

INFRASTRUCTURE FACILITIES OF SELF-FINANCING AND TRADITIONAL TEACHER TRAINING COLLEGES

Rekha Rani

Research Scholar

Mewar University, Rajasthan

Dr. Nishi Aggarawal

Supervisor

Mewar University, Rajasthan

ABSTRACT: Education has been treated as a sinequanon and viable resource for the development of the Nation. It is only through proper education and training that desired results may be achieved. Developing countries, like India may bring revolutionary changes for the betterment of the country. The quality of educational programmed may be enhanced by intensifying efforts to improve the status, training and conditions of the teachers. Human development should have been accorded the highest priority at the national and other levels. The findings of the present paper may be of immense use for the qualitative improvement in the different fields of education. It may help educational policy planners, administrators and teacher educators to select, recruit, educate, and assign teachers to particular teaching position in an acceptable manner.

KEYWORDS: Educational policy planners,

INTRODUCTION

The changing vision of teaching and learning that underline the current educational reforms in India and other countries expects teachers to help students develop rich understanding of content, thinking critically, construct and solve problems, synthesize information and express themselves proficiently. Quality has become the key word reiterated worldwide and the need to raise the standard of education is priority of all governments. However, if these efforts are to succeed, it is imperative that teachers are professionally well equipped with the content and pedagogical knowledge to meet the challenges arising out of these reforms and implement the policies in their classrooms. The importance of this role of teachers has been recognized and powerfully expressed by the Education Commission (1961-66). The Education Commission (1964-66) Considered teachers as key agents for carrying out policies into classroom practice. Teacher Education, in this context, is visualized as a dynamic and lifelong proves and as a long continuum.

The initial teacher education is, therefore, considered is the first step of a career long process providing opportunity to an individual to enter into the teaching profession. Induction and in service education are considered as two crucial elements of lifelong continuum. The National Policy of Education (1986) also observed that "Teaching is a continuous process and its pre-service and in-service components are inseparable".

The N.P.E. (1986), accepting the need for continuing education of teachers recommended 'complete overhauling of the system of teacher education in the country, establishment of the District Institutes of education and Training, and strengthening of selected secondary teacher training colleges as colleges of teacher education and institute of advanced studies in education etc. The recommendations of NPE (1986) in the context of teacher education have three important bearings i.e. (i) continuity of the process of teacher education and pre-service and in-service programmes identified as two inseparable links of the whole continuum. (ii) the need to involve new programmes of teacher education to meet the thrusts highlighted in NPE (1986) and (iii) the need to create new infrastructure and strengthen few institutions of Teacher Education to operationalise the recommendations of NPE.

The idealized image of the teacher and the role expectation evolved over the centuries in India have survived amongst the popular cultural levels, though the place and mature of inter-linkages of education

system with other social systems were altered by the alien rules. About two centuries ago, the structure and content of Indian education and its accessibility were comparable to the free nations of Europe. It was not state controlled (Dharampal, 1980; Narullah and served the stratified system. Teacher (or Guru) was equated with mother and father and all the three were revered as gods. Teaching was respected and supported as a profession. Supporting education was considered as a pious act, akin to the worship of god. Communities and rulers supported schools managed by teachers and community at the local level. The institutions of higher levels of education were autonomous and were maintained by charities by rich and ruling classes (Mookerji, 1960). There was no separate training of teachers. Most of the students of higher education ended up as teachers and the best amongst them joined higher education and learnt to teach. Majority of the teacher in higher levels of education continued their studies and reflections. Teacher enjoyed high levels of professional autonomy (Dharampal, 1980; Mukerji, 1960).

REVIEW OF LITERATURE

Yadav, M.S. et al. (1988) evolved an innovative practice to enhance the efficiency instructional work in B.Ed. for teaching and compulsory course. In an experimental setting, the experimental group with the help of programmed learning material, discussions library and practical work, showed better results than the control group.

Srivarshna, M.B. (1989) in her evaluation of the impact of training found that it did improve teaching efficiency, which, in turn, influenced the attitude and aptitude of student-teachers.

More, R.T. (1988) “examined the relationship between teaching effectiveness, teaching aptitude and personality traits”. On the basis of research findings it was revealed that only 6 factors out of 16 factors of personality (R.B. Cattell) were found to be positively correlated with teaching effectiveness, of which intelligence was the most important. Teaching effectiveness and the ability have positive correlation and the total personality of the teacher is found to be influencing effective teaching and ineffective teaching. The study attempted to bring an improvement in the criteria for admission to the teacher preparation programmed (B.Ed. training for secondary teachers).

Bhatnagar, T.N.S. (1988) conducted a study on “A report on the study of the development of the tools for the supervision and evaluation of student-teaching and practical work in colleges of education”. Objectives were: (1) To identify activities under student teaching and other practical work which might be common in the B.Ed. curriculum in the care of most universities in the country. (2) To develop tools for the assessment of all these activities under student-teaching and other practical work prescribed in B.Ed. courses being run at that time by various universities. (3) To try out these scales in actual training situation through feedback from colleges of education.

The sample comprised teacher educators and principals of colleges of education in Andhra Pradesh and Karnataka, who attended the three workshops held at Hyderabad and Bangalore where tools were finalized on the basis of their judgment.

(1) The findings stressed the need of developing common tools for assessment of activities under student-teaching and other practical work for all universities in the country. (2) Common areas in which the tools were required to be developed were lesson planning, supervision/evaluation of actual teaching by student teachers, co-curricular activities, SuPo and community work arising out of theory papers including assignments.

Budhisagar, M. and Sansanwal, D.N. (2001) conducted a study on “Achievement of B.Ed. students: Effect of treatment, intelligence, attitude towards teaching profession and their interactions”.

The study was designed on the post-test control group design there were three level of treatment and three group of students. The treatment were randomly assigned to the three groups the study was conducted in two stages wherein instructional material was developed for 109 and 139 arts and science graduates admitted during the academic sessions 1983-84 and 1984-85 to the university teaching department of

education. The tools used included Raven's Advanced Progressive Metrics and the attitude scales of Katti and Banner. The major findings were: (1) The mean achievement scores of students belonging to the three treatment groups different significantly. (2) Advance organizer material (AOB) was found to be superior to PLM interns of Achievements of the students. (3) The PLM group was found to be significantly more effective as compared to the T.M. group. (4) The AOM group was found to be significantly more effective as compared to the TM group. (5) Intelligence was found to be affect significantly the overall achievement of the students whereas attitude towards the teaching profession did not.

RESULT & DISCUSSION

Table-1

Significant Difference between Self-Financing and Traditional Teacher Training Colleges' Infrastructure Facilities

S. No.	Infrastructure facilities	Self Financing Teacher Training Colleges N=6		Traditional Teacher Training Colleges		't' value
		Scores (X)	Mean (M)	Scores (X)	Mean (M)	
1.	Building facilities	57	9.5	42	7.00	4.8
2.	Staff facilities	18	3.0	27	4.5	4.5
3.	Students facilities	24	4.0	24	4.0	00
4.	Library facilities	30	5.0	27	4.5	2.7
5.	Lab/Technology facilities	24	4.0	12	2.0	4.54
6.	Other facilities	60	10.0	42	7.0	3.70

Level of Significance = .05 and .01

Mean Scores for each group of infrastructure facilities of Self financing and Traditional Teacher Training Colleges were calculated to compare with of the two better equipped with infrastructure facilities. Difference in infrastructure facilities structure of Self Financing and Traditional Teacher Training Colleges is shown. It may also be immediately seen from the building facilities of Self Financing Teacher Training Colleges are better than the building facilities of Traditional Teacher Training Colleges.

Staff facilities of Traditional Teacher Training Colleges are better than Self Financing Teacher Training Colleges. Facilities related to the Pupil-teachers are equal in Self Financing and Traditional Teacher Training Colleges. Library facilities of Self Financing Teacher Training Colleges are better than Traditional Teacher Training Colleges. Lab/technology Labs are available in the Traditional Teacher Training Colleges, but they have not sufficient facilities related to lab. Technology Lab facilities have high difference between Self Financing and Traditional Teacher Training Colleges. Other facilities of Self Financing Teacher Training Colleges are better than those of Traditional Teacher Training Colleges.

Table-2

Significant Difference between Self-Financing and Traditional Teacher Training Colleges' Infrastructure Facilities

S. No.	Infrastructure facilities	't' value
1.	Building facilities	4.8
2.	Staff facilities	4.5
3.	Students facilities	00
4.	Library facilities	2.4

5.	Lab/Technology facilities	4.54
6.	Other facilities	3.70

Level of significance = .05 and .01

Table-1 indicates that 't' value of infrastructure facilities for building facilities it was found to be 4.8 which were significant at both the levels. Thus, hypothesis was rejected. It may be stated that Self Financing Teacher Training Colleges have better building facilities than those of Traditional Teacher Training Colleges.

From the above table, 't' value of the second infrastructure facility, that is staff facility was found to be 4.54 which was significant at .05 and .01 level. Thus, hypothesis was rejected. It may be stated that Traditional Teacher Training Colleges are better building in staff facilities than those Traditional Teacher Training Colleges. On the basis of table-2 't' value of the third infrastructure facility that is student facility was found to be 00 which was not significant at .05 level and .01 levels. Thus, Hypothesis was accepted. It may be stated the Self Financing and Traditional Teacher Training Colleges are equal in student facility.

From the above table, 't' value of the fourth infrastructure facility that is library facility was found to be 2.70 which was significant at .05 level only. Thus hypothesis was rejected. It may be stated that Self Financing Teacher Training Colleges have better building facilities than Traditional Teacher Training Colleges. Above table indicate that 't' value of the fifth infrastructure facility that is laboratory/technology lab facility was found to be 4.54 which was significant at .05 and .01 levels. Thus hypothesis was rejected. It may be stated that Self Financing Teacher Training Colleges laboratory are better equipped than Traditional Teacher Training Colleges. Table-2 indicates that 't' value of the sixth infrastructure facilities that is other facilities was found to be 3.70 which was significant at .05 and .01 levels. Thus, hypothesis was rejected. It may be stated that Self Financing Teacher Training Colleges have better other facilities than Traditional Teacher Training Colleges.

CONCLUSION

In this study, infrastructure facilities were comparing on a questionnaire the obtained score were analyzed for Teacher Training Colleges. It may be helpful for estimating the inter-consistencies of the results.

Infrastructure facilities have been compared on the basis of response of the teacher educators. The researcher had hypothesized that there was no significant difference between infrastructure facilities of Self-financing and Traditional Teacher Training Colleges. But after the analysis and interpretation of the data she observed significant difference between Self-financing and Traditional Teacher Training Colleges in terms of infrastructure facilities.

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