

Teacher education in Haryana: An analytical study

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Abstract

Education is the fundamental indicator of the national development. Education develops the human resources, which is most important factor of national development. Teacher education, by its nature, has to be relevant to other sectors of society in order to educate and skilled workers needed for socio-economic development. Now a days, society is rapidly changing, it is essential for teacher education to strengthen its linkage with the world of work in order to meet changing requirements. To cope with this changing nature of workplace, it is essential to develop through life-long education, the necessary skills required for performing a job.

Keywords: fundamental indicator, human resources, teacher education

Introduction

Education of a country is usually associated with its social system and the nature of its socio-economic development. The purpose of education is not only to perpetuate the culture but also to improve the society in which it exists.

Education is a social function. Evidence indicates that social progress is also related to education. "The main aim of education is to develop the insight and understanding that will enable the youth who go forth from the schools to take part in the great work of construction and organization that will have to be done and to equip them with the attitudes and habits of action that will make their understanding and insight practically effective".

Education is conceived as a powerful agency, which is instrumental in bringing about the desired changes in the social and cultural life of a nation. The whole process of education is shaped and molded by the human personality called the teacher, who plays a pivotal role in any system of education. The preparation of such an important functionary must conceivably get the highest priority. His is a challenging profession and only those teachers can shoulder the heavy responsibilities of nation building, who are adequately prepared and have sound professional attitude. This adequacy of preparation, of course, signifies development of adequate skills, dedication to teaching and a determination for continuous growth and learning

Teaching all over the world is considered as a profession and teachers are given a professional status. Being professional, teachers are expected to use the best practices and strategies to meet challenging demand of their career, which involves imparting knowledge and developing essential skills and attitude in the students. The accomplishment of these goals in teaching is demanding. They have to use the best of their abilities to achieve these outcomes and use those practices and strategies that have been found more efficient and effective.

Teacher Education

No doubt the welfare, prosperity and security of nation depend upon the quality of its teacher Education. In the present era the nations are competing in the field of knowledge only. The

politicians are relying upon the knowledge, its scholars and scientists and its applications and its results and repercussion. Now a days the competitions are totally in the fields of science, technology and economics. All these disciplines are inter-linked. The higher the nation goes into the sphere of knowledge, the more it is recognized as a great nation. The quality and level of excellence in education depend upon the quality and competence of teachers. It is rightly said that no system of education can rise above its teachers and no nation can rise above its system of education. The teacher is the echelon in the entire system of education. It is also correctly stated that if any revolution is to be brought in education that should be started from teacher. During the professional preparation of teachers, emphasis is laid upon the enhancement of their competencies through changing their behavior. The competence is defined as having enough power, skill, means or talent to do something

Teacher Competencies

George has enumerated teaching competencies as, gaining pupils attention, explaining and narrating, giving directions, asking and adapting questions to pupils, recognizing pupils difficulties of understanding, quality of voice and speech habits, use of non-verbal cues, holding pupils' attention, gaining pupils participation, controlling pupils and use of aids (blackboards and illustrating material).

Personality of a teacher

Callahan explains personality as the dynamic organization of those traits and characteristic patterns of behavior that are unique to the individual. The effective use of a teacher's personality is essential in conducting most classroom activities. The teacher whose personality helps create and maintain a classroom environment in which students feel comfortable and in which they want to learn is said to have a desirable teaching personality.

Academic Competencies

According to Kohl it implies that the teacher has knowledge and understanding about the academic aspect. He should:

- i) Have competence in his subjects of teaching and their contribution to the overall education of the child.
- ii) Appreciate and understand the changing needs of the society in a scientific age
- iii) Understand the psychological bases of education and the factors, which influence education.

Needs of the study

It is expected that this study have paved the way for measuring the academic quality of teacher education in Haryana. The system of teacher education in Haryana is deteriorated day by day. In last two years, the number of teacher education institutes have been opened in Haryana, without regard quality. Given the mushroom growth of such type of college, it would hamper the uplift of quality of teacher education

Teacher education has become more a business that dissemination of knowledge. The entire process of education has failed to satisfy the intellectual curiosity of the students. How can it possible that such type of education colleges will produce qualitative teachers and maintain academic standard of teacher education.

We do need proper regulatory framework for the teacher education institutes, to ensure the quality of teacher education and also the equity. It is, therefore, important that we develop regulatory framework for the self-financing colleges, particularly in terms of their admission, fees, teaching-learning process and governance.

Objectives

- To highlight the present profile of teacher education in Haryana.
- To pin point the problems of teacher education.
- To highlight the causes of problems of teacher education.
- To know about the infrastructure of teacher education institutes in Haryana.
- To know about the physical facilities in the teacher education institutes.
- To know about the curriculum of teacher education.

Hypothesis

- Present profile of teacher education is not significant in Haryana.
- There are no problems of teacher education in Haryana.
- There is no significant the infrastructure of teacher

education institutes in Haryana.

- There is no significant the physical facilities in the teacher education institutes.
- There is no significant curriculum for teacher education.

Delimitation of study

The study be delimited in its scope. Due to administrative and time constraints the present study has been delimited to 20 selected Teacher Education institutes in Distt. Bhiwani

Research methodology

Survey method was considered appropriate to investigate the analytical study of teacher education in Haryana and solicit the suggestions to solve the problems. The researcher had to depend on the related material and two structured questionnaires. This section includes a description of the population, sample, sampling method, instruments used to collect data, their construction and refinement, the method of data collection and analysis of data. The study aims to investigate the analytical study of teacher education in Haryana.

Population

There are more than 500 teacher education institutes in Haryana. All college teachers’ and students who were readily involved in teacher education institutions in self- financing and govt. aided colleges of education, were the population of study.

Sample

A large majority of the research studies in education and Psychology for that matter, in many other fields, are of a type known as sampling studies. In such studies, measurements or observations are made of a limited number of samples of individuals or objects in order that generalizations or inferences may be drawn about still larger groups or populations of the individuals or objects that these samples are supposed to represent.

There are more than 500 self- financing and govt.aided colleges of education in Haryana. It was very difficult for researcher to visit each college of Haryana. Hence following twenty colleges were randomly selected and included in the sample-

Table 1

| S. No | Name of the College | Teachers | Students |
|-------|--|----------|----------|
| 1. | J. K. M. College of Education, Barsana. | 5 | 10 |
| 2. | Aryavarat College of Education, Adampur. | 5 | 10 |
| 3. | Hitkari College of Education, Mandola. | 5 | 10 |
| 4. | Haryana College of Education, Mahrana. | 5 | 10 |
| 5. | N. S. C. B. College of Education, Ch. Dadri. | 5 | 10 |
| 6. | M.L.R.S.College of EducationCH.Dadri | 5 | 10 |
| 7. | K.M.College of Education Bhiwani | 5 | 10 |
| 8. | National College of Education,Loharu | 5 | 10 |
| 9. | Hindu College of Education, Loharu | 5 | 10 |
| 10. | Vidya College of Education, Loharu | 5 | 10 |
| 11 | H.N.College of Education,Sanga | 5 | 10 |
| 12 | Arya College of Education,Jhojhu | 5 | 10 |
| 13 | Bright College of Education, Kitlana | 5 | 10 |
| 14 | Govt.College of Education,Bhiwani | 5 | 10 |
| 15 | Santra Devi College of Education, Samaspur | 5 | 10 |
| 16 | Saraswati College of Education,Mandoli | 5 | 10 |

| | | | |
|-------|--|-----|-----|
| 17 | Women College of Education, Jhojhu Kalan | 5 | 10 |
| 18 | Green Meadows College of Education Charkhi | 5 | 10 |
| 19 | Y.P.S. College of Education, Kakroli | 5 | 10 |
| 20 | Sri Krishana College of Education, Atela | 5 | 10 |
| TOTAL | | 100 | 200 |

Research Instruments

After going through the related literature, consisting of books, official documents, reports, plans and proceedings, the researcher prepared questionnaire with the help of supervisor. Two questionnaires were used for qualitative data-

1. One questionnaire for teachers
2. One questionnaire for students

Data Collection

The data collection stage was very difficult for the researcher. He had to personally visit most of the sample colleges again and again. The data collection was a very difficult job. So the researcher took help from five people for data collection. The researcher distributed 100 questionnaires among the college teachers, 200 questionnaires among college students. After three or four attempts it was possible to collect the required number of filled questionnaires from the respective respondent.

Data Analysis

Data collected through the above mentioned research instruments were tabulated, analyzed and discussed with college teachers and experts. All the questions were developed on likert five point scales. The weight age was given as below-

| | | |
|----------------------|---|---|
| Strongly agreed (SA) | = | 5 |
| Agree (A) | = | 4 |
| Undecided (UN) | = | 3 |
| Disagree (DA) | = | 2 |
| Strongly disagree | = | 1 |

For statistical treatments two ways Chi square contingency test was applied using the following formula-

$$= \sum \frac{(Fo - Fe)^2}{fe}$$

Findings, conclusions and suggestions

The primary data collected from the students and the teachers was analyzed extensively so as to provide a meaningful insight into the level of awareness and to get the viewpoint on quality of teacher Education in Haryana.

The application of Chi- square test to the data of present research inevitably leads to the following conclusions. The important findings of the study are interpreted below:

Physical Facilities

- Majority of teachers and students are agreed that laboratories are properly utilized.
- Majority of teachers are agreed that laboratories are well equipped.
- Majority of teachers are agreed that building of institution is well maintained.
- Majority of teachers and students are disagreed that sufficient computer facilities are available.
- Majority of teachers and students are disagreed that transport facility is available for teachers.

- Majority of teachers and students are disagreed that hostel facilities are available.

Academic Facilities

- Majority of teachers and students are also disagreed that the latest books/journals are available in the library.
- Majority of teachers are disagreed that on line sufficient research/internet facility is available in the library.
- Majority of the students are agreed that co - curricular activities and academic activities are organized.
- Majority of the students are agreed that lecture method is used in the class room.
- Majority of teachers and students are disagreed that Principal and teachers are professionally and academically sound.
- Majority of teachers are agreed that teachers are abreast with modern teaching methodologies.
- Majority of the students are agreed that teachers are well prepared before delivery the lesson

Administrative Facilities

- Majority of teachers are disagreed that guidance and counseling facilities are available in the teacher institutes.
- Majority of teachers are agreed that strict merit is observed in the admission policy.
- Majority of the students are agreed that coordination among the teaching staff is positive.
- Majority of the students are agreed that teachers are regular and punctual in the class.
- Majority of the students are agreed that class rooms are well equipped.

Curricula & staff development

- Majority of teachers are agreed that present curricula help to develop the critical thinking among the teachers.
- Majority of teachers are disagreed that quality of training imparted to teachers is satisfactory.
- Majority of teachers and students are agreed that teachers are competent to use instructional facilities A.V. aids.
- Majority of teachers are agreed that teachers take interest in character building of teachers.

Evaluation

- Majority of teachers are disagreed that the objectives of teacher education planning are adequate.
- Majority of teachers are disagreed that teacher education planning is effective in Haryana.
- Majority of teachers are agreed that improper monitoring is one of the basic causes of failure plan implementation in Haryana.
- Majority of teachers are agreed that educational policies are realistic and achievable.
- Majority of teachers are agreed that political instability affects educational policy and planning in Haryana.
- Majority of teachers are disagreed that quality of teacher education is comparable with advanced countries.

- Majority of teachers are agreed that annual system of examination is useful for teacher education.

Physical Facilities

- Buildings of teacher education institute are not well maintained in Haryana. All types of physical facilities are also not available in the institutes. Library and computer labs are fully equipped and modernized but not in proper use.
- Common rooms are available and class rooms are well maintained in the institutes.

Faculty

Faculty is the central and the unique element of the over all educational setup. A well-motivated and skillful teacher can change the fate of a student and nation. No doubt, impact of teacher's personality directly effects the students. Good teachers and his teaching methods provide greater learning opportunities of his students. The study shows that the faculty is very poor in the teacher institutes.

On the basis of data Principal and teaching staff are not well qualified in the colleges. And to run a college effectively it is very important to have qualified Principal and good teaching staff.

- The educational qualification of staff of self-financing colleges was not up to the mark. There was no wider allocation of staff responsibilities across the college to cover, for instance, staff development, quality improvement and guidance.
- In govt. aided college teacher's attitude towards students is positive. And they provide proper feedback after checking the assignment of the student. Teachers give and check homework regularly in govt. aided college than in self-financing colleges.

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