

***TEACHER-TAUGHT INTERACTION IN TEACHER EDUCATION INSTITUTIONS:
ISSUES AND RESOLUTION***

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ABSTRACT

The importance of teachers in improving education systems and in fostering individual child development cannot be denied, existing conditions and attitudes hamper their efficiency. However, in the present scenario the ultimate impact factor is the “teacher-educator” and the way she/he is able to handle the classroom interaction because it influences significantly the pupil-teachers or the ‘would be teachers’.

In order to deal with this issue properly there is need to thoroughly deliberate on teacher-taught interactional practices in the colleges of education. Teacher-taught interaction is the effective and desired implementation of the curriculum contents on the basis of aims and objectives listed in the curriculum. The interaction incorporates effective planning for providing learning experiences for its learners, organization of planning, administration/implementation of the organized planning and evaluation of the implementations by the implementer and the experts in the relevant field.

I remained there in the school education system for more than 12 years and now for the last more than 16 years I am a part of teacher education system. I myself as a tutor observed and anticipated several complaints from pupil-teachers, regarding classroom interaction during implementations. I took research project with the help of my teacher educator friends and found some serious challenges in the way of teacher-taught interaction in the colleges of education

INTRODUCTION

In the education system acceptance of teachers and teacher-educators as key actors in the process of delivery of quality education is a well-established fact. Certainly, other factors such as infrastructure, facilities, curriculum, teaching-learning materials and an effective monitoring and evaluation system also play a crucial role in determining education quality.

It has to be emphasized that the Teacher-Taught relationship does not represent another worldly relationship such as parent-child relation. It is a relationship sui-generis i.e. relationship between the soul of the taught and the soul of the teacher. Thus, when the taught comes in contact with the impersonal personality of the teacher, in the inner realm of his soul, then his inner self bursts forth into a new universe of blossoms.

Initially Guru was a prophet, and then become a preacher, then a teacher in the class room, and then a facilitator and now with constructivist approach guru become a producer, who remains behind the screen. Similarly, the taught was a disciple in the initial stage, and then become a supporter, and then a student studying in the class room, then a customer and now taught is going to become a user only.

So a Guru behind the screen never ever becomes an Ideal for the Chelas. If we want to manifest the human values in generations then we have to re-establish the Teacher-Taught relationship to

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its old height. Just as spring is to the trees, so is the advent of the guru, an inspiration to the human race. It's time to change the role of a guru i.e. from behind screen to on screen. Then this superb relationship will surely elevate the human values in a spontaneous way.

While the importance of teachers in improving education systems and in fostering individual child development cannot be denied, existing conditions and attitudes hamper their efficiency. However, in the present scenario the ultimate impact factor is the “teacher-educator” and the way she/he is able to handle the classroom transaction because it influences significantly the pupil-teachers or the ‘would be teachers’. So, meaningful and appropriate teacher training and preparation are at the cornerstone of building effective educational systems.

TEACHER-TAUGHT INTERACTION AND CHALLENGES

In order to deal with this issue properly there is need to thoroughly deliberate on the interactional practices in the colleges of education. I remained there in the school education system for more than 12 years and now for the last more than 16 years I am a part of teacher education system. I myself as a teacher, teacher-educator and tutor observed and anticipated several complaints from pupils and pupil-teachers, regarding classroom transaction during implementations. I took research project with the help of my teacher-educator friends and found some serious challenges in the way of teacher-taught interaction in the colleges of education i.e.

- Teacher-educators lack school experience
- Teacher-educators lack command over more than one language
- Teacher-educators lack reading habits specially in their own field
- Teacher-educators lack the use of technology for their professional growth
- Teacher-educators feel that they are affected by biasness in their institution
- Absence of pre-determinedness among pupil-teachers

RESEARCH AND FINDINGS

The present research is confined only to the state of Punjab and the study is delimited only to the B.Ed. and M.Ed. teacher-educators of Punjab state. The present study is delimited only to the teacher-educators of educational college affiliated to 3 universities i.e. Punjab University, Chandigarh, Punjabi University, Patiala and GNDU, Amritsar.

Survey method is employed and this study is carried out on a sample of 76 teacher-educators from 30 colleges of education. The sample was selected using random sample technique

The study reveals that 51% teacher-educators are there with school teaching experiences and 49% have no school experiences, so these can't be so effective in their interactions especially in their methodology papers.

Interestingly, inspite of 51% teacher-educators are there with school experience only 6.5% expect themselves in the teaching profession if they would have not been teacher-educators. When they were asked what you would have been if not a teacher-educator. Only 6.5% answer that they would have been teachers.

They expect themselves to be a lawyer, actor, sportsperson, doctor, IAS, dietitian, scientist, officer in a bank, chartered accountant, defence personnel, sports person etc..

Study also shows that only 22% have targeted to become good teacher in their life. On the other hand 78% had different destinations e. g. good wife, good daughter, good mother, even Prime

Minister.

It is evident from the study that 52% teacher-educators feel comfortable with their mother tongue i. e. Punjabi. But in classroom interactions only 15% of them in the urban area colleges teach in the same language otherwise they go bi-lingual or tri-lingual.

The study also discloses another interesting fact. when the teacher-educators were asked to write your favourite book or magazine only 3.9% have chosen favourite book related to education; 14.4% write subject books as their favourite ones and 15.7% are undecided as they write “so many”, “all”, “which gives something” etc. and rest write general books as their favourite but majority could not come up with a title of the book.

The study also reveals that only 2.6% teacher-educators access the educational websites on the other 97.4% stated social networking sites and search engines as their favourite sites.

ANOTHER STUDY AND ITS FINDINGS

Here one more study had been taken and confined only to Jalandhar city of Punjab state. The study is delimited only to the B.Ed. students belonging to the colleges of education.

Group conversation method is employed to find out how many B.Ed. students are pre-determined to take up the course before initiating their graduation? This study was carried out on a sample of 14 groups comprising around 40 students in each group within the stretched time period of 3 years.

It is apparent from the study that only 11.5% pupil-teachers had decided to join teaching profession before joining any undergraduate degree class. The study also reveals that only 10% decided to join the course during the undergraduate degree class. It also shows that 78.5% pupil-teachers instantly happen to be in the colleges of education. They tabled some interesting reasons for joining the course e.g. engaged & marriage is fixed in the coming year, parents are finding suitable match, insistence of mother or father, one more degree in one year, professional degree is a guarantee for suitable match for marriage, etc.

IMPLICATIONS

Around half of the teacher-educators are not familiar with school subjects and requirements, so they are not so effective in their classroom interaction especially in the papers of teaching methodologies.

Another factor which affects their classroom interaction is their superiority complex and perceiving the school teachers as inferiors. It is evident from their declining attitude to remain in teaching profession if they would have not been a teacher-educator. They expect themselves to be a lawyer, actor, doctor, IAS, dietitian, scientist, officer in a bank, chartered accountant, defence personnel, sports person etc if they would not have been a teacher-educator.

The classroom interaction is also affected by the fact that majority of teacher-educators are not pursuing to become good teachers rather their destination in life is something else i.e. good life, good daughter, good mother, even prime minister, obtaining government job, on the top of the world.

Communication is an important factor for quality transaction but in our colleges of education system seems to be different. Majority teacher-educators feel comfortable while communicating in their mother tongue i.e. Punjabi. But either due to requirement of the students or the non-

availability of text books and reading material in Punjabi they generally use multi lingual communicating technique.

Another factor which affects the classroom transaction is the lack of interest among teacher-educators to read educational or subject books. As 66% teacher-educators named general books as their favourite ones, along with it they could not come up with titles of the books. They just mentioned poetry of Shiv Kumar Batalvi, all novels, all romantic stories etc. and more than 15% are undecided about their favourite book as they mentioned “so many”, “all”, “which gives something” etc. it is evident from the study that less than four percent came up with a favourite book from their respective fields. It shows that reading habit is not worth mentioning.

One more factor is there which affects the classroom transaction. That is lack of using ICT for self growth while in or off the institute. The study reveals that less than three percent teacher-educators access educational websites, on the other hand more than 97% teacher educators have mentioned social networking sites and search engines as their favourite ones.

At the end we can say, if teacher-educators have so many factors to affect their transaction implications and pupil teachers are there without any passion or determination. We are far away from an effective transaction. Both the souls (teacher educator's and pupil-teacher's) are mismatching in this transaction process.

SUGGESTIONS

- ❖ A teacher-educator must have at least 5 years teaching experience of a secondary school before joining any college of education.
- ❖ There must be a language proficiency check while appointing any teacher educator.
- ❖ Universities must adopt a policy to prepare text books in Punjabi and Hindi mediums as initiated by PTU Jalandhar. Text books should be authored originally rather than a translation from English to Hindi and from Hindi to Punjabi.
- ❖ Teacher educators must be familiar with educational sites and educational books of their field.
- ❖ The B.Ed. course should be integrated with graduation degree as of engineering and medical. So a pupil-teacher should enter into the profession with a determination.

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