



FUTILITY OF SECONDARY TEACHER EDUCATION WITHOUT AN INITIAL REMEDIAL PROGRAMME

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Abstract

The studies in India and many other parts of the world indicate that graduates lack basic abilities and skills. According to the Aspiring Minds Employability Report on Indian Graduates (2013) a significant proportion of graduates nearly 47% are not employable in any sector given their English language and cognitive skills. Like any other professional education this issue is closely related to Teacher Education.

Interviews of 40 teacher educators from 20 (50%) Colleges of Education affiliated to Shivaji University, Kolhapur (Maharashtra) were conducted to know about the deficiencies among the B. Ed. entrants and the data was analyzed qualitatively. As reported by the teacher educators there are deficiencies among the B. Ed. entrants in linguistic abilities, communication skills, cognitive abilities, positive attitude, self-confidence and moral capabilities.

In such a condition Secondary Teacher Education Programme is futile in two ways, firstly because the B. Ed. entrants do not have the basic abilities, skills and attitudes, they cannot keep pace with the activities of the Teacher Education Programme and therefore most of the energy of Teacher Education Institutes as well as the (B. Ed.) student goes waste. Secondly, because the Secondary Teacher Education neglects the deficiencies in the student teachers, it produces defective teachers with no abilities and skills which they are supposed to develop in the school students. To overcome these problems an Initial Remedial Programme is essential.

Introduction

Education is a continuous, orderly and progressive change in the abilities, skills, attitudes, interests and values of the student. In the formal system of education this process of change is divided into different stages such as Grade I, Grade II and so on up to graduation and post graduation. Every stage or course is designed to bring about some predetermined changes in the student. While determining these changes assumptions are made that prerequisite abilities, skills, attitudes, interests and values are already attained by the student in the previous stages. However, if these assumptions go wrong and students have no prerequisite abilities and skills, then the learning experiences provided in that particular course are not only useless but are painful also.

Entrants of Secondary Teacher Education are mainly the graduates. The studies in India and many other parts of the world indicate that the graduates lack basic abilities and skills. The Aspiring Minds Employability Report on Indian Graduates (2013) is a national audit of employability of three-year Bachelor's Degree graduates in India conducted by Aspiring Minds, India's leading employability solutions company. The survey included 60,000 students from colleges across India, slated to graduate. According to this report, the employability of graduates varies from as low as 2.2 per cent in roles such as



corporate communications/ content development, 2.59 per cent in accounting, 15.88 per cent in sales-related jobs, 21.37 per cent for roles in the business process outsourcing (BPO/ITeS) sector, 14.23 per cent in operations/customer service and 15.23 in teaching . Most of the graduates (35.95 per cent) were found suitable for clerical/secretarial roles. For an analyst's role, close to 84 per cent graduates were found to lack the right levels in cognitive ability. Ninety per cent graduates did not have required proficiency in English communication. A significant proportion of graduates, nearly 47%, were found not employable in any sector given their English language and cognitive skills.

School-leavers and even graduates lack basic literacy and numeracy skills, according to a survey of big employers. More companies have to provide remedial training to new staff, who cannot write clear instructions, do simple maths, or solve problems. (Centre For Recording Achievement (U. K.), 2010).

Julie C. Coultas and Keith M. Lewin (2002) surveyed the characteristics of students entering initial teacher training in four countries—Ghana, Lesotho, Malawi, and Trinidad & Tobago. The qualitative data in this study suggest that often tutors have surprisingly little detailed knowledge of the characteristics of the cohorts of students they train, and sometimes also of the school environments that newly trained teachers enter. This cannot be an asset in tailoring curricular experience to a realistic appraisal of antecedent conditions and learning needs. Nor can it be a basis for more responsive and reflective modes of training that recognize difference, address questions of motivation and commitment, and prepare trainees purposefully for their first appointment. The difference between what trainees ought to be when they enter training, and what they are, is central to the achievement of effective change in reshaping and revitalizing the teacher education experience.

Teacher quality is a function of several factors: teachers' status, remuneration, conditions of work and their academic and professional education. The teacher education system through its initial and continuing professional development programmes is expected to ensure an adequate supply of professionally competent teachers to run the nation's schools. Initial teacher education especially, has a major part to play in the making of a teacher. It marks the initiation of the novice entrant to the calling and as such has tremendous potential to imbue the would-be teacher with the aspirations, knowledge-base, repertoire of pedagogic capacities and humane attitudes (National Curriculum Framework for Teacher Education, NCTE-2009).

Methodology

Interviews of 40 teacher educators from 20 (50%) Colleges of Education affiliated to Shivaji University, Kolhapur (Maharashtra) were conducted to know about the deficiencies among the B. Ed. entrants and the data was analyzed qualitatively. As reported by the teacher educators there are deficiencies among the B. Ed. entrants in following areas.

Areas of Deficiencies among the B. Ed. Entrants

1. Linguistic abilities and communication skills

The student teachers cannot write and speak properly in Marathi (mother tongue) also. It is surprising that there are problems in understanding the grammatically correct structure of Marathi language. The problems related to English communication are very severe.

2. Cognitive Abilities



The student teachers merely exhibit understanding ability. Ability to apply, analyze, synthesize, evaluate are not observed in them. They lack critical and creative thinking abilities.

3. Positive Attitude

Due to the saturation of B. Ed. degree holders, student teachers cannot see any hope for better future. Further the unhealthy competition and practices in the recruitment create a great psychological pressure upon them. This leads to a kind of dullness and carelessness towards the various activities of Teacher Education Programme.

4. Self Confidence

The student teachers have no enough self confidence to face the challenges ahead. They are worried about their future and think that they won't be able to find any means for earning the livelihood.

5. Moral Capabilities

Teacher's morality is a vital factor in the existence of any education system. However, the student teachers are not aware of this fact. They exhibit different behavioral problems related to moral values.

Futility of Secondary Teacher Education Programme

In this situation Secondary Teacher Education is futile in two ways -

Firstly, because the B. Ed. entrants do not have the basic abilities, skills and attitudes as mentioned above, they cannot keep pace with the activities of the Teacher Education Programme and therefore most of the energy of Teacher Education Institutes as well as the (B. Ed.) student goes waste.

Secondly, because the Secondary Teacher Education neglects the deficiencies in the student teachers, it produces defective teachers with no abilities and skills which they are supposed to develop in the school students.

Therefore, an Initial Remedial Programme is essential for the B. Ed. entrants to develop among them the linguistic abilities and communication skills, cognitive abilities, positive attitude, self confidence and moral capabilities.

Initial Remedial Programme

Self Learning Module I: Linguistic Abilities and Communication Skills (30hrs)

Components: LSRW Skills, Grammar, Linguistic analysis of passages, summaries and poems. Here we may begin from LSRW skills as we organize it for 5th to 10th standard students.

Self Learning Module II: Cognitive Abilities (30 hrs)

Components: 1) Problem Based Learning
2) Puzzles, Quizzes, Games
3) Logical Analysis of passages and summaries.

Self Learning Module III: Positive Attitude (20 hrs)

Components: 1) Positive Attitude - importance and strategies
2) Stories of Great Teachers
3) Opportunities for B. Ed. pass outs: Teaching for slow learners, gifted students, adults etc., Educational Counseling, e-education

Self Learning Module IV: Self Confidence (20 hrs.)



- Components:** 1) Philosophical considerations of self confidence
2) Strategies for enhancing self confidence: SWOT Analysis, Maintaining Positive thoughts, Strategies for Self improvement
3) Confidence vs. Over Confidence

Self Learning Module V: Moral Capabilities (20 hrs.)

- Components:** 1) Values reflected in Eastern Schools of Philosophy (with special reference to Indian Philosophy) and Western Schools of Philosophy.
2) Value crisis in the present scenario
3) Vitality of Teachers Morality

This 120 hours Initial Remedial Programme may be organized as an Add on Course in the beginning of Teacher Education Programme and implemented before and after the regular time table.

The detailed diagnosis of the deficiencies among the B. Ed. entrants is, of course essential, so that the remedial programme is planned purposefully and systematically.

Concluding Remarks

In the present scenario as observed by the teacher educators, B. Ed. entrants have many deficiencies in Linguistic abilities and communication skills, cognitive abilities, positive attitude, self confidence and moral capabilities.

Secondary Teacher Education Programme neglects these deficiencies and continues to implement its various activities, expecting competent teacher outcome. It is as impractical as expecting first rank of an anemic patient in the running competition. Therefore, it is essential that a diagnosis of the deficiencies among the B. Ed. entrants is made at the beginning of the course and accordingly an Initial Remedial Programme is developed and implemented. Without such Initial Remedial Programme the Secondary Teacher Education Programme is futile.

References

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