



# STUDY ON PROBLEMS OF TEACHER EDUCATORS IN PAPUMPARE DISTRICT OF ARUNACHAL PRADESH.

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**Abstract :** The present study is an attempt to find out the problems faced by the B.Ed. Teacher Educators of Papum Pare District, Arunachal Pradesh. A sample of 50 B.Ed. Teacher Educators were selected randomly for the study. Data were analysed in terms of percentages. The findings of the study revealed that the Teacher Educators were facing some problems in regards to lack of innovative teaching, vast syllabus, unavailability of laboratories and computer rooms. This study is significant as the problems raised in the study will help the institution heads to become more aware about the pertinent problems and to find remedial measures to improve the quality of teacher education in a better way.

**IndexTerms -** Teacher Education, Problems of Teacher Education, Teacher Educators.

**1 Introduction:** Education is a ground-breaking instrument that has been utilized successfully to shape the general public and build up the nation by many countries in the world. Today's students are tomorrow's professionals. They are the human resources of the future that write the success-story of the country in the years to come. Teachers play an important role not only in shaping their careers but also in the future of the country. Teachers are their role models. Teachers educate and prepare them to bring the desired positive changes in the society. This is possible only if the teachers have been adequately equipped to educate others. It is therefore important to establish an effective teacher education program which equips the teacher with the essential knowledge and skills helpful in bringing the desired change among the students by the teachers. Teachers have a significant impact on students' futures as well as the future of the nation. Teachers are their role models. Teachers instruct and train their students to bring about the desired social changes. This can only be accomplished if the teachers have been adequately equipped and received the necessary training.

## 1.1 Concept of Teacher Education

Education renders a significant contribution in leading to effective growth and development of the individuals and teachers have an important role to play in imparting education to the students. The major significance of teacher education is focused upon the impartment of training to the teachers, with the main purpose of achieving the desired academic outcomes. Teachers have an important role to play in leading to the effective growth and development of the students. Therefore, to perform their job duties up to the required standard, it is vital for them to enhance their skills and abilities. The teachers have an important role to play in not only achieving the desired goals and objectives of the educational institutions but also in promoting the welfare of the community. Within the course of implementation of their job duties, they are required to cope with many challenges.

The NCTE Act 1993 has described teacher education in a very comprehensive way. According to the Act, —teacher education means programmes of education, research or training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and includes non-formal education, part-time education, adult education and correspondence education.

The National Policy on Education (1986) also stated that the status of teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers. Teacher education is perhaps more confronted with how to negotiate and significantly address the world of teaching-learning than merely dealing with duties, responsibilities and classroom assignments. It is now at the fork of fullness of vision in a fascinated world of immediate gain in every endeavour and worries and frustrations in fruitless teaching sans joy, sans freedom and creative adventure.

## 1.2 Teacher Educators

A teacher educator (also called a teacher trainer) is a person who helps other people to acquire the knowledge, competences and attitudes they require to be effective teachers. Several individual teacher educators are usually involved in the initial or ongoing education of each teacher; often each specialises in teaching about a different aspect of teaching (e.g. educational ethics, philosophy of education, sociology of education, curriculum, pedagogy, subject-specific teaching methods etc.) Not every culture has a concept that precisely matches the English term 'teacher educator'. Even where the concept exists, the range of roles that is covered by the term varies significantly from country to country. In some traditions, the term 'teacher trainer' may be used instead of 'teacher educator'.

One of the oldest and most prestigious occupations in the world is teaching. The need for teachers has always remained critical despite periodic drastic changes to their roles, responsibilities, competency, and training. Changes in teacher preparation methods are necessary as a result of both the changing times and societal demands. Compared to other Indian states as well as northeast, Arunachal Pradesh had a fairly late start to the formal education system. 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 1952-1956. 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 Shikhsa 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 are existing 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 effective teaching-learning process while Sungoh (2014) examined the status and problems of Teacher Education Institute in Meghalaya. The suggestion put forwarded 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 are 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, 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 study has been carried out to analyse the problems of Teacher Educators in Papum pare district of Arunachal Pradesh. This study provides an insight into the problems of Teacher Education faced by Teacher Educators of teacher education institute in Papum pare district of Arunachal Pradesh related to administration, curriculum, physical infrastructure and academic facilities. The study is significant as the problem raised in the study will help the stake holders 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 Teacher Educators of Teacher Education Institute in Papum pare district of Arunachal Pradesh relating to the Administration, Curriculum, Physical Infrastructure, and Academic facilities.

## 4 Methodology of Study

As the study confines problems of Teacher Educators of Teacher Education Institute in Papumpare district 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 Teacher Educators of Teacher Education Institute in Papum pare district 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 50 Teacher Educators were selected for the study.

### 4.3 Tool to be used

A Questionnaire were developed for Teacher Educators and used to find out the problems of Teacher Educators in Papum pare district of Arunachal Pradesh.

### 4.5 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 Teacher Educators of Papum Pare district, Arunachal Pradesh. The Teacher Educators were asked to state whether they were 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 Shows the problems stated in the Administration**

Sl. No.	PROBLEMS	(Responses) N%
1.	Shortage of non-teaching staff.	(17.4%)
2.	No facilities are provided for enhancing teacher's professional competency.	(6.7%)
3.	Staff recruitment method of teachers.	(16.75%)
4.	Poor leave facilities.	(15%)
5.	Lack of regular meetings between the board members and the teacher educators.	(15%)

**Table-1** Shows the responses of the teacher educators which revealed that the non-availability of non-teaching staff is reported in private Teacher Educational colleges. 17.4 % of teacher educators of private teacher education institutes stated that there are shortage of non-teaching staff and due to a shortage of non-teaching staff teachers are asked to perform clerical jobs. 6.7% of teacher educators responded that no facilities have been provided for enhancing teacher's professional competency. Further 16.75% of teachers educators show their concern related to recruitment of teaching faculty. The study revealed problems related to staff recruitment of private B.Ed. college with no proper advertisement, no proper selection and no political interference. 15% of teachers educators state that there is a problems related to leave facilities and 15% of teachers educators there are lack of regular meetings between the board members and the teacher educators.

**Table-2 Shows the problems stated in the Curriculum**

Sl. No.	PROBLEMS	(RESPONSES) N%
1.	Lack of materials/books with the content given in the curriculum especially with the new course.	(10%)
2.	2 years duration of course is a wastage of time for teacher trainees.	(6%)
3.	Institution does not organise co-curricular activities for student trainees.	(16.7%)

**Table-2** Shows the responses of the teacher educators which revealed that 10% of teacher educators find that the lack of materials/books with the content given in the curriculum, especially with the new course and due to the non-availability of resources teacher educators are facing problems to complete the syllabus within a stipulated time. 6% of teacher state that 2 years duration of course is a wastage of time for teacher trainees and revealed that some topics in the course are repeated in the following semester and even some topics are not related to teaching which leading to the duration of each semester. From the responses it was found that 16.7% of the teacher educator experienced that institution conducted very less co-curricular activities for student trainees in the department.

**Table-3 Shows the problems stated on Physical Infrastructure**

Sl. No.	PROBLEMS	(RESPONSES) N%
1.	No housing facility.	(70%)
2.	No separate parking for teachers.	(45%)
3.	No proper canteen facility.	(42.7%)
4.	No proper laboratories.	(24%)
5.	Institution does not provide a portable drinking water facility.	(13.33%)

**Table-3** Shows the problem related to physical infrastructure and reveals that 70% of teacher educators do not have staff quarters and the existing quarters are not enough. 45% of the teacher educators also stated that there are no separate parking facilities for teachers in the institution. With regard to problems related to classroom infrastructure 24% of the teacher educator revealed that



their institute do not have laboratories for psychology, language and computer laboratory for experiment work. 13.33% of responses revealed that the institution does not provide portable drinking water.

**Table-4 Shows the problems stated in Academic Facilities**

Sl. No.	PROBLEMS	(RESPONSES) N%
1.	Classroom is not equipped with Audio-visual aids.	(13.4%)
2.	Problems related to library facilities.	(10%)
3.	Problems related to research.	(7%)
4.	Problems related to teaching.	(23.33%)

**Table-4** Show problems related to the academic facility where 13.4% of student trainees revealed that their classrooms do not have audio-visual aids like computers, LCD/LED Projector. Regarding library facility, 23.33 % of teacher educator responses that they do not get sufficient reading material from library and required books are not available in the library.

Some of the major problems expressed by teacher educators regarding research are: - Time constraints to carry out research projects, lack of financial assistance, no proper facility for research, and academic load is heavy due to a shortage of teacher educators leading to hindrances in research work and with regard to problem-related to teaching some of the major problems encountered by teacher educators in teaching area are lack of materials and books because of the revised curriculum, lack of programmes and facilities for professional development of teacher educators, and students absenteeism.

### 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 has been 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 in 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 of Teacher Education Institutions in Papum pare district of Arunachal Pradesh is found to be satisfying. However, there were some issues and problems faced by teacher educators which need to be address by concern authority. 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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