



A Study of Problems of Teacher Educator in Non Grantable college of Education

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Abstract

A main objective of the present study was to know the problems of Teacher educator of non grantable college of Education. Sample consisted 100 teacher educator. Problem Scale (PS) was developed by investigators themselves. Survey type research method was used. Data were collected from sample by PS. Collected data were analyzed by statistical technique percentage and frequency. Finding revealed that many problems are faced by teacher educator of non grantable college of education.

Keywords : *Non grantable, Self Finance*

Introduction:

Teacher education today is an integrate part of any education system. Teaching, being both a skill and an art, was found amenable to transmission in the early years of the 21st century. Education in any nation depends upon its Physical and Human resources. When we talk of human resources the most important thing that comes to our mind is the "Teacher" Education in any society does not depend so much on any other factor as on the teacher. Today the state of Higher Education in our country is worse. None of the Indian Universities feature in the world's top three hundred. Teacher education is also a part of this higher education and therefore something needs to be done in this regard as we are the ones who train future teachers. If this is the importance of a teacher, than we need to empower our teachers and teacher educators. The National Policy and Education, 1992, reflects precisely this change in its concept and practice. Now, teacher education is no longer limited to primary and secondary or higher levels of teachers but extend far beyond.

Research question of the study :

Research question of the present study was as : what are the problems of teacher educator of non grantable college of education?

Up to how many problems are faced by Teacher educator of Non Grantable college of Education. The need for the present study, therefore emerges - A study of Problems of Lectures of Non Grantable college of Education in Pune region. That's why investigators have been thought to work on present study.

Objectives of the study :

- 1) To study the Academic problems of Teacher educator of non Grantable college of Education.
- 2) To study the management problems of Teacher educator of non Grantable college of Education.
- 3) To study of problems regarding admission procedure of non Grantable college of Education.
- 4) To suggest expected changes in Teacher Education.

Population and Sample :

Populations of the present study were Teacher educator of Non Grantable College of Education. Purposively we selected 100 lectures as sample. Out of those 100 Teacher educator, 40 Teacher educator were male 60 Teacher educator were female.

RESEARCH METHOD

For present study, survey type research method has been used.

TOOL AND DATA COLLECTION

Problems Scale (PS) developed by investigators themselves have been used. In which thirty five sentences was given in one section respectively. If they agree then they have to only mark. Data were collected from sample by PS.

TECHNIQUE USED FOR ANALYSIS OF THE DATA

Data were analyzed by the statistical technique frequency and percentage.

ANALYSIS AND INTERPRETATION OF THE DATA

For all the problems of PS frequency distribution have been prepared for analysis of data gating from sample. Which is find out the percentage with reference to gender presented in following Table.

Table One
Opinion of Sample on Problems of Teacher educator of non grantable College of Educations

Sr. No.	Problems	Frequency		
		Male Num (%)	Female Num (%)	Total Num (%)
1	Get less salary	40 (100%)	60 (100%)	100 (100%)
2	Paid salary irregularly	36 (90%)	54 (90%)	90 (90%)
3	Inequality between the salary of lectures	24 (60%)	45 (75%)	69 (69%)
4	There is no security of service	40 (100%)	60 (100%)	100 (100%)
5	Interference in the work of management committee	34 (85%)	52 (88%)	86 (86%)
6	Insufficient time and the work load	40 (100%)	60 (100%)	100 (100%)
7	Practical work more than teaching work	40 (100%)	60 (100%)	100 (100%)
8	Work can not be done independently	32 (80%)	53 (88%)	85 (85%)
9	Deficiency of Infrastructure facilities	33(82%)	49 (82%)	82 (82%)
10	Deficiency of LCD, technology &	32 (80%)	48 (80%)	80 (80%)

	reference materials			
11	According to rules leaves allowance other facilities is not be got	36 (90%)	54 (90%)	90 (90%)
12	Presence is required in college during the vacation	08 (20%)	12 (20%)	20 (20%)
13	Have to take part in unwanted activities of colleges.	04 (10%)	04 (2%)	08 (8%)

Observation & Findings :

More than ninety percent teacher education institutions are in the private and self financing sectors. These institutions exist as business centers for making profit. And the profit comes out of low overhead cost achieved out of low salary expenses of teacher educators who work on temporary basis or contract basis, with low salary without any benefits like pension, medical or maternity. Ninety percent of teacher educators are females, probably because this is not an attractive field for men.

Researcher observe the present teacher education institute is quite disappointing. Following are some of the factors making our Teacher Education Institute inefficient & ineffective.

1. Traditionalism of Teacher Education Institute.
2. The readiness level of the entrant in Teacher Education Institute is often not appropriate with too general & diluted knowledge of school subjects.
3. Unlike all professional pursuits.
4. Gap between course objectives & teacher competencies.
5. Rigidity of the curriculum.
6. No scope for the teacher educators for innovation, experimentation & creativity.
7. Completion of course is of importance rather than quality assurance.
8. Lack of efforts taken to develop the attitude, competencies & skills.
9. Rigid & mechanical teaching methodology.
10. Question mark on utility value of Teacher Education Institute towards development of society.

11. Too much saturation of non-grant Teacher Education Institutions regardless of demand.
12. Non-qualified teaching staff in private institutions.
13. Improper monitoring of NCTE with complacency & corruption.
14. Lack of social exposure of the trainees.
15. Landequate infrastructure.
16. Regularity of student is not got.
17. Copy is done to student during the examination because of managements force.
18. Internal marks have to give according to management suggestion.
19. It college is in compensatory area, ladies lectures put in to difficulties.
20. There are also difference in attitude of university towards the teacher educators of granted & self-finance college.
21. Co-operation is not get from university or college for self-developments.
22. Less and irregular salary is main problems in Non grantable college.
23. There is no security in service provide through management.
24. Deficiency of infrastructure and academic facility is main problem for teaching.

Suggestions regarding problems:

- 1) Management should try to solve the problems of Teacher educator and followed the rules and regulations of University.
- 2) UGC, NCERT, NCTE and State Government have to reform rules and regulations for self financed B. Ed., colleges and its implementation.
- 3) Expected changes regarding objectives : Our teacher education institute fails to deliver as the objectives are very short-termed. Delors commission emphasized on 4 pillars of education i) Learning to learn, ii) Learning to do iii) Learning to be iv) Learning to live together.
- 4) Expected Changes regarding Curriculum : i) The course duration must not be time bound, it must not be rigid. In fact, if we desire our product to be efficient, the course must be competency based. ii) The curriculum must be need based. If quality syllabus is to be framed, than there should be flexibility & freedom to frame the syllabus with reference to local needs, situation and global issues (Think globally work locally) iii) Regular updating & upgrading of syllabus is necessary considering the global trends & innovations in education & technology. iv) Teacher Education Institute must

provide sufficient freedom, opportunities and motivation to the trainees for creation, experimentation. This will generate new thoughts, new ideas, new techniques, new knowledge & theories also.

- 5) Expected Changes in Teaching Learning Process : This is the dimension of Teacher Education Institute which needs to be changed thoroughly.
- 6) Expected changes in the research : ICT oriented researches must be promoted through Teacher Education Institute.
- 7) Expected changes in the Evaluation
- 8) Expected changes in the Infrastructure

Conclusions :

Most of the Teacher educator of Non Grantable B. Ed. Colleges have faced get less salary, there is no security of service, interference in the work of management committee, because of insufficient Teacher educator the work load is more, there is work other than teaching, work cannot be done independently, deficiency of teaching tools & reference materials, according to rules leaves allowance other facilities is not be got and have to take part in unwanted activities of colleges types problems.

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