective and descriptive ones, should be included in the theory examination question papers. Evaluation needs to be done objectively and subjectively. In addition, the B.Ed. program's duration ought to be extended along with degree programmes with certain inputs of pedagogy in every semester. An internship of one year ought to be required. During this time, student teachers are encouraged to work as teachers in any level of school. After the internship is over, he will receive a certificate from the head of that particular school. Student teachers will be awarded scholarships during this time. At end of teacher education degree issuance of teaching licence by an accreditation body must be made mandatory.

CONCLUSION

The teacher training program's infrastructure, staff, curriculum, practising teaching, admissions process, evaluation, and internship are among the many components that hold important positions in teacher education, according to the program's analysis. Since these elements form the foundation of teacher education, one cannot imagine the quality of teacher education rising without appropriate improvement in the aforementioned areas.

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