

POTENTIALS OF TEACHER EDUCATION CURRICULUM IN MOULDING RESPONSIBLE TEACHERS

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Abstract

The main purpose of the study was to find out the role of teacher education courses (D.Ed., B.Ed, M.Ed) in making the prospective teachers socially productive and responsible. The study revealed that in the case of making prospective teachers socially productive and responsible, the teacher education courses have realized its objectives. It also highlights some of the weakness of training programmes. It is found out that it does not give much importance to environmental education and environmental issues. It also suggests that more emphasize to be given to craft centered education and training to organize seminars, processions etc. to be provided to prospective teachers.

Key Words: Teacher Education Courses, Prospective Teachers, Socially Productive, Responsible

Introduction

Education enriches a society. Teacher education enriches it more in the sense that the qualitative improvement of a society depends primarily on qualitative teachers and teaching. The teacher and the learner are both in quest of humility, poignance, ascent, brilliance, serenity and essence (Mohit Chakrabarti, 1998). The lessons that the teachers want to incorporate in the day-to-day academic activities include an eclectic approach to self-enquiry, self-identification, self-explanation, self-analysis and self-evaluation. And these activities will encompass the needs and expectations of the society well crystallized in moral, intellectual, social, cultural, spiritual, aesthetic and mystic depth of vision. So the essence of education as nurtured and enkindled by teachers has its positive impression upon the whole pupil-society.

The duty of teacher education is associating pupils with humane sensibilities and well-directed towards social efflorescence, and it is should strive for teacher-preparation and teacher-excellence. Actually a good teacher allows appropriate and ample situations for his pupils to exercise their imaginative power by means of self-enquiry and which will go a long way in mould students passive and mechanical programmes of activities, and also help them to create and re-create newer visions for fullness of being and becoming. The in-service and pre-service teacher education programmes are integral part of any education system. The quality of these programmes depends upon the input factors like infrastructure facilities and process factors like teachers' entry behaviour. A teacher training programme is said to be successful when it fulfills all the objectives and aims put forward by the system (UNESCO, 2011).

An analysis of the different teacher preparation programmes by the primary stake holders of the courses i.e. the prospective teachers is vital as well as relevant. The students who study the course are rarely given an opportunity to speak on the strength and weakness of a course in our educational system unlike in many other systems. However, studies show that the students are the best evaluators of a course, especially that of a professional course.

Objective of the study

- To identify the strength and weakness of the teacher education courses in making the prospective teachers socially productive and responsible.

Methodology used

Normative survey method

Sample

A representative group of 225 student teachers [D.Ed (83)/ B.Ed (92)/ M.Ed (50)] was taken as sample for the present investigation. Stratified random sampling technique was used for the collection of data. The students who had undergone different courses of teacher education form various strata.

Tool used

The tool used for the present investigation was a pre-tested structured questionnaire.

Statistical technique used

The statistical technique adopted for the study consists of Computation of percentages.

Analysis and Interpretation of Data

A total no. of fifteen questions were included in the questionnaire to study the role of teacher education courses in making them socially productive and responsible; of which nine questions were negative and six questions were positive. It has four sections. They were (1) potential of teacher education courses in making the prospective teachers socially responsible (2) developing values (3) developing responsibility towards environment and (4) providing training in co-curricular and extra-curricular activities.

Table 1: Response of D.Ed/ B.Ed/ M.Ed holders regarding the role of teacher education courses in making them socially responsible

Items	Agree			Undecided			Disagree		
	Total	%		Total	%		Total	%	
	D.Ed	B.Ed	M.Ed	D.Ed	B.Ed	M.Ed	D.Ed	B.Ed	M.Ed
Awareness to the problems in society	81 (97.58)	72 (78.26)	38 (76)	1 (1.21)	7 (7.6)	0 (0)	1 (1.21)	13 (14.14)	12 (24)
Commitment to society	78 (93.98)	76 (82.61)	41 (82)	0 (0)	6 (6.52)	2 (4)	5 (6.02)	10 (10.87)	7 (14)
Identification of challenges faced by the society	60 (72.29)	51 (55.45)	26 (52)	14 (16.86)	17 (18.47)	6 (12)	9 (10.85)	24 (26.08)	18 (36)
Help the poor and needy in the society	77 (92.78)	68 (73.91)	35 (70)	3 (3.61)	6 (6.52)	6 (12)	3 (3.61)	18 (19.57)	9 (18)

From Table1, it can be interpreted that professional degree or diploma courses in teacher education provide awareness to the problems in society (D.Ed (97.58%), B.Ed (78.26%) and M.Ed (76%) holders). Majority of prospective teachers opined that training programmes do not help to develop commitment to society (93.98% D.Ed, 82.61 B.Ed and 82% M.Ed holders). 72.29% D.Ed, 55.45% B.Ed and 52% M.Ed holders agreed that training programmes do not help to identify the challenges faced by a pluralistic society like India. The statement was disagreed by 36% M.Ed, 26.08 B.Ed and 10.85% D.Ed holders.16.87% D.Ed, 18.47 B.Ed and 12% M.Ed holders are undecided. Majority of D.Ed (92.78%) holders agreed that training programmes do not develop an attitude to help the poor and needy in the society. It was also agreed by 73.91% B.Ed and 70% M.Ed holders. The statement was disagreed by 19.57% B.Ed and 18% M.Ed holders. Training programmes should equip prospective teachers to have sympathy and empathy to poor people. And the teacher education curriculum needs to be revised according to the social needs of prospective teachers.

Table 2: Response of D.Ed/ B.Ed/ M.Ed holders regarding the role of teacher education courses in developing social values

Items	Agree Total %			Undecided Total %			Disagree Total %		
	D.Ed	B.Ed	M.Ed	D.Ed	B.Ed	M.Ed	D.Ed	B.Ed	M.Ed
Develop social values	75 (90.36)	78 (84.78)	43 (86)	3 (3.61)	2 (2.17)	5 (10)	5 (6.02)	12 (13.05)	2 (4)
Encourage folk arts	37 (44.57)	39 (42.39)	24 (48)	22 (26.50)	18 (19.56)	5 (10)	24 (28.93)	35 (38.05)	21 (42)
Develop ethics and values	73 (87.95)	73 (79.34)	37 (74)	6 (7.23)	6 (6.52)	4 (8)	4 (4.82)	13 (14.14)	9 (18)
Infuse the spirit of patriotism	75 (90.37)	69 (75)	40 (80)	5 (6.02)	5 (5.44)	4 (8)	3 (3.61)	18 (19.56)	6 (12)
Transmit culture and heritage to future generations	66 (79.25)	75 (81.52)	28 (56)	6 (7.23)	6 (6.52)	18 (36)	11 (13.25)	11 (11.96)	4 (8)

From Table 2 it is evident that, the statement training programmes help to develop social values was agreed by majority of D.Ed (90.36%), B.Ed (84.78%) and M.Ed (86%) holders. Prospective teachers do not encourage folk arts having cultural origin in the society was agreed by 44.57% D.Ed, 42.39% B.Ed and 48% M.Ed holders. The same statement was disagreed by D.Ed (28.93%), B.Ed (38.05%), M.Ed (42%) and undecided by 26.50% D.Ed, 19.56% B.Ed and 10% M.Ed holders. Training programmes help to develop ethics and values (cultural, social, political and moral bases of Indian society) was agreed by 87.95% D.Ed, 79.34% B.Ed and 74% M.Ed holders. 14.145 B.Ed and 18% M.Ed holders disagree to this statement. Majority of prospective teachers (D.Ed-90.37%, B.Ed-75%, M.Ed-80%) agreed that training programmes help to infuse the spirit of patriotism. The results show that training programmes are capable to develop ethics, values and patriotism in prospective teachers. The statement prospective teachers are not trained to transmit their culture and heritage to future generation was agreed by 79.52% D.Ed, 81.52% B.Ed and 56% M.Ed holders. It was disagreed by 13.25% D.Ed, 11.96% B.Ed and 36% M.Ed holders. The prospective teachers should be trained to participate in cultural activities in the society to transmit and sustain their cultural heritage.

Table 3: Response of D.Ed/ B.Ed/ M.Ed holders regarding the role of teacher education courses in developing responsibility towards environment

Items	Agree Total %			Undecided Total %			Disagree Total %		
	D.Ed	B.Ed	M.Ed	D.Ed	B.Ed	M.Ed	D.Ed	B.Ed	M.Ed
Identify environmental issues	69 (83.14)	65 (70.65)	29 (58)	3 (3.61)	5 (5.43)	5 (10)	11 (13.25)	22 (23.92)	16 (32)
Organize processions and seminars on environmentally significant day	68 (81.93)	71 (77.17)	28 (56)	6 (7.23)	4 (4.34)	16 (32)	9 (10.84)	17 (18.49)	6 (12)
Conduct awareness classes on health and hygiene	66 (79.52)	73 (79.34)	33 (66)	8 (9.64)	6 (6.52)	13 (26)	9 (10.84)	13 (14.14)	(8)

From Table 3, it can be interpreted that the statement ‘training programmes do not help to identify major environmental issues’ was agreed by 83.14% D.Ed, 70.65% B.Ed and 58% M.Ed holders. But it was disagreed by 13.25% D.Ed, 23.92% B.Ed and 32% M.Ed holders. The analysis highlight the weakness of training programmes that it does not give much importance to environmental education and environmental issues. The statement prospective teachers are not trained to organize processions and seminars on environmentally significant day were agreed by majority of D.Ed (81.93%), B.Ed (77.17%) and M.Ed (56%) holders. The same statement was disagreed by 10.84% D.Ed, 18.49% B.Ed, 32% M.Ed holders and undecided by 12% M.Ed and 7.23% D.Ed holders. The training to organize seminars, processions etc. to be provided to prospective teachers. Majority of the prospective teachers agreed that they are trained to conduct awareness class on health and hygiene (D.Ed-75.92%, B.Ed-79.34%, M.Ed-66%). It was disagreed by 14.14% B.Ed, 26% M.Ed holders and undecided by 13.25 D.Ed holders.

Table 4: Response of D.Ed/ B.Ed/ M.Ed holders regarding the role of teacher education courses in providing training in co-curricular and extra-curricular activities

Items	Agree			Undecided			Disagree		
	Total	%		Total	%		Total	%	
	D.Ed	B.Ed	M.Ed	D.Ed	B.Ed	M.Ed	D.Ed	B.Ed	M.Ed
Helps to develop innovative learning materials	71 (85.54)	81 (88.05)	40 (80)	9 (10.84)	2 (2.17)	2 (4)	3 (3.61)	9 (9.78)	8 (16)
Do not provides different kinds of handicrafts training	50 (60.25)	42 (45.66)	23 (46)	19 (22.89)	8 (8.69)	5 (10)	14 (16.86)	42 (45.65)	22 (44)
Do not trained to become active members of the arts and sports club	51 (61.46)	58 (63.04)	19 (38)	18 (21.68)	5 (5.44)	24 (48)	14 (16.86)	29 (31.52)	7 (14)

From Table 3, it can be interpreted that the statement ‘training programmes help to develop innovative learning materials’ was agreed by majority of D.Ed, B.Ed and M.Ed holders (D.Ed-85.54%, B.Ed-88.05% and M.Ed-80%). The statement prospective teachers are not given different kinds of handicrafts training was agreed by 60.25% D.Ed, 45.65% B.Ed and 46% M.Ed Holders. And the same statement was disagreed by D.Ed (16.86%), B.Ed (45.65%), M.Ed (44%) holders and undecided by 10% M.Ed, 8.69% B.Ed and 22.89% D.Ed holders. More emphasize to be given to craft centered education. Prospective teachers are not trained to become active members of the arts and sports clubs in their locality was agreed by 61.46% D.Ed, 63.05% B.Ed and 38% M.Ed holders. The statement was disagreed by 16.86% D.Ed, 31.52% B.Ed and 48% M.Ed holders and undecided by 21.68% D.Ed and 14% M.Ed holders. In the M.Ed level such type of training should be included.

Suggestions

- The art education and work experience provided in the syllabi for teacher education should be modified giving due importance to the prospective teachers needs.
- It is necessary to inculcate self development and social skill development programmes in the teacher education curriculum. Adequate training to achieve emotional stability should be imparted through teacher education programmes.
- To improve the status of prospective teachers in the society, it is important to modify the teacher education courses according to the society. This will positively change the view of society towards teachers and teacher education.
- The training programmes should help prospective teachers to develop commitment to society. The teacher education curriculum needs to be revised according to the social needs of prospective teachers.
- The training programmes should help the prospective teachers to identify the challenges faced by a pluralistic society like India and it must be given more importance to the education of environmental issues. The training programmes should be arranged in such a way that it must develop an attitude in prospective teachers to help the poor and needy in the society.

- The training programmes should provide a cultural awareness to the prospective teachers, so that they encourage folk arts having cultural origin in the society. More emphasize to be given to craft centered education. Prospective teachers should be trained to become active members of the arts and sports clubs in their locality. Training programmes should be extended to the well being of society and participation of prospective teachers in social affairs should be ensured.
- Teacher education courses should provide adequate training for prospective teachers to work with social organizations for the well-being of the society. The training programmes could give more focus to the social evils and train the prospective teachers to respond against such social evils. More provisions are given to prospective teachers to get training on conducting awareness programmes regarding life style diseases and to be trained to work with NGO's for social development.

Conclusion

To keep pace with the progress of time and the changing demands of a changing society, teacher education should respond to the evolutionary trends of social and humanistic development. Teacher education entrusted with the thrilling task of orienting and preparing teacher-educators and student teachers with the workable and promising vision of education for social change and also accepts the challenges of social ukase. Teacher education prompted towards education for social change makes education a revolutionary process of exercise of individuality. It is a promise for social progress in the field of education for excellence and ascent of personality. The socially unacceptable components of manners, habits or customs etc. are well replaced by education. These aspects can be incorporated in teaching with a view to unfolding the vast canvas of pupils-world of imagination.

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