



# PROBLEMS OF CONDUCTING PRACTICALS IN M.ED COLLEGES

**Sarbjee Kaur**

**Research Scholar, OPJS University**

## **ABSTRACT**

*The first study in India about opening private training colleges was conducted by Dash in 1985. In the findings it was very clear that no provision of in-service education of teacher-educators. Sali (2003) studied the attitude of teachers towards four aspects of inservice training programme i.e. content enrichment of school subject, teaching methods, new trends in education and innovation in education and interpreted favorable attitude towards different aspects.*

## **KEYWORDS:**

*M.Ed , Practical, College*

## **INTRODUCTION**

Depaul et al. (2003) showed that there is no significant difference between the mean attitude score towards the in-service education with regard to different variables. Panda (2010) presented the present scenario of expansion of elementary and secondary school education, persisting backlog of untrained and teacher, the need for in-service and continuing teacher education programmes.

The first study in India about opening private training colleges was conducted by

Dash in 1985. In the findings it was very clear that these colleges were opened mostly with commercial motives and parochial feelings with inadequate physical facilities. Patted (1992) studied whether the selection procedure, the changed syllabi, the innovations, and the evaluation procedure have any impact of qualitative improvement of secondary teacher education programme in Karnataka. The report concluded that most of the colleges had their own buildings, classrooms, psycho-lab, audio-visual room,

ladies' lounge, books and journals, and SUPW facilities. NCTE (2001) reported that teacher education institutions were lacking the minimum basic facilities like classrooms, furniture, equipment etc. Besides required number of qualified staff were also not available in most of the institutions.

However research on private higher education has been conducted in some universities abroad. These cover the issues like role of affective domain in teacher development preparing for the first Ontario teacher qualifying test (Bovver 2003), school privatization (Rhim 2002), teacher education programs in colleges of education (Walton 2003), educational technology in award-winning teacher education programs (Hofer, 2003), encouraging reflective thinking in teacher education students (Raltson, 2003), building an environment conducive to explore disabilities and differences in an introductory teacher education class (Lewis 2003), the relationship between grade point average at admission to teacher education and subsequent pedagogical measures (Oldenkamp, 2003), effects of teacher education, class size and time on task on students development etc (Hill, 2003).

## **OBJECTIVES OF THE STUDY**

The objectives of the study were: (i) To study the origin, nature and concept of accountability, (ii) to study the nature and concept of professional accountability, (iii) to review critically the view of various committees and commissions on accountability, (iv) to study in depth the concept of professionalism in education, (v) to examine critically the concept of teaching, (vi) to study professional requirements of teacher-educators, (vii) to study various performance appraisal techniques and procedures and impediments to measure teacher effectiveness, and (viii) to study the concept of professional accountability of teacher-educators. Analytical study of available literature was done wherein documents like books, journals, etc. were studied, and the available information was analyzed and evaluated. Thereafter inferences were drawn.

## **REVIEW OF RELATED LITERATURE**

Sidhu (2005) reported that admissions to the M.Ed. courses in 2005-06 are going on through central counseling in Punjab University, Chandigarh, for nearly 110 colleges in this region. Some more colleges

are expected to join in during the second counseling session scheduled for August 27. Last year, admissions to 37 M.Ed. colleges for this region were held in Guru Nanak Dev University, Amritsar. This is an over 200 per cent increase in the number of colleges for counseling. M.Ed. colleges come into existence after these are screened by the NCTE at Jaipur and the university of the area concerned. In the last session, the management quota seats (15 per cent) introduced the first time fetched donations ranging from Rs 1 lakh to 1.5 lakhs. This year, it ranged from 1 lakh to 2 lakh. The fees in private colleges start from Rs 32,500 and may add up other sundry expenses. For 100 seats, a private college earns Rs 50 lakh per year. Most of the new institutes sprang up hurriedly in order to cash on this booty. In the process, norms required to run the institutes were thrown to the winds. Most of the new institutes are without principals and, to make the matter worse, a good number of these colleges have not even a single qualified teacher. Some institutes offered premium amounts for qualified persons working else where for just appearing in interview to complete the formalities on paper. How these colleges managed to participate in the counseling session without proper staff is anybody's guess. After

gaining qualification to become eligible for admission, aspirants are sweating it out in the counseling sessions, which sometimes go past midnight. Most of the colleges conducting these sessions have entered after flouting all norms and are playing on the minds of the unsuspecting students. Even otherwise, a student has no choice but to choose from the available institutes. How these new colleges are going to handle these students in the absence of able staff or principal remains a question. Who will teach these students? What are the rights of students after they join these institutes? Who is accountable for this mess? What is the role of government in it? It should be endured that a new institute should come into existence only after satisfying all norms. Eligibility of privately managed participating colleges should be thoroughly examined and only those who fulfill the norms should be allowed to participate in the second counseling, or it will amount to selling the degree. The students enrolled by institutes that fail the eligibility criteria should be adjusted in other institutes in the second counseling. The authorities concerned should take the matter seriously and save the academic future of the students who are falling into the trap laid by these fly-by-night operators.

Diezmann (2005) advocated the development of high-level research capability in some students in their undergraduate Bachelor of Education course. The rationale for this viewpoint is presented in relation to three questions: "What is educational research?" "Why should universities develop high-level research capability in some pre-service teacher education graduates?" and "What type of curriculum can support the development of highlevel research capability in some pre-service teacher education graduates?" The first two questions are addressed broadly. The latter question is addressed with reference to an existing Research Pathway within a Bachelor of Education course. The paper concludes with the identification of a priority issue for subsequent iterations of the Pathway and a reflection on the shift in my role as a teacher in this Pathway from "teacher researcher" to "scholarly teacher". Jennifer et al. (2005) reported that the increasing number of English language learners (ELLs) in U.S. schools requires rethinking teacher education (TE). Most teachers have received little preparation in how to educate ELLs. Change in TE programs is needed to ensure that TE students are prepared to teach ELLs. Such change begins by educating TE faculty

first. One catalyst for change, a faculty institute in which faculty, doctoral students, and public school personnel participated, is described here. Analysis of the process, the content, and course changes illustrated this TE program's efforts to infuse the curriculum with ELL scholarship. Change occurred with respect to individual faculty knowledge and awareness and resulted in changes to course syllabi. Emerging issues during the process illustrate how context influenced this change effort. TE programs need to adopt changes in order to graduate teachers confident in their knowledge of and preparation for multilingual and multicultural populations in order to serve all pupils effectively.

Cribb and Stephen (2005) argued that the privatisation of education needs to be understood through an ethical lens, and suggest a broad framework through which privatisation policies and practices might be ethically audited. These policies and practices it has suggested are creating new ethical spaces and new clusters of goals, obligations and dispositions. Whatever the merits of our particular reading of these changes, we would call for an urgent public debate on these questions one that looks beyond broad ideological questions to

consider the effects of privatization on the nature of the services provided.

Patel (2006) reported that hundreds of unemployed M.Ed. teachers gathered at the local Teacher's Home for a rally here today. They later marched through the town shouting slogans and burnt the "bundle of false promises" made to them by the Punjab government. Unemployed M.Ed. Teachers Front state president Sukhdarshan Singh warned of intensified stir if their demands were not accepted. The government, he said, had played a cruel joke on 1,25,000 of them, who had no jobs, by inviting application for just 2,614 posts against 60,000 vacancies. Education Minister Partap Singh Bajwa had promised 34,000 posts, and the Chief Minister 60,000, at a recent meeting with them, he said. Sangrur: At Sangrur too, the Front led by district president Harvinder Singh Barnala burnt "the bundle of false promises" made by the government at Barnala chowk. The front is all set to oppose the chief minister's Vikas Yatra for taking them for a ride, they said.

Gopinathan (2006) reported that while considerable attention is being paid to reforming education systems to prepare students for the challenges of globalization and a knowledge-based economy, teacher

education models in the Asia Pacific remain insufficiently critiqued. There is an urgent need to rethink teacher education as, in spite of decades of investment and development, major problems of inequality, attrition, incomplete and inadequate learning continue to blight our education systems. It is proposed that teacher education needs to become more culturally authentic as teaching and learning are best viewed as culturally scripted activities. The utilization of indigenous knowledge will be central to this task. The article concludes with some suggestions for how the task may be started.

James and Pauline (2006) reported that three types of privatisation are identified-- involving demand-side financing, reforms to the educational supply-side and "de facto" privatisation, where responsibilities are transferred to the private sector, through the rapid growth of private schools, rather than through reform or legislation. Although "de facto" privatisation may arise because of parental dissatisfaction with state education, it is perceived as undesirable in the literature. Findings from a recent study on private schools in Ghana, Nigeria and India are outlined to explore this issue. The results show a majority of enrolment is in private schools in poor urban and peri-urban areas,

and a significant minority in rural areas. Regarding teacher activity, private schools appear superior to government schools, while private school children outperform government children on maths and English, even though expenditure on teacher salaries is much lower in private than government schools. In the context of this evidence, three major objections to the place of "de facto" privatization in meeting the educational needs of the poor are explored and challenged.

Biggs (2006) reported that the purpose of this study was to learn what teacher educators think is important in forming our future teaching force. This study showed that most teacher-educators feel they have quality programs. Teacher-educators believed their programs prepare graduates well for their first year of teaching. They felt most programs are of quality in the state of Ohio. They were pleased with the current emphasis on pedagogy, subject area, and general education requirements. Teacher-educators were concerned about the importance of quality in field and clinical experiences. The overall quality of teacher education programs in Ohio is better than in the past.

Narayana (2006) focused on economic analysis of privatisation policies and post privatisation control devices in India's higher education. As a case study, the experiences of Karnataka State in collegiate education under general higher education are emphasised. A change in public financing, rather than a shift of public ownership and management to private sector, is the most dominant feature of privatisation policies. The impact of privatisation is estimated in terms of fiscal effect, price effect, and effects on quality, equity, and affordability. To overcome the negative effects of privatisation policies, the need for post privatisation control devices are argued, and a few policy devices are suggested. The Organisation for Economic Cooperation and Development experiences in postprivatisation control devices for manufacturing and infrastructure privatisation are shown to have relevance for both privatisation and globalisation of higher education services, especially in view of bringing education services for negotiations under the World Trade Organisation's General Agreement on Trade in Services.

Dhaliwal (2007) reported that with the objective of checking the mushroom growth

of M.Ed. colleges and ETT institutions in Punjab, the state government has changed the criteria for permission to set up of such institutions. There are about 150 M.Ed. colleges in the state at present. A few years ago, there used to be five or six such colleges. Already, about one lakh persons holding the M.Ed. degree are unemployed in the state. Questions had been raised earlier regarding the circumstances under which the previous government allowed the setting up of so many M.Ed. colleges in the state. There are many M.Ed. colleges without adequate staff and also principals. Education minister Upinderjit Kaur told The Tribune that any organization keen to set up a M.Ed. college or ETT institutions would have to apply first to the state government. On receiving the applications, the state would set up a committee to verify whether there was proper infrastructure such as a building available with the organization. She said that earlier interested parties used to apply to the national center for higher education in Jaipur. After getting approval from Jaipur, the parties used to inform the state government to seek approval and affiliation from the university concerned. "We have decided to stop the earlier practice" she said. Many such colleges were facing problems in recruiting teaching staff

and principals. Upinderjit Kaur said the criteria for M.Ed. colleges would also be applicable in the case of ETT institutions. She said there was need to maintain certain standards as for as the training of teachers was concerned.

### **FINDINGS OF THE STUDY**

The findings were: (1) Accountability mean holding people responsible or answerable for the expected work or role, and it holds responsible both the employee and the system, (2) Accountability can be applied to varied fields, e.g. business industry, management, education, (3) Accountability is a means and not an end in itself and requires various tools, techniques and methods and provides data for decision-making. (4) In education, professional accountability seeks causes of failure in the system, and teachers could be held responsible only for those results which they affect or control. (5) The professional responsibility of a teacher-educator includes his instructional and non-instructional responsibilities. It was concluded that no one technique/ method should be used for appraisal; rather, students' ratings, self-ratings, administrator and peer ratings, classroom environment, systematic observation, personal attributes, contract

plan using student gain, and performance tests should be used.

## REFERENCES

- Santika, Diaz D. (2004). Brainbased scaffolded instruction: sebuah pendekatan integratif dalam pengembangan model pembelajaran berbantuan computer, in Dewi Salma Prawiradilaga & Eveline Siregar. (2004). Mozaik teknologi pendidikan. Jakarta: Prenada Media.
- Schramm, J. (2003). Media besar media kecil: alat dan teknologi pengajaran. (translated by: Abdul Gafur). Semarang: Institute Press.
- Mappalotteng, Abdul Muis. (2011). Pengembangan model pembelajaran berbantuan computer pada sekolah menengah kejuruan. Yogyakarta: PPS UNY.
- Heinich, Robert dkk. (2006). Instructional media and technologies for learning. New Jersey: Englewood Cliffs, Prentice-Hall, Inc.
- Anderson, Heidi Midia (2005). Dale's cone Experience. University of Kentucky
- Kemp, J.E. & Dayton, D.K. (2005). Planning and producing instructional media. New York: Harper & Row Publisher
- Hausfather, S. J. (2006). Vygotsky and schooling: creating a social context for learning. Action in teacher Education 18(2), 1– 10.
- Leinhardt, G. (2002). What research on learning tells us about teaching. Educational Leadership 49(7), 20– 25.
- Bangert-Drowns, R. L., Kulik, J. A., & Kulik, C. C. (2005). Effectiveness of computer-based education in secondary schools. Journal of computer-based instruction, 12, 59-68.
- Romiszowski, AJ. (2006). Developing auto-instructional materials: from programmed texts to CAL and interactive video. London: Kogan Page.
- Houghton. (2004). Educational Software: Computer Assisted Instruction. CROP. Download: <http://www.ceap.wcu.edu/Houghton/>

Learner/Look/CALP.html.

Download tanggal 24 April 2006.

- Sadiman, Arief S, R. Rahardjo & Haryono, Anung. (2002). Media

pendidikan. Jakarta: Pustekkom  
Diknas & PT. Raja Grafindo Perkasa