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A STUDY OF THE PROBLEMS WHICH FACED BY THE COLLEGES OF TEACHER EDUCATION IN THE PRACTICE TEACHING PROGRAMME

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Abstract: The students who take admission in college of education to become teachers have to study basic subjects and principles of education, as well as do some practical work. The practical work and its practice is equally important. Teacher training colleges give more importance to difference skills, methods, principles, definitions ideas, techniques and helps student-teachers to acquire these skills for effective teaching, based on which the student-teachers prepare lesson plans, take guidance for the lessons and then teach in the classroom according to guidance.

Keywords: colleges of teacher education, practice teaching.

OBJECTIVES OF THE STUDY :

- 1) To find out the problems in practice teaching by the student-teachers.
- 2) To find out the problems in the administration and educational planning in the school experience programme student-teachers.
- 3) To find out the problems in school management in the school experience programme student-teachers. This is a descriptive research. The researcher will use survey method for the study. The sample of the research in student-teachers. Questionnaire will use for data collection and percentage will use for data analysis.

CONCLUSIONS:

1. Duration of the school experience programme is very short.
2. For the preparation of the school experience programme we want to give more time for preparation to the student-teacher.
3. They can't teach by various methods.
4. Like English subject they can't teach English to English because student can't give response.
5. To understand to the students is very difficult.
6. They can't use ICT.
7. Only planning is there but action is not according to the planning.
8. Management of the co-curricular activity is very difficult.
9. Distribution of the work is also difficult.

INTRODUCTION :

The students who take admission in college of education to become teachers have to study basic subjects and principles of education, as well as do some practical work. The practical work and its practice is equally

important. Teacher training colleges give more importance to difference skills, methods, principles, definitions ideas, techniques and helps student-teachers to acquire these skills for effective teaching, based on which the student-teachers prepare lesson plans, take guidance for the lessons and then teach in the classroom according to guidance. The process of practice teaching is the soul of the teachers training education, but often its importance is neglected. Teacher education programme should be organized on the basis of evidence obtainable from researching such areas as follows. "Teachers behaviour"

Developing conceptual framework and a theory of institution. " Innovative practices of teaching such as microteaching, simulation and interaction analysis procedures. " The teacher education department should be make a nucleus for research on teaching curriculum and evaluation in the regular university departments. It can also be entrusted the responsibility of sponsoring programmes for extension such as bringing the community into close contact with the university academician.

There should be a free exchange of scholars from one department to the other. This will improve the quality of teacher education programmes immensely. A comprehensive job analysis of teaching in our schools should necessarily be made the basis for recasting of courses in teacher education.

The method of teaching in the teacher education departments should be such that it inspires a sense of appreciation among other departments of the universities and colleges: A teacher education department should therefore, conduct special innovative programmes.

IMPORTANCE AND NEED :

The responsibility of a student-teacher is to fulfill all the objectives of the teacher education programme as well

as it is also the responsibility of the principal and lecturers of colleges of education to help them achieve the objectives by overcoming the problems that may arise.

Definitions of the Terms :

1.Study

Conceptual Definition:

The devotion of time and attention to acquiring knowledge especially from book.
(Good, C.V.(1973) Dictionary of education)]

Operational Definition :

For the purpose of the research study means a research investigation.

2.Problems

Nominal Definition:

A thing that is difficult to achieve.
(Concise oxford dictionary)

Operational Definition:

For the purpose of the research, the term problem means difficulties in practice teaching.

3.Colleges of teacher education:

Institutions that admit after xii standard students for obtaining D.T.Ed degree join the teacher training colleges and acquiring skills of teacher through teacher education programme work in the primary school as teachers.

Practice teaching:

For the purpose of the research, the term Practice teaching means practice lesson and all activities which have done by the student-teachers in the school experience programme.

OBJECTIVES OF THE STUDY :

- 1)To find the problems in practice teaching by the student-teachers.
- 2)To find out the problems in the administration and educational planning in the school experience programme by student-teachers.
- 3)To Find out the problems in school management in the school experience programme by student-teachers.

Assumptions :

- 1.Various type of practical's described in the college of teacher education.
- 2.School experience programme is described in the colleges of teacher-education.

Scope of the study:

- 1.The conclusions of the research will be applicable to all education colleges.
- 2.The conclusions of the research will be applicable to all D.T.Ed. colleges in the Dapoli Taluka and Ratnagiri District.
- 3.The conclusions of the research will be applicable to all Marathi Medium D.T.Ed. colleges.

Delimitations of the study:

- 1.The present research is delimited to the Ratnagiri District.
- 2.The present research is delimited to the Dapoli Taluka.
- 3.The present research is delimited to the only education colleges.
- 4.The present research is delimited to the year 2013-14.

Plan and Procedure the study:

Type of the Research :

The present research is quantitative research.

Research methodology:

The present research is descriptive in which the researcher use survey method. The survey method use for to identify the problems which faced by the colleges of teacher education in the practice teaching programme.

Sample Design :

For the present study, sample will be select as per probability and also non-probability methods.The researcher will be selected Taluka in Ratnagiri District by the purposively college have selected purposively and student-teachers have selected incidentally.

Tools for Data collection:

Questionnaire have used for data collection.

Type of data obtained:

The present research data have obtained quantitative.

Analysis of data:

The researcher have used percentage for data analysis.

CONCLUSIONS:

- 1.Duration of the school experience programme is very short.
- 2.For the preparation of the school experience programme we want to give more time for preparation to the student-teacher.
- 3.They can't teach by various methods.
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- 5.To understand to the students is very difficult.
- 6.They can't use ICT.
- 7.Only planning is there but action is not according to the planning.
- 8.Management of the co-curricular activity is very difficult.
- 9.Distribution of the work is also difficult.

RECOMMENDATIONS:

- 1.The teacher training colleges should follow the time table properly.
- 2.There should be good co-operation to solve the problems between the teachers training college and co-operating schools.
- 3.In planning the practice lessons help should be taken from the non-teaching staff of teacher training colleges and other officials.

4.The teacher educators should realize that it is their responsibility to prepare good teachers and they should observe all lessons carefully and critically.

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Issues and Problems in Teacher Education: An International Handbook

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Issue regarding validity of teacher education www.ncte-india.org/Problems of teacher education in india-international indexed... to improve the quality of teacher education. Some of the problems concerning teacher education are discussed below: (1) Problem of selection :

Defects of.....
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Teacher Education: Issues And Problems In Teacher... - Britannica Any of the formal programs that have been established for the preparation of teachers at the elementary- and secondary-school levels. While arrangements of...
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7a major issues and problems of teacher education 7A. MAJOR ISSUES AND PROBLEMS OF. TEACHER EDUCATION. Unit Structure. 7. A.0 Objectives. U.A.1. Introduction. 7.A.2 Issues in Teacher Education Ms. Salma Naseem **Ms. Noorain Anas,
www.mu.ac.in/.../MA%20Teacher%20Education/Chapter-7AI.pd

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